Lab Demo Evaluation

Three types of demonstrations will be done with a TA in lab.

Demonstrations	Points Possible
Functional demo of a lab milestone	15
Debug demo using debugging tools to explain something about the internal workings of your system	15
Q&A demo showing ability to formulate and respond to questions	10
Total	40

Functional Goals for Parts of Lab 1

1. Build, upload and run "Hello, world" program
2. Debug program execution and explain lcd_puts() function
3. Display rotating banner that scrolls message right to left and scrolls 20 spaces in between repetitions to clear the screen

Functional Milestone to Demonstrate in Lab 1

The rotating banner (Part 3) should be demonstrated during the lab period, implementing the features specified in the lab manual.

Rubrics for Demonstrations

Functional demo of a lab milestone (15 points possible): rating on a scale of 0 to 5 (then multiply by 3), where 5 is fully functional with no errors, 4 is mostly functional (minor mistakes), 3 is missing some functionality, 2 is missing major functionality or has major errors, 1 is mostly not working, 0 is not working. A TA has the discretion to add points above multiples of 3, e.g., 10 instead of 9.

Debug demo using debugging tools to explain something about the internal workings of your system (15 points possible): rating on a scale of 0 to 5 (then multiply by 3), where 5 includes: using basic debugging functionality and views in CCS, giving a specific example of program execution and/or a problem in the code, providing a specific example of testing a change, and explaining system operation using specific information in one or more views. Ratings of 4 and lower are missing some elements, where 1 is using only one view, and 0 is not using the debugging environment. A TA has the discretion to add points above multiples of 3.

Q&A demo showing ability to formulate and respond to questions (10 points possible):

5 points for responding to a question posed by the TA, on a scale of 0 to 5, where 5 includes: showing strong conceptual and/or practical understanding, using valid interpretations and assumptions, using specific and relevant information to support the answer, and communicating clearly.

5 points for formulating a useful question, such as a priority question during lab planning or a question created while doing the lab, on a scale of 0 to 5, where 5 includes: generating relevant and appropriately focused questions that have some purpose, such as to clarify a topic, understand a relationship, make connections, explore what is and is not known, make judgments, express curiosity, challenge ways of thinking, test new ideas, etc.