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| **Security Policies - 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 by restating their statements to ensure clear understanding.  Offers evidence in support of recommended changes. | Acknowledges others’ statements and proposals, but no effort to confirm an accurate understanding.  Occasionally builds upon or synthesizes ideas from the contributions of others. | Listens to other team members with little indication of support or agreement.  Occasionally restates the views of other team members, but seldom contributes original ideas. | Listens to others without interrupting, and little to no affirmation.  Seldom offers any new ideas or suggested wording changes. |
| **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 only 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 only 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 only 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, 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 Policies – 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 occasionally 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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| **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 problem.  Not always appropriate to audience. | Language and terminology 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 visuals support. | Very good introduction and conclusion.  Excellent sequencing of content and materials.  Organized.  Very good visuals support. | Good introduction and conclusion.  Good sequencing of content and materials.  Elements 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. |

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| **Security Policies – 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, target audience, and purpose that is responsive to the assigned task and focuses all elements of the work. | Demonstrates adequate consideration of context framework, target 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 level of understanding). | Demonstrates minimal attention to framework context, target audience, purpose, and the assigned tasks (e.g., expected by instructor or the audience). |
| **Content Development of Security Policy** | Uses appropriate and relevant content to demonstrate mastery of the subject, conveying the writer's understanding, and shaping an effective security policy. | Uses appropriate and relevant content to demonstrate understanding of the subject, conveying the writer's understanding, and shaping an effective security policy. | Uses appropriate and relevant content to demonstrate knowledge of the subject, and shaping a security policy, but shows some signs of lack of understanding. | Fails to use appropriate and relevant content, does not demonstrate an adequate understanding of the shaping of a security policy. |
| **Content Development of Procedure** | Uses appropriate and relevant content to demonstrate mastery of the necessary procedures.  Defines in detail the steps of a procedure to support a security policy. | Uses appropriate and relevant content to demonstrate understanding of the necessary procedures.  Defines the majority of procedure steps needed to support a security policy. | Uses appropriate and relevant content to describe the necessary procedures in a superficial way.  Defines a minimal number of procedure steps needed to support a security policy. | Fails to use appropriate and relevant content to define necessary procedures.  Omits many requisite steps necessary to define a security policy. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop and defend ideas presented in the proposed procedures.  Able to cite sources when challenged. | Demonstrates some use of credible, relevant sources to support ideas presented in the proposed procedures.  Usually able to cite sources when challenged. | Attempts, usually unsuccessfully, to cite or use relevant sources to support ideas presented in the proposed procedures.  Occasionally able to cite sources when challenged. | Fails to support ideas presented in the proposed procedures with credible sources.  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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| **Security Policies – Technical Knowledge Rubric** | | | | |
|  | **Exemplary/Excellent** **5 pts** | **Accomplished/Good** **4 pts** | **Developing/Requires Improvement** **3 pts** | **Deficient/Poor** **2 pts** |
| **Prioritization of Audit Findings** | Demonstrates a thorough understanding of impact for each audit finding on the organization’s information security. | Demonstrates a good understanding of impact for each audit finding on the organization’s information security. | Demonstrates a basic understanding of impact for each audit finding on the organization’s information security. | Fails to demonstrates a basic understanding of impact for each audit finding on the organization’s information security. |
| **Effective Security Policy** | Demonstrates a thorough knowledge of the topics, issues, and risks associated with the corresponding audit finding. | Demonstrates a solid knowledge of the topics, issues, and risks associated with the corresponding audit finding. | Demonstrates a fundamental knowledge of the topics, issues, and risks associated with the corresponding audit finding. | Fails to demonstrate a fundamental knowledge of the topics, issues, and risks associated with the corresponding audit finding. |
| **Construction of Effective Procedure** | Demonstrates a thorough understanding of a procedure required to support the information security policy. | Demonstrates a solid understanding of a procedure required to support the information security policy. | Demonstrates a basic understanding of a procedure required to support the information security policy. | Fails to demonstrate a basic understanding of a procedure required to support the information security policy. |