Metis Data Science Bootcamp: Measuring Satisfactory Academic Progress

Each of these five skills are number graded on a 1-5 scale. The maximum score a student can achieve on each project is a 25. [A grade of X in each skill set would total X, the equivalent of a "C" letter grade].

Design (this refers to the design of the entire project, not the design of the presentation)

Score 5: Student has clearly posed question, and they have demonstrated exceptionally creative or ambitious process that leads to the answering of that question.

Score 4: Student has clearly posed questions, and they have demonstrated a creative or ambitious process that leads to the answering of that question.

Score 3: The question that the student has set out to answer is clearly defined. The process that leads to the answering of the question is clear.

Score 2 : The question that the student has set out to answer is somewhat unclear. Their process and the goals of their analysis are somewhat clear.

Score 1 : The question that the student has set out to answer is completely unclear. Their process and the goals of their analysis are completely unclear.

Data

Score 5: Student used multiple data sources. And/or were exceptionally creative & ambitious with their data collection methods (ex: used several instances to scrape data simultaneously).

Score 4: Student used more than one data source. Or student was creative & ambitious with their data collection methods (ex: used several instances to scrape data simultaneously)

Score 3: The student has followed data acquisition guidelines for the project (scrapping for #2, etc). Data is adequate to meet the goals laid out by their design.

Score 2 : Data acquisition guidelines were not met or data is insufficient to meet the goals laid out by their design.

Score 1 : Data was not acquired or misused in relation to the goals laid out by their design.

Algorithms

Score 5: Student worked with required algorithms, but also went well significantly beyond what was required. (for ex: used algorithms that had not yet been taught in class, and/or used an more advanced library than sklearn/gensim).

Score 4: Student worked with required algorithms, but also went well beyond what was required. (for ex: used algorithms that had not yet been taught in class, or used an more advanced library than sklearn/gensim).

Score 3: Student worked with a required algorithm, and demonstrated well thought out reasoning for using the algorithm.

Score 2: Student could not demonstrate reason for using the algorithms he/she did use.

Score 1: Student did not work with any of the algorithms required for a specific project.

Tools

Score 5: Student demonstrate exceptional competence with a tool and/or mastered additional tools on his/her own (ex: off-the-charts D3 viz)

Score 4: Student demonstrate significant competence with a tool or mastered additional tools on his/her own (ex: off-the-charts D3 viz)

Score 3: Student worked with tools required for project (Ex: Matplotlib, SQL, D3) and was able to demonstrate relative competence.

Score 2: Student used the tools required but failed to demonstrate competency or effort.

Score 1: Student did not work with the tools required for the project.

Communication (this includes both spoken presentation and their slide deck)

Score 5: Student communicated their project objective and process using exceptionally creative methods, boundless enthusiasm.

Score 4: Student communicated their project objective and process using significantly creative methods and enthusiasm.

Score 3: Student had a visual slide deck (at least a handful of slides, with some charts and/or tables). The student was able to speak clearly and audibly, and communicate the objective and process of their project.

Score 2: Student wasn't able to speak to their work in a coherent manner.

Score 1: Student didn't have a visual slide deck and/or blatantly broke basic presentation guidelines.