Data Vis Project Rubric

# Data Visualization Project Rubric

## Overview

This rubric is here to help you understand the specifications for the data visualization that you create. It is the same rubric that the person evaluating your project will use. We will refer to this person as the "project evaluator" in this document. You should look at the rubric **before you begin working** on your analysis **and before you submit it**.

## How to Use: before you begin

1. Look at the bold headings under the criteria column to understand what the project evaluator will be looking for in your project.
2. Go through each criteria item in more detail.
3. Familiarize yourself with what is required for your project to "meet specifications" or to be "completely Udacious." In order to gain a certificate, you need to "meet specifications", however, to gain the most benefit and learn most from the experience, we encourage you to aim for "completely Udacious".

## How to Use: before you submit

1. Once your project is complete, go through each criteria item and do your best to honestly evaluate where you think your project falls.
2. If you think your project "does not meet specifications" for **any**

criteria item, then you should make some changes to your analysis.

3. Once you're confident that your project "meets specifications" or is "completely Udacious," go ahead and follow the Project Submission Instructions to submit!

## How Grading Works

1. Your project evaluator will use this rubric to evaluate your analysis.
2. Your grade will simply be "pass" or "doesn't pass."
    a. You earn a "pass" by not having **any** criteria items in the "does not meet specifications" column.
    b. If any criteria item "does not meet specifications," you will not pass. You will be able to make changes and re-submit the project.

## The Rubric

| Criteria | Does not meet specifications | Meets specifications | Exceeds specifications (Completely Udacious) |
|---|---|---|---|
| **Code Structure and Functionality** | | | |
| **Does the code work?** | The code does not render the visualization, some components of the visualization do not appear correct, or some interaction or animation breaks while a reader interacts with the visualization. | The visualization renders and any interactions or animations work as the reader interacts with the visualization. | ***Not Applicable*** |

| | | | |
|---|---|---|---|
| **Is the code in the `index.html` commented in a way that is useful and not excessive?** | Code is not commented or complex code is not adequately explained with comments. | Large code chunks are commented, and all complex code is adequately explained with comments. Comments are not overused to explain obvious code. | ***Not Applicable*** |
| **Does student's code use formatting techniques (indents, spaces, line breaks, etc…) to improve readability?** (Refer to Google's Style Guide for Javascript) | The code does not use formatting techniques or formatting techniques do not improve readability. | The code uses formatting techniques in a consistent and effective manner to improve code readability. | ***Not Applicable*** |
| **Design** | | | |
| **Is the data visualization explanatory? Does the data visualization communicate a clear story or message about the data?** | The visualization is not explanatory. It does not have a clear story or message about the data. The visualization may confuse readers based on design choices such as chart type, visual encodings, layout, legends, or hierarchy. | The visualization is an explanatory graphic. It communicates a clear finding or relationship in the data. Design choices foster communication between the reader and the visualization. | ***Not Applicable*** |
| **Does the written summary reflect what a reader would interpret from the graphic?** | A reader would be confused by graphic, or a reader would not able to identify the main point(s) or relationship(s) that the graphic attempts to convey. | A reader's summary of the graphic would closely match the written summary in the README.md file, or a reader would identify at least 1 main point or relationship that the graphic attempts to convey. | ***Not Applicable*** |
| **Does the data visualization incorporate interaction or animation?** | The visualization is static and does not include any interaction or animation which could allow the reader to better understand the data. | The visualization includes interaction or animation. The interaction or animation may be simple, such as a hover, tooltip, or transition. Interaction or animation enhance understanding of the data. | The data visualization incorporates more advanced techniques beyond the scope of the class. The techniques enhance the reader's ability to understand the data and interact with the graphic. |
| **Are initial design decisions documented?** | The student does not explain initial design decisions such as chart type, visual encodings, layout, legends, or hierarchy, or the student does not include a Design section in the README.md file. | The student explains initial design decisions such as chart type, visual encodings, layout, legends, or hierarchy. These are included at the beginning of the Design section in the README.md file. | ***Not Applicable*** |

| Feedback and Iteration | | | |
|---|---|---|---|
| **Does the student collect feedback after sharing the initial visualization?**<br><br>*We encourage you to collect feedback from the first sketch to the final visualization.* | The student does not include a Feedback section in the README.md file, or the student does not collect feedback from at least three different people. | The student collects feedback from at least three people throughout the process of creating the data visualization. The feedback is documented in the Feedback section of the README.md file. | The student collects feedback from many people throughout the process of creating the data visualization. The student provides other evidence of feedback, such as screenshots with annotations, audio files, videos, discussion forum links, or images of sketches with handwritten comments. |
| **Does the student iterate on the visualization?**<br><br>**Does the student incorporate feedback to improve the visualization? If not, does the student explain why the design of the visualization did not change?** | The student has not presented any evidence that the visualization has been improved since the first sketch or the first coded version of the visualization, or the student has not defended why no changes were not made to the visualization after gathering feedback. | The student presents evidence that the visualization has been improved since the first sketch or the first coded version of the visualization. The student has listed all of the feedback in the Feedback section of the README.md file. Most design choices and changes are accounted for in the Design section of the README.md file. | The student presents overwhelming evidence that the visualization has been improved. The student has listed all of the feedback in the Feedback section of the README.md file. All design choices and changes are accounted for in the Design section of the README.md file. |

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