Publish a 5–10-page dashboard presenting a computational musicological analysis online using data from the class corpus with a focus on your own tracks. The storyboard style in the R package [flexdashboardLinks to an external site.](https://pkgs.rstudio.com/flexdashboard/" \t "_blank) is recommended, but a more flexible structure is perfectly fine so long as it is easy for users to navigate. Your storyboard should cover the following topics, but note that it is possible (and often desirable) for a single visualisation or tab to cover more than one topic.

* **Background:** Which tracks did you submit? Why? How did you create them?
* **Track-level features:** What insights into your tracks can be drawn from track-level features of the class corpus (valence, genre, etc.)?
* **Chroma features [pitch]:** What insights into your tracks can be drawn from chroma features?
* **Loudness [volume]:** What insights into your tracks can be drawn from loudness or power, either at the track level or the section level?
* **Timbre features [timbre]:** What insights into your tracks can be drawn from timbre features?
* **Temporal features [duration]:** What is notable, effective, or ineffective about structural segments, metre, rhythm, or beats in your tracks?
* **Clustering:** Which features generate potentially meaningful clusters? OR
  + **Classification/regression [advanced alternative]:** How effective are the features in our class corpus for classification or regression?
* **Contribution:** What have you learned from this set of analyses? Who could these conclusions benefit, and how?

The assessment rubric (see below) was adapted from the Association of American Colleges and Universities (AAC&U) Inquiry and Analysis and Quantitative Literacy [VALUE rubricsLinks to an external site.](https://www.aacu.org/value-rubrics).

Rubric

**Storyboard Rubric**

| Storyboard Rubric | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a learning outcomeTrack Selection | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Evaluates creative process and product using domain-appropriate criteria. | **4 Pts**  **Good**  Creates an entirely new musical solution or idea that is appropriate to the domain. | **2 Pts**  **Sufficient**  Successfully adapts an appropriate exemplar to own specifications. | **0 Pts**  **Insufficient**  Unable to identify an appropriate exemplar. | | 6 pts |
| This criterion is linked to a learning outcomeAssumptions  Ability to make and evaluate important assumptions in corpus selection, feature computation, and data analysis. | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Explicitly describes assumptions behind the corpus selection and analysis and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions. | **4 Pts**  **Good**  Explicitly describes assumptions behind the corpus selection and analysis and provides compelling rationale for why assumptions are appropriate. | **2 Pts**  **Sufficient**  Explicitly describes assumptions behind the corpus selection and analysis. | **0 Pts**  **Insufficient**  Attempts to describe assumptions behind the corpus selection and analysis. | | 6 pts |
| This criterion is linked to a learning outcomeRepresentation  Ability to convert relevant information into various mathematical forms (e.g., graphs, diagrams, tables, words). | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Skilfully converts information from the Spotify API into an insightful portrayal that contributes to a further or deeper understanding. | **4 Pts**  **Good**  Competently converts information from the Spotify API into an appropriate and representative portrayal. | **2 Pts**  **Sufficient**  Completes conversion of information from the Spotify API, but resulting portrayal is only partially appropriate and accurate. | **0 Pts**  **Insufficient**  Completes conversion of information from the Spotify API, but resulting mathematical portrayal is inappropriate or inaccurate. | | 6 pts |
| This criterion is linked to a learning outcomeInterpretation  Ability to explain information presented in mathematical forms (e.g., graphs, diagrams, tables, words). | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events. | **4 Pts**  **Good**  Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph. | **2 Pts**  **Sufficient**  Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line. | **0 Pts**  **Insufficient**  Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends. | | 6 pts |
| This criterion is linked to a learning outcomeAnalysis  Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognising the limits of this analysis. | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Uses the quantitative analysis of data as the basis for deep and thoughtful judgements, drawing insightful, carefully qualified conclusions from this work. | **4 Pts**  **Good**  Uses the quantitative analysis of data as the basis for competent judgements, drawing reasonable and appropriately qualified conclusions from this work. | **2 Pts**  **Sufficient**  Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgements, drawing plausible conclusions from this work. | **0 Pts**  **Insufficient**  Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. | | 6 pts |
| This criterion is linked to a learning outcomeCommunication and Presentation  Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualised). | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | **4 Pts**  **Good**  Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | **2 Pts**  **Sufficient**  Uses quantitative information, but does not effectively connect it to the argument or purpose of the work. | **0 Pts**  **Insufficient**  Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as ‘many’, ‘few’, ‘increasing’, ‘small’ and the like in place of actual quantities.) | | 6 pts |
| This criterion is linked to a learning outcomeTransfer of Learning  Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations. | |  |  |  |  | | --- | --- | --- | --- | | **6 Pts**  **Excellent**  Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | **4 Pts**  **Good**  Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | **2 Pts**  **Sufficient**  Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | **0 Pts**  **Insufficient**  Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. | | 6 pts |
| Total points: 42 | | |