

Progress Report

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Recall:

Project Overview

Purpose

- The Purpose of this project is to help the TPSA Administration evaluate their score cards from competitive events to determine the effectiveness of their rubrics by:
 - **Creating a database** with all of their event types, rubrics, scores, and other information
 - **Creating an interface** to interact and visualize the rubric data to identify problem areas to be improved

Target Audience

- TPSA Staff

Recall:

Interface Sketch

Interface

- Web-based Interface

TPSA

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< 2023 2024 >

Rubric: ~~~~~ for Event: ~~~~~

Overall Score Averages: 80%

Criteria #1 ~~~~~: 95%

Criteria #2 ~~~~~: 84%

Criteria #3 ~~~~~: 72%

Criteria #4 ~~~~~: 60%!

✓ Student: 

1

2

3

4

5

6

7

8

Criteria #5 ~~~~~: 98%

TPSA

Closing Argument  
Legal Studies

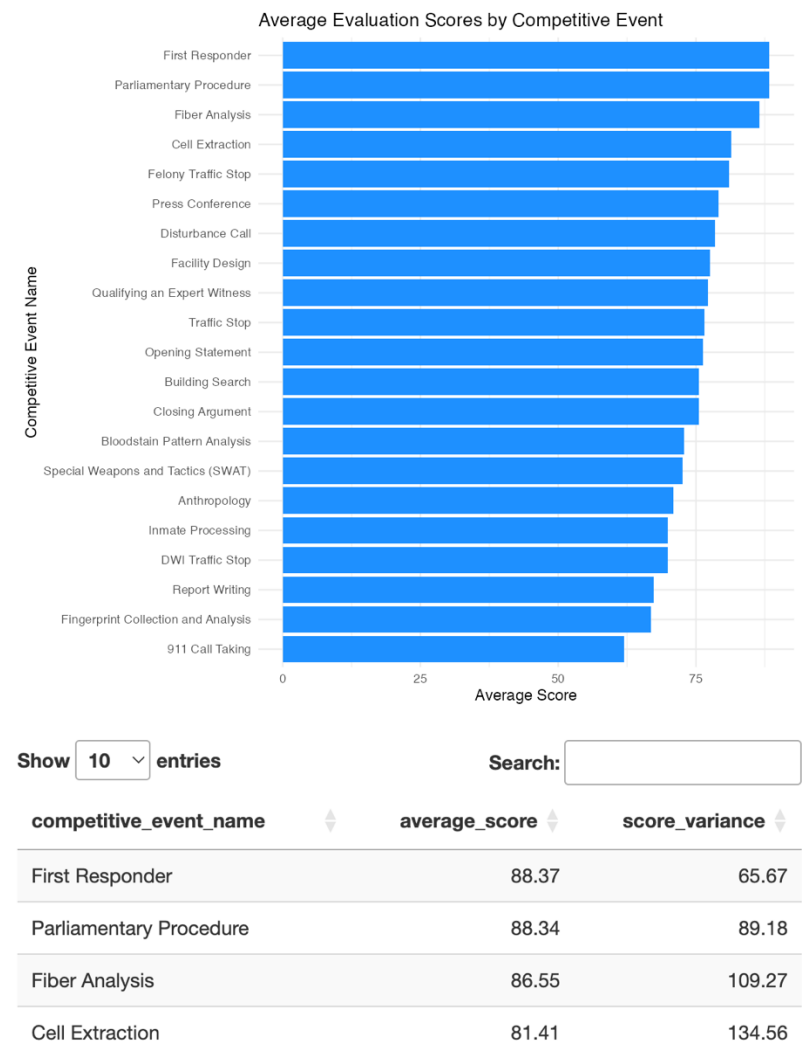
Presentation  
FY2025

| Criteria                             | Unattempted                                                                                                                                                                 | Unsatisfactory                                                                                                                                           | Satisfactory                                                                                                                                                                            | Proficient                                                                                                                                                                             | Exemplary                                                                                                                                                                                                         | Points |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Delivery                             |                                                                                                                                                                             |                                                                                                                                                          |                                                                                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                                   |        |
| Diction<br>Pronunciation and grammar | 0<br>There are many distracting errors in pronunciation and/or articulation. monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message | 3<br>Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems can cause disruption to messages. | 5<br>Delivery adequate. Enunciation and pronunciation are suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you knows") present. The Delivery seemed inconsistent at times. | 7<br>Delivery helps to enhance the message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you knows"). Delivery complemented the verbal message | 9<br>Delivery emphasizes and enhances the message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Delivery heightened interest and complemented the verbal message. |        |

