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| **Incident Response - 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. | |
| **Incident Response – Problem Solving Rubric** | | | | | | | | |
|  | **Exemplary/Excellent**  **5 pts** | | | **Accomplished/Good**  **4 pts** | | **Developing/Requires Improvement**  **3 pts** | | **Deficient/Poor**  **2 pts** |
| **Development of Questionnaire: question content** | Nine or ten student questions all contain concepts similar to sample questions provided. | | | Only seven or eight student questions contain concepts similar to sample questions provided. | | Only five or six student questions contain concepts similar to sample questions provided. | | Only four or less student questions contain concepts similar to sample questions provided. |
| **Development of Questionnaire: alignment to Incident Response Workflow Process diagram** | Construction of questions demonstrates mastery in understanding the Incident Response Workflow Process diagram. | | | Construction of questions demonstrates some competency in understanding the Incident Response Workflow Process diagram. | | Construction of questions demonstrates limited understanding of the Incident Response Workflow Process diagram. | | Construction of questions demonstrates a lack of understanding of the Incident Response Workflow Process diagram. |
| **Workflow Process Diagram for this incident** | Diagram demonstrates mastery and understanding of the import of this incident when diagramming the workflow to address the incident. | | | Diagram demonstrates some competency and understanding of the import of this incident when diagramming the workflow to address the incident. | | Diagram demonstrates a limited understanding of the import of this incident when diagramming the workflow to address the incident. | | Diagram lacks evidence of an understanding of the workflow to address the incident. |

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| **Incident Response – 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 the assigned tasks (e.g., begins to show awareness of audience's perceptions) | Demonstrates minimal attention to framework context, audience, purpose, and the assigned tasks (e.g., expectation of instructor or self as audience) |
| **Content Development of Security Incident Response Questionnaire for an Effect System Owner of an Affected System** | Uses appropriate and relevant content to demonstrate mastery of the subject, conveying the writer's understanding, and shaping at least nine of the questions on the questionnaire. | Uses appropriate and relevant content to demonstrate understanding of the subject, conveying the writer's understanding, in shaping at least six of the questions on the questionnaire. | Uses appropriate and relevant content to demonstrate understanding of the subject, conveying the writer's understanding, in shaping at least four of the questions on the questionnaire. | Fails to use appropriate and relevant content.  Does not demonstrate an understanding of shaping more than two of the questions on the questionnaire. |
| **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.  Can 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.  Can usually 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.  Can occasionally cite sources when challenged. | Demonstrates an attempt to use sources to support ideas in the writing.  Cannot cite sources when challenged. |
| **Control of Syntax and Mechanics** | Uses relevant 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. | Uses language that sometimes impedes meaning because of errors in usage. |

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| **Incident Response – Technical Knowledge Rubric** | | | | |
|  | **Exemplary/Excellent** **5 pts** | **Accomplished/Good** **4 pts** | **Developing/Requires Improvement** **3 pts** | **Deficient/Poor** **2 pts** |
| **Incident Response Data Collection Process** | Demonstrates a thorough understanding of the incident response data collection process. | Demonstrates a proficient understanding of the incident response data collection process. | Demonstrates a basic understanding of the incident response data collection process. | Fails to demonstrate a basic understanding of the incident response data collection process. |
| **Incident Response Data Analysis** | Demonstrates an expert knowledge of the topics, issues, and skills associated with the incident response data analysis process. | Demonstrates a good knowledge of the topics, issues, and skills associated with the incident response data analysis process. | Demonstrates a fundamental knowledge of the topics, issues, and skills associated with the incident response data analysis process. | Fails to demonstrate basic knowledge of the topics, issues, and skills associated with the incident response data analysis process. |
| **Impact of Incident Response Processes** | Demonstrates a thorough understanding of the impact of incident response processes on an organization’s operations, reputation, liability, and fiscal impact. | Demonstrates an adept understanding of the impact of incident response processes on an organization’s operations, reputation, liability, and fiscal impact. | Demonstrates a simple understanding of the impact of incident response processes on an organization’s operations, reputation, liability, and fiscal impact. | Fails to demonstrate a simple understanding of the impact of incident response processes on an organization’s operations, reputation, liability, and fiscal impact. |