Grading Rubric - Digital Portfolio
MS in Data Analytics & Visualization, Pratt Institute, School of Information

Learning Outcome	Exemplary	Competent	Needs Work
Research—Students can develop complex questions surrounding data and select and apply appropriate methods to answer them.	Research is oriented around sophisticated question(s)/topic(s) and shows originality. Student uses a variety of quality sources, analyzes them appropriately, and attributes them clearly. Student draws conclusions supported by evidence and analysis.	Research includes clear statement of question(s)/topics(s) and can contribute knowledge to the field. Student uses quality sources, analyses them appropriately, and attributes them clearly. Student makes an effort to draw conclusions.	Research lacks clear focus or purpose and does not include quality sources. Evidence is unclear or does not support conclusions. Sources are not included or poorly attributed.
Communication—Students can formulate reasonable interpretations of data and share them effectively through visual and narrative means.	Communication goals and intended audience are clear and explicit. Presentation is well-suited for audience. Work is impeccably edited. Demonstrates creativity and originality in content and execution.	Communication goals are apparent and the intended audience is clear. Content is appropriately presented through the chosen media. Work is well edited. Creativity and originality in content or execution.	Communication goals and audience are not discernable. No thesis or central claim is made. Work is poorly edited and shows little or no creativity.
Technology—Students can choose and employ appropriate tools for data collection, storage, manipulation, analysis, visualization, dissemination, and preservation, as relevant to goals, tasks, and users.	Technology is chosen carefully and used with skill. Student demonstrates fluency in various tools and techniques, including programming languages. Thoughtful choices are evident and based on a clear understanding of goals, tasks, and users. Work demonstrates innovation.	Technology is chosen and used appropriately. Student demonstrates fluency in various tools and techniques. Thoughtful choices are evident and based on awareness of goals, tasks, and users. Work follows best practices for work with data.	Technology is chosen and used poorly. Student shows limited proficiency with tools and/or employs a narrow range of techniques. Technology is not well chosen or not appropriate to goals, tasks, and users.
User-Centered Design—Students can identify relevant users and develop intuitive, meaningful, and engaging experiences for them.	Mastery of issues related to use and users of data. Demonstrates empathy and proficiency in applying knowledge of diverse user communities and information needs. Shows advanced proficiency in locating, assessing, designing, and using data products/ services that best serve users.	Demonstrates solid understanding of issues related to use and users of data. Effectively applies knowledge of diverse user communities and diverse information needs. Shows a strong ability to locate, assess, design, and use data products/services that best serve users.	Demonstrates little or no understanding of users. Does not address issues related to diverse user communities and information needs. Demonstrates poor ability to locate, assess, design, and use data products/services that best serve users.
Critical Perspectives—Students understand issues of power and data and can ask critical questions around access, interpretation, and impacts on people and the environment.	Student demonstrates deep critical understanding of data and power and fluidly places their own work and others' in this context. Student demonstrates ability to reflect on their practice. Student is growing into a leader in the field.	Student demonstrates critical understanding of data and power and can place their own work and others' in this context. Student demonstrates ability to reflect on their practice. Student is prepared to enter the field as a thoughtful professional.	Student demonstrates little or no critical understanding of data and power and is unable to place their own work and others' in this context. Student is unable to reflect on their practice. Student is not ready to enter the field.