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| **Product Analysis - Teamwork Rubric** | | | | | | | | |
|  | | **Exemplary/Excellent**  **5 pts** | **Accomplished/Good**  **4 pts** | | **Developing/Requires Improvement**  **3 pts** | | **Deficient/Poor**  **2 pts** | |
| **Contributes to Analysis** | | Helped the team move forward by gathering empirical data and contributing facts, data and information | Contributed to the gathering of empirical data by contributing facts, data, and information | | Shares ideas but did not contribute facts, data, or information. Did not contribute to the discussion | | Did not contribute facts, data, or information, but did contribute to the discussion | |
| **Contributed to Creation** | | Engages team members identifying empirical data and takes the lead on report creation | Engages team members in ways that identify the elements and contributes to the report creation | | Engages team members in ways that facilitate their construction of the team's report by restating the views of other team members and/or asking questions for clarification | | Engages team members by taking turns and listening to others without interrupting | |
| **Fosters Constructive Team Climate** | | Supports a constructive team climate by doing all of the following:  • Treats team members respectfully.  • Uses positive vocal or written tone, facial expressions, and/or body language.  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  • Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following:  • Treats team members respectfully.  • Uses positive vocal or written tone, facial expressions, and/or body language.  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  • Provides assistance and/or encouragement to team members. | | Supports a constructive team climate by doing any two of the following:  • Treats team members respectfully.  • Uses positive vocal or written tone, facial expressions, and/or body language.  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  • Provides assistance and/or encouragement to team members. | | Supports a constructive team climate by doing any one of the following:  • Treats team members respectfully.  • Uses positive vocal or written tone, facial expressions, and/or body language.  • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.  • Provides assistance and/or encouragement to team members. | |
| **Responds to Conflict** | | Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. | Identifies and acknowledges conflict and stays engaged with it. | | Redirects focus toward common ground and the task at hand (away from conflict). | | Passively accepts alternate viewpoints/ideas/opinions. | |
| **Product Analysis – Problem Solving Rubric** | | | | | | | | |
|  | **Exemplary/Excellent**  **5 pts** | | | **Accomplished/Good**  **4 pts** | | **Developing/Requires Improvement**  **3 pts** | | **Deficient/Poor**  **2 pts** |
| **Prioritizing Vulnerabilities** | Demonstrates the ability to prioritize vulnerabilities based on clear and insightful evidence of all relevant contextual factors | | | Demonstrates the ability to prioritize vulnerabilities based on evidence of relevant contextual factors | | Begins to demonstrate the ability to prioritize vulnerabilities based on evidence of relevant contextual factors | | Struggles to prioritize vulnerabilities based on evidence of relevant contextual factors |
| **Identify Safeguard (Security Policy)** | Identifies most appropriate security policy safeguard for prioritized audit findings | | | Identifies appropriate security policy safeguard for prioritized audit findings | | Identifies suitable security policy safeguard for prioritized audit findings | | Fails to identify the appropriate security policy safeguard for prioritized audit findings |
| **Develop Implementation Strategy** | Leads in the development of an appropriate, impactful plan for implementing security policies | | | Contributes significant ideas to the development of an appropriate, impactful plan for implementing security policies | | Contributes to the development of an appropriate, impactful plan for implementing security policies | | Fails to contribute to the development of an appropriate, impactful plan for implementing security policies |

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| **Product Analysis – Verbal Communications Rubric** | | | | | | | | |
|  | | **Exemplary/Excellent**  **5 pts** | **Accomplished/Good**  **4 pts** | | **Developing/Requires Improvement**  **3 pts** | | **Deficient/Poor**  **2 pts** | |
| **Use of Language and Technical Terms** | | Language and terminology enhance the effectiveness of the presentation.  Excellent grammar.  Appropriate to audience. | Language and terminology support the effectiveness of the presentation.  Correct grammar.  Suitable to audience. | | Language and terminology did not always support the effectiveness of the presentation.  Occasional grammar mistakes.  Not always appropriate to audience. | | Minimally support the effectiveness of the presentation.  Numerous mistakes in grammar.  Not suitable to audience. | |
| **Organization** | | Captivating introduction and conclusion.  Exceptional sequencing of content and materials.  Well organized.  Excellent visual support. | Very good introduction and conclusion.  Excellent sequencing of content and materials.  Organized.  Very good visual support. | | Good introduction and conclusion.  Good sequencing of content and materials.  Element were unorganized.  Missing visuals. | | Undeveloped introduction and conclusion.  Inconsistent sequencing of content and materials.  Poorly organized.  No visuals. | |
