Common Rubric Criteria for ITAS 362

Expectations: Student work at the undergraduate level is expected to focus on a broad overview of an academic discipline, along with—where appropriate—basic theoretical frameworks of professional practices and familiarity with discipline-specific tools and their application. Blooms taxonomy levels only apply for IT content criteria. **Blue** color refers the basic expectation on the criterion for the assignment.

IT Content Criteria

IT Content Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
Blooms Taxonomy Level	Analysis	Application	Comprehension	Knowledge	Knowledge
Information Security **Policy and Operational Issues**	Demonstrates full understanding of how technical and administrative controls can be used to secure information systems. If given a design scenario, describes the security controls that can be used to protect and organization and compare various tools that can be used for logical and physical controls.	Demonstrates sound understanding of how technical and administrative controls can be used to secure information systems as well as the ability to recommends various documents that can be used for administrative control of physical and data security.	Demonstrates the ability to explain logical and physical security as well as security management processes such as information security policies, standards, baselines, guidelines, and procedures as well as the purpose of technical and administrative controls.	Demonstrates ability to list and define logical and physical security mechanisms as well as security management processes such as information security policies, standards, baselines, guidelines, and procedures.	Demonstrates a lack of understanding of logical and physical security as well as security management processes such as information security policies, standards, baselines, guidelines, and procedures.

IT Content Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
Blooms Taxonomy Level	Analysis	Application	Comprehension	Knowledge	Knowledge
Information Security **Services and Threat Analysis**	Demonstrate full understanding of security requirements analysis, risk analysis, analysis, cost-benefits, analysis, risk identification, and risk mitigation. Demonstrates full understanding of the various methodologies used to conduct risk analysis and perform systems certification and accreditation in organizations.	Demonstrate sound understanding of security risk identification and risk mitigation processes. Demonstrates sound understanding security certification and accreditation process as well as various documents that are produced when conducting system certification and accreditation tasks.	Demonstrate the ability to explain IT risk assessment and audit processes as well as an understanding of security risk identification and risk mitigation processes. Explains information security certification and accreditation process.	Demonstrates the ability to describe the processes that are used to conduct IT risk assessment and security audits as well as the issues that are involved in information security management in organizations.	Demonstrate a lack understanding of risk assessment and IT security audits basics as well as failure to demonstrate basic steps used to manage information security in organizations.

General Education Criteria

General Education Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
EFFECTIVE COMMUNICATION **Approach and Purpose, Organization, Style, Grammar, Mechanics, Format, Presentation and Delivery (where applicable)**	Demonstrates outstanding or exemplary application of written, visual, or oral skills. Demonstrates outstanding expression of topic, main idea, and purpose. Audience is addressed appropriately. Language clearly and effectively communicates ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are minimal. Organization is clear. Format is consistently appropriate to assignment. Presentation and delivery are confident and persuasive (where	Demonstrates sound or accomplished application of written, visual, or oral skills. Demonstrates sound or accomplished expression of topic, main idea, and purpose. Audience is usually addressed appropriately. Language does not interfere with the communication of ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are present, but do not distract. Organization is apparent and mostly clear. Format is appropriate to assignment, but not entirely consistent. Presentation and delivery are mostly confident and	Demonstrates adequate or proficient application of written, visual, or oral skills. Demonstrates adequate expression of topic, main idea, and purpose. Audience is generally addressed appropriately. Language is adequate, generally communicating ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are present and sometimes distract from meaning or presentation. Organization is adequate, though confusing or unclear at times. Format is adequate, but inconsistent. Presentation and	Demonstrates inadequate or partially proficient application of written, visual, or oral skills. Demonstrates inadequate or partial expression of topic, main idea, and purpose. Audience is often not addressed appropriately. Language often impedes the communication of ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are frequent and often distract from meaning or presentation. Organization is inadequate, confusing, and distracting. Format is inadequate	Demonstrates unacceptable application of written, visual, or oral skills. Demonstrates unacceptable, unclear expression of topic, main idea, and purpose. Audience is not addressed appropriately. Language does not clearly and effectively communicate ideas and content relevant to the assignment. Errors in grammar, spelling, and sentence structure are pervasive and consistently distracting. Format is absent or consistently appropriate to assignment. Organization is not apparent and completely inadequate.

General Education Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
	applicable).	persuasive (where applicable).	delivery are adequate, with evident lack of confidence and persuasive power (where applicable).	and obscures meaning. Presentation and delivery are inadequate, lacking confidence and persuasive power (where applicable).	Presentation and delivery are unacceptable, with little or no confidence and persuasive power (where applicable).
PRACTICAL REASONING **Critical and Creative Thinking, Problem-Solving**	Demonstrates outstanding or exemplary ability to analyze assumptions and evaluate evidence, complexities of issues, and alternatives. Where required, demonstrates outstanding or exemplary ability to use creativity and originality in problem-solving.	Demonstrates sound or accomplished ability to analyze assumptions and evaluate evidence, complexities of issues, and alternatives. Where required, demonstrates sound or accomplished ability to use creativity and originality in problem-solving.	Demonstrates adequate or proficient ability to analyze assumptions and evaluate evidence, complexities of issues, and alternatives. Where required, demonstrates adequate or proficient ability to use creativity and originality in problem-solving.	Demonstrates inadequate or partially proficient ability to analyze assumptions and evaluate evidence, complexities of issues, and alternatives. Where required, demonstrates inadequate or partially proficient ability to use creativity and originality in problem-solving.	Demonstrates unacceptable ability to analyze assumptions and evaluate evidence, complexities of issues, and alternatives. Where required, demonstrates unacceptable ability to use creativity and originality in problem-solving.

General Education Criteria	Exemplary (A)	Accomplished (B)	Proficient (C)	Partially Proficient (D)	Unacceptable (F)
PRACTICAL REASONING **Research and Information Literacy**	Demonstrates outstanding selection and use of high quality, credible, and relevant sources to develop ideas that are appropriate to the assignment. Sources are consistently cited according to required documentation (e.g., APA), with almost no errors.	Demonstrates sound selection and use of credible, relevant sources to support ideas that are appropriate to the assignment. Sources are generally cited according to required documentation (e.g., APA), with few errors.	Demonstrates adequate selection and use of credible and/or relevant sources to support ideas that are appropriate to the assignment. Sources are cited according to required documentation (e.g., APA), with some errors.	Demonstrates inadequate selection and use of sources to support ideas in the assignment. Sources are inconsistently cited according to required documentation (e.g., APA), with frequent errors.	Demonstrates unacceptable selection and use of sources to support ideas in the assignment. Sources are not cited according to required documentation (e.g., APA).