

Non-Technical Presentation Rubric							
Project Specifications	Metric for success	Developing - 0		Accomplished - 1		Exemplary - 2	Notes
README.md	Student has a clear readme, highlighting important aspects of the project.	Student does not have a readme, or has one that is just a copy of the notebook.	<input type="checkbox"/>	Student has a readme that is clear and well organized. It outlines their data (sources, anything quirky or hard to understand, etc.), their process, and their recommendations based on results.	<input type="checkbox"/>	Student has a readme with a clear and well organized outlines, conclusion, and recommendation section. Visualizations are present. Language and markdown lend themselves to succinctness.	<input type="checkbox"/>
Business Problem	Student centered their data around an interesting, appropriately challenging business case.	Business case was not clearly articulated, or student answered an overly-simple business problem.	<input type="checkbox"/>	Business case is clearly articulated and the problem addressed was appropriately challenging.	<input type="checkbox"/>	Business case is clearly articulated and goes above and beyond to address a unique/interesting problem.	<input type="checkbox"/>
Data Collection	Student successfully scraped or gathered data using an API that was relevant to their business problem.	Student was unable to scrape or use API calls to gather data.	<input type="checkbox"/>	Student was able to scrape or use API calls to gather data from one source.	<input type="checkbox"/>	Student was able to scrape and use API calls to gather data from two or more sources.	<input type="checkbox"/>
Preprocessing	Student imported the data and preprocessed it through cleaning, handling missing values, etc.	Data not fully ready for later analysis. Missing values not handled.	<input type="checkbox"/>	Student handled missing values through simple, straightforward ways (such as dropping rows).	<input type="checkbox"/>	Student handled missing values in creative and domain-motivated ways.	<input type="checkbox"/>
Describing/Visualizing	Student explores data using visualizations and descriptive statistics and is able to interpret these visuals and values in the context of their business problem.	Student creates fewer than 5 well-constructed visualizations (ie, visualizations are well labeled and accurately represent the data) and/or is unable to interpret them.	<input type="checkbox"/>	Student created at least 5 well-constructed visualizations and is able to accurately interpret them.	<input type="checkbox"/>	Student created at least 5 well-constructed visualizations and is able to interpret and compare or link them together to tell a cohesive story about the data.	<input type="checkbox"/>
Drawing Conclusions	Student makes a business recommendation driven by data analysis.	No conclusion is present.	<input type="checkbox"/>	Conclusion is present and includes a business recommendation motivated by data analysis.	<input type="checkbox"/>	Conclusion is present, includes a data-driven business recommendation, and future steps for further analysis/recommendations.	<input type="checkbox"/>
Quality of Code, Github	Student creates a notebook (or several) that is well documented, clean, easy to read and understand, and has a neat, organized GitHub repo.	Code is not in Github, or repo is used improperly (only one or two commits to add completed notebook). Code may not run, or is hard to read, or is not commented.	<input type="checkbox"/>	Code is on Github with frequent commits (and relevant commit messages). Code is clean, organized, and well commented.	<input type="checkbox"/>	Code is on Github with frequent commits (and relevant commit messages). Code is clean, organized, and well commented. Markdown cells add clarity and outline the process. Functions are utilized where appropriate to increase readability and reduce repetition.	<input type="checkbox"/>
Presentation	Student delivers a clear, organized, well-thought out presentation that can be understood by a non-technical audience.	Slides are unclear, disorganized. Visuals are not legible to audience. Slides may be too text-heavy. Student goes over time.	<input type="checkbox"/>	Student delivers a presentation that is mostly organized and clear in the allotted time. Overall, presentation is understood by audience.	<input type="checkbox"/>	Student is engaging and presents a well-organized, clear, legible presentation in the allotted time. Visuals add to the presentation and are well explained. The presentation tells a cohesive story.	<input type="checkbox"/>
Score (1-5)		1	0		0		0