**Teacher Comment Project**

**Here are some things that often go into teacher comments:**

1. A short description of the course.

2. A description of student attributes (work ethic, collaboration, humor, perseverance through difficulty, seeks out extra help, etc.)

3. A summary of some key exam grades or essay excerpts.

4. A suggestion for what to improve on or what to do for extra enrichment.

5. A summary of the semester grade and a closing sentence.

**Here are some some common errors that teachers dread making when they copy and paste:**

1. Writing the wrong student name!

2. Getting the wrong pronoun! (He/she/they, him/her/theirs, etc.)

3. A/an errors…“an 80%” versus “a 90%”

**Your task:**

1. Take in a teacher spreadsheet file (teacher.csv) that contains all of the info on each student (perhaps you will need columns for student attributes, grades, reflections, etc.)

2. Write a personalized comment to a separate file for each student’s name (kanye.txt, miley.txt, etc.)

3. Make the teacher’s comments even better than the original! Add something of value that is not already in the teacher’s comment. What as a student would you want to see in the comments that would make them for informative to you?

**Some considerations:**

1. As with real teacher comments, the more personalized and descriptive you can be about each student, the better.

2. You want your program to be dynamic and generalizable to other students besides the two sample comments given.

3. Your program needs to be READABLE, since it will be used by someone other than you. Therefore, it needs to be commented well AND you need to make use of functions for readability. For example, if you write code to make sure that pronouns are correct, you will put that calculation separately in a function called “pronouns”.

**4.** In your groups, each person should be in charge of different functions. Then, all of your functions need to work together to create the final product.

**Here are two Computer Science comments:**

**Student 1:**

In the first semester, we covered the fundamentals of Python, including loops, conditionals, functions, and dictionaries. In addition, we explored connections between math and computer science, including plotting, simulating the game of craps, and optimizing customer service at a bank.

In Miley’s self reflection, she wrote:

‘I’m really proud of how far I’ve come in computer science. I really like the logic and problem solving involved; it’s like a puzzle.’

I am pleased with Miley’s progress this semester. Her problem set average was 98%, which indicates that she had a solid understanding of the majority of the topics covered this semester and that she was consistent about meeting deadlines. Her quiz average and final exam score were 99% and 92%, respectively, which demonstrated that she grasped the new content thoroughly and could hand write algorithms without using outside resources.

Her group Bank Project grade was a 93%, which indicated that her effort, time management, and collaboration relating to larger group assignments was good. In addition, she demonstrated significant enthusiasm and dedication when we participated in the Hackathons. These assignments allowed students to put forth as much effort as they wished to, and she chose to use these opportunities to seriously challenge herself, think creatively, and advance her skills.

On the daily coding activities, she worked mostly by herself since the material came easily to her, but she was happy to help a classmate when they got stuck. In regard to using available resources like StackOverflow, she wisely utilized these resources to troubleshoot and gain inspiration and internalized the solutions that she found. In terms of coming in for extra help, she rarely if ever needed to do so because she was so easily able to pick up the concepts in class.

Miley’s grade for the semester is an A. I look forward to her continued success next semester as we begin to explore more advanced computer science and data science topics.

**Student 2:**

In the first semester, we covered the fundamentals of Python, including loops, conditionals, functions, and dictionaries. In addition, we explored connections between math and computer science, including plotting, simulating the game of craps, and optimizing customer service at a bank.

In Kanye’s self reflection, he wrote:

‘I’ve been slacking off a lot this semester. Computer science is harder than I thought it was going to be.’

Kanye has encountered difficulty this semester but he is persevering. His problem set average was 70%, which indicates that he had gaps in his understanding and was inconsistent about meeting deadlines. His quiz average and final exam score were 75% and 60%, respectively, which demonstrated that he did not grasp the new content thoroughly and could not hand write algorithms without using outside resources.

His group Bank Project grade was an 80%, which indicated that his effort, time management, and collaboration relating to larger group assignments was unsatisfactory. In addition, he tended to lose focus when we participated in the Hackathons. These assignments allowed students to put forth as much effort as they wished to, and he often lost focus instead of working on advancing his skills.

On the daily coding activities, it would have been beneficial for him to work with his classmates rather than working alone. In regard to using available resources like StackOverflow, he sometimes used these resources without fully understanding what the code did. He rarely if ever stopped by for extra help, which I think would have really helped him to solidify his skills.

Kanye’s grade for the semester is a C-. If Kanye can commit to putting forth consistent effort into the daily and nightly work and to stopping by for extra help regularly, then I am confident that he will enjoy more success in the spring semester.