# Shiny App

- Data / Tables added to pgAdmin via SQL and data hosted to a railway server.
- Shiny app shell initiated with limited functionality.
- Next steps are to drill down into **competitive events** and evaluate criteria scores from the database.
- A nice to have would be a more formal interactive dashboard

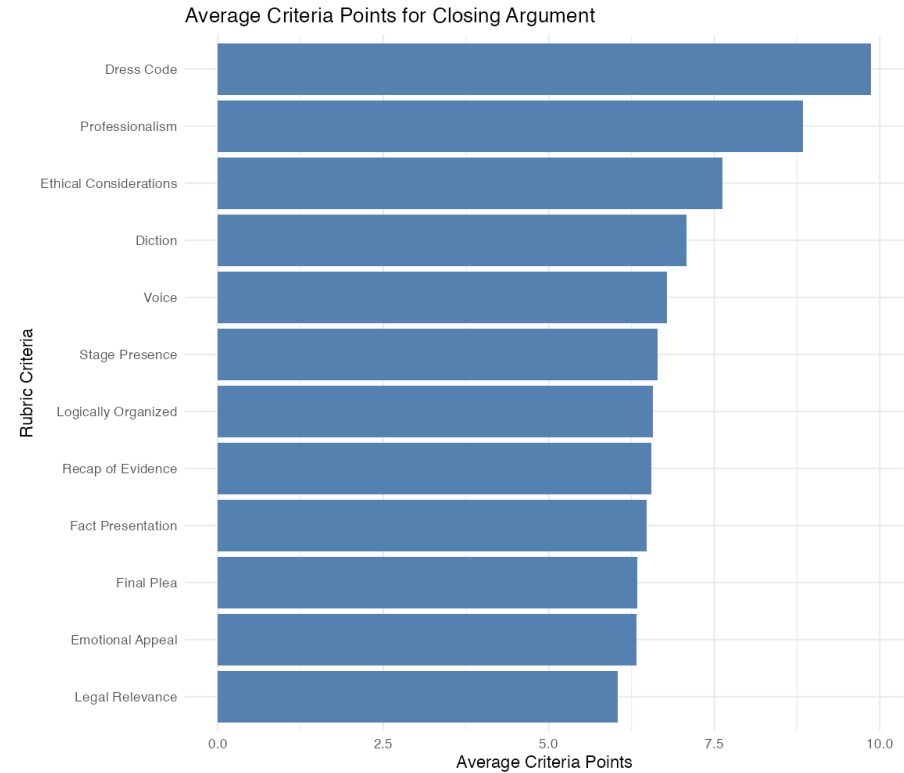
## Average Scores & Variance by Competitive Event



# Evaluation Details by Rubric Criteria

Select a Competitive Event:

Closing Argument



Show 10 entries

Search:

| rubric_category_criteria_name | avg_criteria_points |
|-------------------------------|---------------------|
| Dress Code                    | 9.87                |
| Professionalism               | 8.84                |
| Ethical Considerations        | 7.63                |
| Diction                       | 7.08                |
| Voice                         | 6.79                |

## Select a Competitive Event:

Closing Argument

911 Call Taking

Anthropology

Bloodstain Pattern Analysis

Building Search

Cell Extraction

| Criteria                                                      | Unattempted                                                                                                                                                                 | Unsatisfactory                                                                                                                                           | Satisfactory                                                                                                                                                                                                                                                                  | Proficient                                                                                                                                                                                        | Exemplary                                                                                                                                                                                                                                  | Points |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Delivery                                                      |                                                                                                                                                                             |                                                                                                                                                          |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                   |                                                                                                                                                                                                                                            |        |
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| Stage Presence<br>poise, posture, eye contact, and enthusiasm | 0<br>No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in the presentation.                 | 3<br>Posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.                            | 5<br>Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with the audience. Limited use of gestures to reinforce verbal messages. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat | 7<br>Maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for | 9<br>Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects the comfort of interacting with the audience. Facial expressions and body language consistently generated a |        |