

Big Picture Question Rubric

Your work should be your own. Though the methodology is discussed on the forum, your words should be yours. Cite sources and do not copy paragraphs from papers. Plagiarism will result in a report to the Dean of Science. Each submission will be awarded points based on the following rubric.

Make A Plan (did the person use the forum?)

- 0 - Didn't follow the method discussed in the forums, and didn't use any of the assumptions discussed. Clearly didn't participate in or look at the forum. Their method is nonsense.
- 1 - Method on the forum partially followed, but it seems that the author has only partially understood it. OR, If the forum method wasn't followed, the author has attempted to address why their method is better.
- 2 - Method on forum followed perfectly. OR, If forum method wasn't followed, the author has provided a clear, sound argument for why their method is better.

Execute the Plan (regardless of whether it's the plan from the forum)

- 0 - The calculation is very unclear, and large steps are missing, or it seems the person doesn't understand the steps. (i.e., magic).
- 1 - The steps are there, but not fully explained. The calculation is somewhat suspect.
- 2 - Calculation is clear, steps and assumptions are all clearly presented. The calculation appears absolutely correct.

Reflect on the Calculation

- 0 - The author has not attempted to see if their answer is correct. They make no comments on their final answer.
- 1 - The author comments on their number, but doesn't provide any physical justification.
- 2 - The author comes up with a physical argument for what they expect their number to be. They clearly discuss whether or not the answer is suitable, justifying it, or positing what went wrong.

PARTICIPATION GRADE

The following is a guide to earning your participation grade In the Big Picture Questions. The Big Picture Assignments are worth 20% of your final grade. This means that each one is worth about 7%. The following Rubric will be used to assess your participation.

Piazza Participation

- 0 - Student didn't participate in discussion in a thoughtful manner (i.e., they clearly hadn't read what they were responding to)
- 1 - Student thoughtfully participated in the discussion once or twice.
- 2 - Student went out of their way to comment multiple times, and was often the source for new discussion and added links to numbers and information.

Submission to Compair

- 0 - Student did not submit a finished assignment to ComPAIR, or very little effort went into the submission.
- 1 - Student submitted a partially complete assignment to ComPAIR The student tried, but didn't complete the entire problem.
- 2 - Student submitted a complete assignment to ComPAIR

Comparisons in Compair

- 0 - Student didn't complete the required number of comparisons or completed them so quickly, or commented so vaguely, that it was clear they hadn't actually read anything
- 1 - Student completed the comparisons, but provided short feedback to the users that was marginally useful. Comments are general and don't target specific parts of the submission.
- 2 - Student completed the comparisons and provided feedback that explained how the assignment did or didn't meet the requirements outlined in the rubric. The student picks specific details to correct and talk about. Evidence is presented that they actually evaluated the submission.

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Reflection on your Pig Picture Submission

- 0 - The student didn't complete a reflection on their assignment that targeted specific aspects of their assignment.
- 1 - The student wrote a reflection, but not much thought went into it.
- 2 - The student completed a reflection on their assignment that targeted what they liked about their assignment and what could be improved in their assignment.

The things you like about your assignment don't necessarily have to be things you did better than other people, but strong points you perhaps saw where reflected in other people's assignments.

Student pointed out something that another submission did better than they did, and that they would like to include in future Big Picture Calculations.

You're never graded directly on whether or not you actually got the correct number, but whether or not you took part in the *process* of problem solving. Not trying or clearly not engaging in the process can result in a low grade. I would encourage you to try and get things correct, because I think it's a useful learning experience. Myself, I would feel some need to do well in front of my peers, but that's me and my own needs.