

Assessment 3: Peer-Evaluation of Group One's Statistical Website

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The following assessment is an evaluation of Group One's Statistical Website entitled "Statistics Concepts." Group One comprised of the following group members: Aminata E. Adewumi, Karen Cotter, Terri Evans, and Adnan Ezad. The groups website was retrieved from <https://sites.google.com/view/statistics-concepts/home>. A rubric provided Dr. Glazer was used to evaluate the required elements and content of the website.

Assessment 3 Rubric

Category	Did not meet the minimum standards	Met the minimum standards	Exceeded the minimum standards	Your score
Required elements for the website	The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Substantial issues exist with the appearance or group participation (0 -5 Points)	The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Videos and material create a somewhat cohesive and attractive appearance, but some issues exist with the appearance or group participation. (6 -8 Points)	The website contains at least 5 pages that detail 5 separate statistical concepts. At least 3 of the concepts are inferential statistics. Each member records at least one video. Each member submits a group evaluation (log). Videos and material create a cohesive and attractive appearance. (9 -10 Points)	9/10
Content	There are issues with quality in the written concepts, videos, and scenarios. Videos and material explain concepts and allow for the learner to grasp the material. Substantial mistakes with content or grammar are made and they impact the project or potential view experience/learning. (0 -5 Points)	There is a high -level quality in written concepts, videos, and explanations of the context. Videos and material clearly explain concepts and allow for the learner to grasp the material. Some mistakes with content or grammar are made and they do not impact the project or potential view experience/learning. (6 -12 Points)	There is a high -level quality in the written concepts, videos, and scenarios. Videos and material clearly explain concepts and allow for the learner to grasp the material. Few mistakes with content or grammar are made and they do not impact the project or potential view experience/learning. (13 -15 Points)	14/15
Total:				23/25

Required Elements for the Website

In the first category of the rubric, the group surpassed the minimum requirement of the standards thereby earning a rating of “exceeded the minimum standards.” The website contains at least five pages that detail five separate statistical concepts. On the groups' homepage there is a clear delineation of what inferential and descriptive statistics are. A brief definition and examples of what is to come are clearly labeled under each heading of inferential and descriptive statistics. The user can choose the pathway that meets his/her learning needs and inquiry. There are links from each contributing members name to their webpage, which is useful in determining the contribution of each member. The website begins with inferential statistics covering Z-test, T-test, and ANOVA. The topics covered under descriptive statistics are mean, median, mode, and standard deviation. Each page on the website includes how-to video to perform the particular test/function. Each member followed the directions by using Excel or SPSS to achieve each result. The majority of the pages follow the same formatting in terms of header size, definition, and video. Ensuring that the format and links are all aligned would make this a 10 in this category for this reason 9 pts. was assigned. Overall the website is clear and user-friendly. Each group member provided sufficient examples with a clear explanation that a novice could follow.

Content

The second category covers the content of the website. In this particular area, the group again surpassed the minimum standard earning a “exceeded the minimum standards.” It is evident that each group member contributed exceptional work based on the authentic scenarios situated in an educational setting. Each member defined his or her statistical concept, which included a thorough explanation with step-by-step directions on how to use Excel or SPSS. The

overall writing had few errors that didn't impede the learners understanding of the concept, 1 pt.
deduction.