

Assessing: Security Awareness Campaign

Security Awareness Campaign - Teamwork Rubric				
	Exemplary/Excellent 5 pts	Accomplished/Good 4 pts	Developing/Requires Improvement 3 pts	Deficient/Poor 2 pts
Contributes to Analysis	Helps the team move forward in ranking security vulnerabilities by contributing facts, data, and information related to each vulnerability.	Contributed to the discussion in ranking security vulnerabilities by contributing facts, data, and information related to the list of vulnerabilities.	Shares ideas but did not contribute facts, data, or information. Did not contribute to the discussion in ranking security vulnerabilities.	Did not contribute facts, data, or information, but did contribute to the discussion in ranking security vulnerabilities.
Contributed to Creation	Engages team members identifying a standard, elements, and framework for the construction of the team's campaign initiative by consistently offering inputs that build on or synthesize the contributions of others.	Engages team members in ways that identify the elements and framework for the construction of the team's campaign initiative by occasionally offering original ideas as input that builds on or synthesizes the contributions of others.	Listens to other team members, assenting to facilitate their ideas for the team's campaign initiative by restating the views of other team members and/or asking questions for clarification, but only rarely offers original ideas.	Listens to other team members without interrupting, but seldom if ever offers inputs.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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, striving to overcome and move beyond, but sometimes is unsuccessful.	Redirects focus toward common ground and the task at hand (away from conflict), generally leaving it unresolved.	Passively accepts alternate viewpoints/ideas/opinions, allowing aggressor to dominate to the detriment of the team.

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Security Awareness Campaign– Planning and Organization Rubric				
	Exemplary/Excellent 5 pts	Accomplished/Good 4 pts	Developing/Requires Improvement 3 pts	Deficient/Poor 2 pts
Communication of Plan	Excellent and effective communication with others. Demonstrates excellent use of different modes/types of presentation to communicate the plan. Takes the lead to establish timelines and lead times. Able to establish effective feedback loops.	Effective communication with others. Readily uses different modes/types of presentation to communicate the plan. Participates in establishing and using timelines and lead times. Able to establish feedback loops.	Adequate communication with others. Uses two or three types of communication to present the plan. Willing to use timelines, but little interest in creating them. Tries to establish feedback loops.	Fails to communicate with others. Uses one method of communication to present the plan. Does not help to establish or acknowledge need of timelines and lead times. Cannot establish feedback loops.
Task Management	Able to consistently identify critical project tasks when planning. Excellent ability to assign roles and responsibilities. Leads the organization of tasks and sub-tasks.	Usually can identify critical project tasks when planning. Good ability to assign roles and responsibilities. Collaborates in the organization of tasks and sub-tasks.	Overlooks some critical project tasks when planning. Has difficulty assigning roles and responsibilities. Able to organize tasks and sub-tasks.	Fails to identify the majority of critical project tasks when planning. Little or no ability to assign roles and responsibilities. Unable to organize tasks and sub-tasks.
Promotion and Branding	Successfully able to devise and implement ideas to increase awareness. Very convincing and motivating when promoting something. Consistently able to create a branding that attracts attention to the desired message or goal.	Able to implement other's ideas to increase awareness, but seldom devise new ones. Somewhat convincing and motivating when promoting something. Occasionally able to create a successful branding that attracts attention to the desired message or goal.	Occasionally successful at increasing other's awareness. Occasionally able to motivate others when promoting something. Rarely able to create a successful branding that attracts attention to the desired message or goal.	Unable or unwilling to increase awareness in others. Unable to motivate others when promoting something. Unable to create a successful branding that attracts attention to the desired message or goal.
Evaluation and Assessment	Leads efforts in developing project goals and objectives. Able to identify evaluation and assessment criteria that lend to creation of a test instruments. Able to honestly evaluate performance with respect to established goals.	Participates in the development of project goals and objectives. Occasionally can identify evaluation and assessment criteria to create test items. Usually able to evaluate performance with respect to established goals, but sometimes judgement is skewed.	Accepts projects goals and objectives developed by others. Has difficulty contributing to the creation of new test items that can objectively evaluate. Performance with respect to established goals is often skewed by personal bias.	Resists the use of project goals and objectives. Does not contribute to the creation of new test items that can objectively evaluate. Does not honestly evaluate performance with respect to goals.

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Security Awareness Campaign – 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 supports 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.	Generally good posture. Occasional eye contact with the audience. Sporadic gesture and expression. Lacking confidence in delivery, often reading words from paper or slide.	Consistently 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 recommendations. Excellent job using empirical data.	Presentation included critical elements associated with topic. Good job describing research and team recommendations. Very good job using empirical data.	Presentation included some elements associated with topic. Respectable job describing research and team recommendations. Good job using empirical data.	Presentation missing critical elements associated with topic. Incomplete job describing research and team recommendations. Confused when using empirical data.

