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| --- | --- | --- | --- | --- | --- |
|  | Poor (0-3 pts) | Fair (4-6 pts) | Good (7-8 pts) | Excellent (9-10 pts) | SCORE (of 10) |
| Structure and Formatting | Missing several key sections or components | Missing at least one required component or consistently places information in improper sections | Occasionally places information in improper sections (ie: numeric results in the Methods section) | Properly follows the structure and format described in the assignment sheet and shown in example papers |  |
| Statistical Validity | Major statistical errors or several blatantly incorrect statements | Some statistical errors but a choice of methods that are for the most part appropriate | Minor statistical errors or flawed interpretations and a choice of methods that is appropriate. | Excellent choice of methods with thorough justifications and nuanced conclusions |  |
| Depth of Analysis | No use of figures or tables. Methods/Results sections severely lack detail. | Sub-optimal use of figures or tables. Parts of the Methods/Results lack detail. Too many superficial comparisons/tests. | Satisfactory use of figures or tables. Thoroughly explores the research question. | High-quality figures and tables. Careful and nuanced explanations addressing all aspects of the research question. |  |
| Creativity | Topic/analysis is a carbon-copy of an existing analysis (ie: you copied ideas from Kaggle or another place online) | Topic/analysis exhibits limited creativity (ie: it closely mirrors something we’ve done in a class lab or lecture example) | Topic/analysis exhibits good creativity (ie: it is unique in at least one way, at least some people outside this class would find your work interesting) | Topic/analysis exhibits excellent creativity (ie: many people outside this class would find your work interesting) |  |
| Writing Style | Major grammatical errors and phrasing that does not reflect the vocabulary used by statisticians, very difficult to read and understand | Substantive grammatical errors and occasional use of phrases that do not reflect the vocabulary used by statisticians, somewhat difficult to read and understand | Minor grammatical errors and/or infrequent use of phrases that do not reflect the vocabulary used by statisticians, mostly easy to read and understand | Free of grammatical errors, proper use of statistical vocabulary, concise and easy to read and understand |  |

As an instructor, I reserve the right to add up to 5 “fudge points” to a project score on the basis of exemplary work in any of the following areas:

* Working with a challenging dataset (ie: lots of data processing, etc.)
* Creating really excellent graphs and tables
* Researching and correctly applying statistical methods that go beyond what we’ve covered in this class