# SCALE FOR PROJECT PISCINE CPP (/PROJECTS/PISCINE-CPP) / DAY 02 (/PROJECTS/42-PISCINE-C-**FORMATION-PISCINE-CPP-DAY-02)**

### Introduction

The subject of this project is rather vague and leaves a lot to the user's choice. This is INTENDED. The questions in this grading scale, however, are very focused and concentrate on what we think is the core of each exercise, what we want you to grasp. So we would like you to do the same : You can and should tolerate moderate deviations in filenames, function names, etc ... as long as the exercise basically works as intended. Of course, in case the student you are grading really strayed too far, you should not grade the exercise in question at all. We leave it to your good judgement to determine what constitutes "straying too far".

The usual obvious rules apply: Only grade what's on the git repository of the student, don't be a dick, and basically be the grader you would like to have grading you.

Do NOT stop grading when an exercise is wrong.

# **Guidelines**

You must compile with clang++, with -Wall -Wextra -Werror

Any of these means you must not grade the exercise in question:

- A function is implemented in a header (except in a template)
- A Makefile compiles without flags and/or with something other than clang++

Any of these means that you must flag the project as Cheat:

- Use of a "C" function (\*alloc, \*printf, free)
- Use of a function not allowed in the subject
- Use of "using namespace" or "friend" (Unless explictly allowed in the subject)
- Use of an external library, or C++11 features (Unless explictly allowed in the subject)

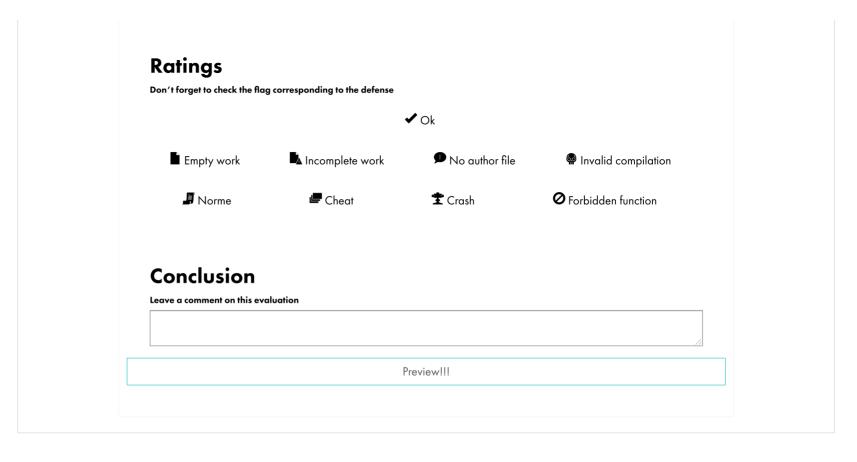
## **Attachments**

Subject (/uploads/document/document/1030/d02.en.pdf)

A canonical class must provide at least:	
- A default constructor	
- A destructor	
- A copy constructor	
- An assignation operator	
Are these elements present AND functional ?"	
∀Yes	×No
Accessors	
The Fixed class (or whatever its name) must provide accesso	ors to the raw value:
- int getRawBits( void ) const;	
- void setRawBits( int const raw );	
Are these member functions present and functional?	
	×No
	ore useful fixed point class
Ex00 was a good start, but our class is still pretty useless be	
Floating point constructor	
Floating point constructor	
Ex00 was a good start, but our class is still pretty useless be  Floating point constructor  Is it possible to construct an instance from a floating point vo  Yes  <	llue ?
Floating point constructor  Is it possible to construct an instance from a floating point va	llue ?

Fixed point value to f	loating point value	
A member function "float	toFloat( void ) const;" that converts the f	ixed point value to an integer value must be present. Is it functional
	⊗ Yes	imesNo
Integer constructor		
Is it possible to construct	an instance from an integer value ?	
	<b>⊘</b> Yes	imesNo
	2: Now we're talk trison and arithmetic features to the class	•
Division		
The class must provide a	division operator. Is it present and function	onal?
	⊗ Yes	imesNo
Addition and substrac	ction	
	<b>ction</b> ddition and substraction operators. Are th	ney present and functional ?
		ney present and functional ? $ imes No$
The class must provide ac	ddition and substraction operators. Are th	
The class must provide ac  Pre/post increment a  The class must provide the	ddition and substraction operators. Are the Yes  Ind pre/post decrement operators e pre-increment, post-increment, pre-dec	No
The class must provide ac  Pre/post increment a  The class must provide the	ddition and substraction operators. Are the Yes  Ind pre/post decrement operators e pre-increment, post-increment, pre-dec	No
The class must provide ac  Pre/post increment a  The class must provide the	Yes  Ind pre/post decrement operators  e pre-increment, post-increment, pre-dect value from the smallest representable \( \frac{1}{2} \)	No  crement and post-decrement operators, that will increment or xOF such as 1 + \xOF > 1. Are they present and are they functional s

for thought e. It's just about thinking. Tak think of using a namespace oped functions and save \r\	×No
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	×No
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preter	
omplex expressions. Start w	rith values, then move to simple addtion, multiplications, then tes
	oreter



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