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Security Awareness Campaign – Dependability and Work Ethics Rubric				
	Exemplary/Excellent 5 pts	Accomplished/Good 4 pts	Developing/Requires Improvement 3 pts	Deficient/Poor 2 pts
Dependability	Excellent punctuality. Always stays on task. Flexible and adapts to change. Always dresses appropriately for specific situations. Always follows instructions to deliver desired result.	Usually delivers on time. Usually stays on task, occasionally gets distracted. Flexible and needs convincing before adapting to change. Usually dresses appropriately for specific situations. Usually follows instructions, and usually obtains the desired result.	Generally, does not meet timelines and deadlines. Seldom stays on task, due to distractions. Flexible and resistant to change. Sometimes dresses appropriately for specific situations. Usually requires reminder to follow instructions, seldom achieves the desired result.	Rarely if ever delivers on time. Generally unable to stay on task, being easily distracted. Inflexible and unable to adapt to change. Seldom dresses appropriately for specific situations. Requires pressure from others to follow instructions, and seldom delivers the desired result.
Initiative and Self-Reliance	Extremely self-motivated. Always eager to learn. Frequently seeks out additional responsibility. Always accepts and follows directions. Performs with little or no supervision. Frequently sets and attains own goals.	Self-motivated. Usually eager to learn. Occasionally seeks out additional responsibility. Accepts and follows directions. Performs with minimal supervision. Occasionally sets and attains own goals.	Can be self-motivated. Occasionally eager to learn, especially on personally favorite subjects. Seldom seeks out additional responsibility. May accept and follow directions. Requires limited supervision. Own goals are rarely attained.	Seldom self-motivated. Generally not eager to learn, unless a personally favorite subject. Avoids additional responsibility. Usually fails to follow directions. Requires continuous supervision. Unlikely to set or attain goals.
Attitude	Cooperates willingly and demonstrates a positive attitude. Has excellent rapport with others. Always submits to authority. Always appropriately accepts and responds to constructive feedback.	Cooperates and demonstrates a positive attitude. Has generally good rapport with others. Readily submits to authority. Hesitant at first, but eventually accepts and responds to constructive feedback.	Cooperates most of the time but does not always demonstrate a positive attitude. Has good rapport with a few friends, but unfriendly towards others. Usually submits to authority. Has difficulty accepting feedback, perceiving it as personal criticism.	Seldom cooperates and rarely demonstrates a positive attitude. Does not relate well to others. Seldom submits to authority. Does not accept feedback, refusing any criticism.
Work Ethics	Demonstrates honesty in all situations. Follows all organization policies and procedures. Can be completely trusted handling intellectual property. Self-disciplined, able to control own physical and verbal actions. Openly shares ideas.	Demonstrates honesty in most situations. Follows most organization policies and procedures. Can usually be trusted to handle intellectual property. Usually controls own physical and verbal actions. Shares ideas when asked.	Demonstrates honesty in some situations. Fails to follow some organization policies and procedures. Can be trusted with intellectual property in limited circumstances. Can be provoked to undesirable physical or verbal responses. Reluctant to share ideas.	Rarely demonstrates honesty. Usually does not follow organization policies and procedures. Cannot be trusted to handle intellectual property. Not self-disciplined or self-controlled, easily provoked. Fails to share ideas.

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Security Awareness Campaign – Technical Knowledge Rubric				
	Exemplary/Excellent 5 pts	Accomplished/Good 4 pts	Developing/Requires Improvement 3 pts	Deficient/Poor 2 pts
Security Awareness Knowledge Survey	Identified and listed 10 or more security issues from web research of others' security awareness programs. Demonstrates a thorough understanding of basic information security principles. Developed survey assessment items, 80% or more of which would likely be effective at discerning the respondent's awareness of the security issue.	Identified and listed 6 or more security issues from web research of others' security awareness programs. Demonstrates a good understanding of basic information security principles. Developed survey assessment items, though 20% or more would be ineffective at discerning the respondent's awareness of the issue.	Identified and listed 3 or more security issues from web research of others' security awareness programs. Demonstrates a basic understanding of basic information security principles. Developed only elementary survey assessment items, more than half being ineffective at discerning the respondent's awareness of the issue.	Failed to identify and list more than 2 security issues from web research of others' security awareness programs. Demonstrates little or no understanding of basic information security principles. Failed to develop more than 5 effective survey assessment items.
Security Awareness Campaign Initiative	Included all required elements within the plan to address the initiative. Helped team to develop activities and/or documents to support all required elements. Significantly helped create and deliver the presentation of the proposed plan.	Included all but one of required elements when addressing the initiative. Helped team to develop activities and/or documents to support at least three of the required elements. Provided limited help to the creation and delivery of the presentation of the proposed plan.	Included all but two of the required elements when addressing the initiative. Helped team to develop activities and/or documents to support only one of the required elements. Played a very minor role in the creation and delivery of the presentation of the proposed plan.	Did not include three or more of the required elements when addressing the initiative. Did not help team to develop activities and/or documents to support the required elements. Did not participate in the creation and delivery of the presentation of the proposed plan.
Security Awareness Topic Understanding	Demonstrated an understanding of at least eight of the suggested security issues to be addressed by the survey.	Demonstrated an understanding of at least five of the suggested security issues to be addressed by the survey, but not on two or three of them.	Demonstrated an understanding of no more than three of the suggested security issues listed in the handout.	Demonstrated very little understanding or appreciation of seriousness of the suggested security issues to be addressed by the survey.