Lab 3 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Concept | Approaching Standard (C level) | Meeting Standard  (B level) | Exceeding Standard (A level) |
| Structure (5 points) | The file is missing one or more elements (title, markdown, graphs) OR is disorganized and difficult to follow | The Jupyter file consists of markdown text, graphs and code, contains a title, and is easy to read and follow from top to bottom, both visually and in terms of content. All required analyses are complete, but may be somewhat disjointed. | The file is very well organized, including subheaders as well as a title. The final document looks professional. The analysis tells a cohesive story. |
| Analysis (20 points) | Analysis is missing or incoherent. Explanations and justifications are non-mathematical in nature.  Level 1 analysis is used and is complete, or Level 2 analysis is used and is ineffective. | Each cell of original code is rationalized in markdown text. Statistical and mathematical explanations are used to justify methods.  Level 2 analysis is used and is complete, or Level 3 analysis is used and is ineffective. | Provided justifications are exceptionally complex, clear, and thorough. Explanations delve into details beyond those required by the assignment.  Level 3 analysis is used and is complete and thorough. |
| Introduction and Conclusion  (5 points) | Introduction is absent or not useful.  Conclusions are absent, unreasonable, unjustified, or the statistical arguments used are flawed. | Introduction sets up the data set and questions for analysis.  Conclusions are reasonable and justified with generally accepted statistical arguments. | Introduction offers an organized frame through which to understand the story of the data and analysis.  Conclusions offer important insights with thorough statistically accurate arguments. |

Level 1 Analysis

Does a higher rate of violent crime make it more likely for police to kill people? Does a larger black population by percentage make it more likely for police to kill black people? Use correlation coefficients to make your argument.

Level 2 Analysis

Level 1 AND: In which state are you most likely to be killed by police if you are of any race? In which state are you most likely to be killed by police if you are black?

Level 3 Analysis

Create your own questions to answer in addition to the Level 2 analysis.