**Zhaozhi Li - Individual Project Grading Sheet - BUAN 3065**

**Grading Explained**

The objective of the individual project for BUAN 3065 was to assess your ability to combine all aspects of what we learned in class into an analysis on a topic of your choosing. There were many dimensions to a successful project/grade, but in short, the following five things were what I was looking for in your projects. I was looking for complete analysis, which looked at your analyses at a very high level (your critical thinking skills in how you approached a problem) all the way down to a granular level (were the axes on your charts/graphs properly labeled). As you enter the workforce, all of this matters whether you are an analyst or not. You need to be able to use a combination of approaches to communicate to your audience in a way that they understand.

Here are the five main things that I was looking for when I graded your projects:

1. **Interpretation/Communication of issues, findings and implications** – key to success here was your ability to properly interpret and communicate your entire project to a non-technical audience (and one that had no deep understanding of your topic). This included your ability to introduce each portion of your analysis, the actual analysis and the implications of your findings.
2. **Visualizations** – key to success here was effectiveness of your visuals which included your choice of visuals, labels, use of color, the variety and other dimensions that contributed to successful visualizations (i.e. non-data ink).
3. **Analytics** – this dimension was wide-ranging including factors like clean data, the correct application of statistical concepts, execution of testing (choosing the right test, setting up the hypothesis and arriving at the right conclusion based on the test).
4. **Critical Thinking** – key to success here was demonstrating a thoughtful approach to addressing your topic/question (i.e. I was looking for you to challenge yourselves with challenging questions).
5. **Clarity & Accuracy** – this measure is interwoven in the factors above but is worth calling out – i.e. ensuring that your data/analysis was accurate and that your visuals were clear and formatted properly.

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| Project Section | Grading Details | Total Points | Your Points | Comments/Feedback |
| Proposal | One-page proposal on your topic and what you are investigating | **15** | **15** | The proposal was submitted weeks ago informing me of your topic and the data you were to analyze. |
| Introduction | How well you introduced your topic and the questions that you were attempting to answer | **6** | **6** | What I was looking for in the introduction section was a clear set of questions that you were intending to answer, some background on the topic and implications of your research/analysis. |
| Data Definition Table | Clarity on dataset – number of observations, time period, variable measures | **2** | **2** | One thing to remember is when you’re using a variable like “Score” – you need to inform the reader of the scale of that score (is it based on 1-10, with 1 being “bad” and 10 being “good”?) |
| Descriptive Statistics | How well did you introduce the reader to your quantitative variables - Execution, interpretation, formatting, clarity | **12** | **11** | Very good job on your interpretations but I am always looking for a bit more depth on what the descriptive stats tell us. |
| Frequency Table | How well did you introduce the reader to your categorical variables - Execution, interpretation, formatting, clarity | **3** | **3** | Good job here. |
| Correlation Coefficients | Accuracy, significance testing and interpretation | **7** | **6** | Great execution. Your comments and interpretation on the relationship between votes and gross were excellent – that’s the level of depth that I expected to see throughout the paper. |
| Effectiveness of Visuals | How well your visuals helped you tell your story – clarity, visual choice, use of color, formatting, labels use of other tools, etc… | **15** | **14** | Very nice job on the visuals. They were clean, easy to read and easy to understand. I really liked to see the callouts on the score/gross scatterplot – Shawshank is one of my (and my dad’s) favorite movies. |
| Application/Execution of Significance Testing | Your application and execution of significance testing – choosing the right test, setting up the hypothesis correctly, etc.. | **15** | **12** | There were some missed opportunities here. One, the setup on the t-test to compare gross and votes was incorrect. You needed to break down the votes variable into groups (high votes group means big star power whereas a low votes group means no star power) to compare the means of the gross. If the grosses of those two “votes” groups were different, it would tell you they were significantly different; Two – the interpretation of the equation on your scatterplot |
| Interpretation & Communication of Findings/Results | Your ability to interpret and communicate the findings and implications of your analysis – what it means in non-technical terms and language | **20** | **19** | This was good. I’m always looking for more depth in interpretations. |
| Storytelling with data | Your ability to present your information and illustrate your points in a way that flows – properly framing up your issues, using specific examples and callouts to illustrate your points, etc… | **15** | **14** | Similar to above. Looking for more specific movie examples to illustrate points – just like you did with Shawshank and the Trojan movie. |
| Critical Thinking | The depth of your thinking in how you approached your topic/problems | **5** | **4** |  |
| Conclusions & Recommendations | How well you summarize your analysis, arrive at conclusions and make recommendations for future action | **10** | **10** |  |
| Total Points |  | **125** | **116** |  |

**Final Comments/Feedback**

* This was a really good paper to read
* It had good, clean visuals and good interpretation and was simply put together well overall – i.e. it was easy to read.
* Specifically, on the interpretations, I thought you did a great job of explaining what your findings actually meant relative to ratings, genre, etc…
* One area of improvement for you (and the class overall) is moving from a question that you’re trying to answer to an actual hypothesis, and then the data prep needed to execute on that significance test
  + The example that I discussed above (how to set up a comparison to see if star power truly impacts the gross of a movie) is an illustration of my point
* In closing, it was a pleasure to have you in class. You really put in the time to make the class a success and I can tell you are dedicated to making yourself better. You did well because you made the effort. Good luck in the semesters ahead.
* On a side note, ’m not sure that those videos are going to be available once you leave the class – I’m still trying to get some answers – but don’t worry, they aren’t being erased. I’ll keep you posted.