Data Analysis Rubric

Each data analysis will be graded using the following rubric. There are a total of 4 points. See syllabus for conversion to letter grades. Getting all 'Meets Expectations' yields a grade of 3, a a B. Some categories have values for exceeding. I may award half-credit for work that falls between descriptions.

	Needs Improvement	Meets Expectations	Exceeds Expectations
Thesis Statement	The thesis statement may be vague, overly general, or too specific. **(0)**	Clear conclusions are given that satisfy the requirements of the assignment and require statistical analysis in their argument. **(0.5)**	The thesis statement shows deep insight into the dataset by drawing specific non-trivial conclusions that require a very careful or multi-level analysis of the data. Results may be particularly surprising or interesting. **(0.75)**
Evidence	Aspects of the argument may incorrectly draw conclusions from the given data or may be tangential or irrelevant to making the author's point. **(0)**	Statistical evidence is seamlessly referenced and integrated into the paper's arguments. Arguments clearly flow from the thesis and use induction, deduction, or a combination thereof to make a clear case for the author's argument. **(0.5)**	The paper incorporates multiple independent lines of argument or successfully argues a particularly difficult thesis statement. Usually given only in tandem with an 'Exceeds Expectations' thesis. **(1.0)**
Visualizations & Models	Models, tables, and graphics may not be cohesively woven into the argument of the paper nor always appropriately applied. Graphs may make poor choices in terms of colors, data types, or fail to include proper labels. The command of some methods and theories under consideration may be weak or shaky. **(0)**	All models, tables and graphics are appropriately used and statistically sound. Graphics are properly labelled and visually pleasing. **(0.5)**	Inventive use of models or graphics. Graphics may contain many interwoven layers that increase information density without becoming too busy; models may include newly constructed variables or be fit on a different level of analysis than the raw data. **(0.75)**
Organization	Some aspects of the paper are not effectively integrated. There may be parts of the paper that do not further a distinct or coherent point. **(0)**	There is a logical structure appropriate to the subject. Sophisticated transitional sentences develop an idea from the previous one or identify their logical relations. The reader is guided through the chain of reasoning or progression of ideas. Graphics and tables are included at appropriate points. **(0.25)**	N/A

	Needs Improvement	Meets Expectations	Exceeds Expectations
Style	Sentence structure tends to be repetitious; errors in usage and mechanics sometimes interfere with the writer's ability to communicate the purpose of the paper. The tone or intended audience of the piece may be inconsistent or not in line with the instructions. **(0)**	The author demonstrates a command of good writing style through a variety of sentence structures and word choices. Statistical results are woven into the narrative rather than distracting from it. **(0.25)**	N/A
Execution	The writing contains errors and omissions that begin to impede on the author's ability to make overall arguments. **(0)**	The piece should is almost entirely free of spelling, punctuation, and grammatical errors. **(0.25)**	N/A
Directions	One or more directions in formatting or uploading the piece may not have been followed. **(0)**	All directions are followed and every aspect of the assignment answered in full. **(0.25)**	N/A
Presentation*	The presentation may presuppose familiarity with the data at hand or fail to make a cohesive argument. The presenter shows a combination of lacking in preparation or understanding of the material. **(0)**	The presentation follows a logical structure, makes a compelling argument, and is interesting to and appropriate for the classroom audience. The presenter has clearly practiced the material and delivers their results confidently. **(0.5)**	N/A

* - If the data analysis has no presentation component, this becomes class participation during the week(s) that we are working on them.

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