

EARS33 Spring 22  
Data tutorial term project checklist/rubric

Did I...

Category	Checklist	Points* (out of 4)
<b>Consultation</b>	<ul style="list-style-type: none"> <li>○ Chat with Joanmarie and/or post to the Discussion about my data tutorial?</li> </ul>	
<b>Motivation</b>	<p>Write 3-5 sentences introducing the data tutorial that identifies:</p> <ul style="list-style-type: none"> <li>○ The geomorphic concept I want to illustrate?</li> <li>○ The source of the data I am using?</li> <li>○ The data wrangling/manipulation/visualization tool I will be using?</li> </ul>	
<b>Connection to course material</b>	<ul style="list-style-type: none"> <li>○ Clearly identify at least one concept from the course in the introduction or proceeding notebook text?</li> </ul>	
<b>Design</b>	<ul style="list-style-type: none"> <li>○ Run the final notebook from start to finish without getting any errors?</li> <li>○ Clean up extraneous comments and code snippets?</li> <li>○ Provide text blocks and/or headings that clearly organize the notebooks?</li> <li>○ Insert useful figures if needed?</li> </ul>	
<b>Data generation</b>	<ul style="list-style-type: none"> <li>○ Provide clear instructions (and any external files) to download/upload/generate the data for the activity?</li> <li>○ If the data were collected outside of the activity (e.g. ArcMap), do I give a brief description of how the data were collected?</li> </ul>	
<b>Data visualization</b>	<ul style="list-style-type: none"> <li>○ Generate plots with clean axis and/or colorbar labels?</li> <li>○ Generate plots that are clear and compelling demonstrations of your science concept?</li> </ul>	
<b>Reflection questions</b>	<ul style="list-style-type: none"> <li>○ Write a reflection question that would be answered in a ~4 sentence paragraph appropriate for a typical EARS33 student?</li> <li>○ Answer my own reflection question thoughtfully with connections to lessons learned in the course?</li> </ul>	
<b>Creativity</b> <i>(note you do not need all three, but the more the better)</i>	<ul style="list-style-type: none"> <li>○ Did I manipulate default settings in plots to create visually appealing and publication-worthy plots?</li> <li>○ Did I go “above and beyond” the functions presented in class activities by using new calculating/data slicing/plotting functions in my activity?</li> <li>○ Did I go “above and beyond” the lecture/textbook content to demonstrate a nuanced analysis of a geomorphic concept?</li> </ul>	
	<b>TOTAL:</b>	

\*Grade point value of Dartmouth scholarship ratings; see next page

Grade	Description	Grade Point Values
A	<ul style="list-style-type: none"> <li>○ Excellent mastery of course material</li> <li>○ Student performance indicates a very high degree of originality, creativity, or both</li> <li>○ Excellent performance in analysis, synthesis, and critical expression, oral or written</li> <li>○ Student works independently with unusual effectiveness</li> </ul>	A: 4 A- : 3 2/3
B	<ul style="list-style-type: none"> <li>○ Good mastery of course material</li> <li>○ Student performance demonstrates a high degree of originality, creativity, or both</li> <li>○ Good performance in analysis, synthesis, and critical expression, oral or written</li> <li>○ Student works well independently</li> </ul>	B+: 3 1/3 B: 3 B-: 2 2/3
C	<ul style="list-style-type: none"> <li>○ Acceptable mastery of course material</li> <li>○ Student demonstrates some degree of originality, creativity, or both</li> <li>○ Acceptable performance in analysis, synthesis, and critical expression, oral or written</li> <li>○ Student works independently at an acceptable level</li> </ul>	C+: 2 1/3 C: 2 C-: 1 2/3
D	<ul style="list-style-type: none"> <li>○ Deficient in mastery of course material</li> <li>○ Originality, creativity, or both apparently absent from performance</li> <li>○ Deficient performance in analysis, synthesis, and critical expression, oral or written</li> <li>○ Ability to work independently deficient</li> </ul>	D: 1
E	<ul style="list-style-type: none"> <li>○ Serious deficiency in mastery of course material</li> <li>○ Originality, creativity, or both clearly lacking</li> <li>○ Seriously deficient performance in analysis, synthesis, and critical expression, oral or written</li> <li>○ Cannot work independently</li> </ul>	E: 0