| **Delivery** | | Excellent posture throughout.  Excellent eye contact with the audience.  Proper gesture and expression.  Highly confident delivery, only referring to and/or glancing at words on paper or slide. | Good posture throughout.  Frequent eye contact with the audience.  Appropriate gesture and expression.  Confident delivery, seldom reading words from paper or slide. | | Intermittent good posture.  Occasional eye contact with the audience.  Sporadic gesture and expression.  Lacking confidence in delivery, often reading words from paper or slide. | | Poor posture.  Seldom eye contact with the audience.  Inappropriate gesture and expression.  Unconfident delivery, mostly reading words from paper or slide. | |
| **Content** | | Presentation included comprehensive elements associated with topic.  Excellent job describing research and team recommendation.  Excellent job using empirical data. | Presentation included critical elements associated with topic.  Good job describing research and team recommendation.  Very good job using empirical data. | | Presentation included some elements associated with topic.  Respectable job describing research and team recommendation.  Good job using empirical data. | | Presentation missing critical elements associated with topic.  Incomplete job describing research and team recommendation.  Confused when using empirical data. | |
| **Product Analysis – Written Communication Rubric** | | | | | | | | |
|  | **Exemplary/Excellent**  **5 pts** | | | **Accomplished/Good**  **4 pts** | | **Developing/Requires Improvement**  **3 pts** | | **Deficient/Poor**  **2 pts** |
| **Context Framework and Purpose for Writing** | Demonstrates a thorough understanding of context framework, audience, and purpose that is responsive to the assigned task and focuses all elements of the work | | | Demonstrates adequate consideration of context framework, audience, and purpose and a clear focus on the assigned task (e.g., the task aligns with audience, purpose, and context) | | Demonstrates awareness of framework context, audience, purpose, and to the assigned tasks (e.g., begins to show awareness of audience's perceptions) | | Demonstrates minimal attention to framework context, audience, purpose, and to the assigned tasks (e.g., expectation of instructor or self as audience) |
| **Content Development of Summary Report** | Uses appropriate and relevant content to demonstrate mastery of the subject, conveying the writer's understanding, and shaping an effective summary report | | | Uses appropriate and relevant content to demonstrate understanding of the subject, conveying the writer's understanding, and shaping an effective summary report | | Uses appropriate and relevant content to demonstrate knowledge of the subject, conveying the writer's understanding, and shaping a summary report | | Fails to use appropriate and relevant content, does not demonstrate an understanding of shaping a summary report |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.  Able to cite sources when challenged. | | | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.  Usually able to cite sources when challenged. | | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.  Occasionally able to cite sources when challenged. | | Demonstrates an attempt to use sources to support ideas in the writing.  Unable to cite sources when challenged. |
| **Control of Syntax and Mechanics** | Uses relevant, adult-level language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | | | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors or misuse of terminology. | | Uses language that sometimes impedes meaning because of errors in usage, or failure to use commonly accepted terminology. |

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| **Product Analysis – Technical Knowledge Rubric** | | | | |
|  | **Exemplary/Excellent**  **5 pts** | **Accomplished/Good**  **4 pts** | **Developing/Requires Improvement**  **3 pts** | **Deficient/Poor**  **2 pts** |
| **Product Data Collection Process** | Demonstrates a thorough understanding of the product data collection process | Demonstrates a proficient understanding of the product data collection process | Demonstrates a basic understanding of the product data collection process | Fails to demonstrates a basic understanding of the product data collection process |
| **Product Data Vulnerability Analysis** | Demonstrates a expert knowledge of the topics, issues, and skills associated with the product data vulnerability analysis | Demonstrates a good knowledge of the topics, issues, and skills associated with the product data vulnerability analysis | Demonstrates a fundamental knowledge of the topics, issues, and skills associated with the product data vulnerability analysis | Fails to demonstrate basic knowledge of the topics, issues, and skills associated with the product data vulnerability analysis |
| **Product Selection Processes** | Demonstrates a thorough understanding of the impact of the selection criteria on an organization’s recommendation decisions | Demonstrates an adept understanding of the impact of the selection criteria on an organization’s recommendation decisions | Demonstrates a simple understanding of the impact of the selection criteria on an organization’s recommendation decisions | Fails to demonstrates a simple understanding of the selection criteria on an organization’s recommendation decisions |