**Common Rubric Criteria for ITCO 299**

**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.

*Version 6.0 – October 2017*

*DNS = Did Not Submit N/A = Not Applicable to Assignment*

**IT Content Criteria**

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| **IT Content Criteria** | **Exemplary (5)** | **Accomplished (4)** | **Proficient (3)** | **Partially Proficient (2)** | **Unacceptable (1)** |
| **Blooms Taxonomy Level** | **Analysis** | **Application** | **Comprehension** | **Knowledge** | **Knowledge** |
| **PROJECT MANAGEMENT & SYSTEM INTEGRATION**  **Project Management Principles**  *[PRJCT MGT PRINCIPLES]* | Demonstrates full understanding of project management concepts and principles by delivering detailed explanations regarding the terms and concepts. Explanations involve differentiating and distinguishing between principles in the areas including cost benefit analysis, roles, responsibilities, accountability, finance, estimation, budgeting, risk management, scheduling, tracking, and lessons learned. | Demonstrates sound understanding of project management concepts and principles. Demonstrates ability to apply the concepts and principles in the areas including cost benefit analysis, roles, responsibilities, accountability, finance, estimation, budgeting, risk management, scheduling, tracking, and lessons learned. | Demonstrates basic understanding of project management concepts and principles by describing and explaining them in the areas including cost benefit analysis, roles, responsibilities, accountability, finance, estimation, budgeting, risk management, scheduling, tracking, and lessons learned. | Demonstrates an ability to define and list project management concepts and principles in the areas including cost benefit analysis, roles, responsibilities, accountability, finance, estimation, budgeting, risk management, scheduling, tracking, and lessons learned. | Does not demonstrate an acceptable understanding of project management concepts and principles. Unable to describe accurately those project management terms and concepts. |

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| **Blooms Taxonomy Level** | **Analysis** | **Application** | **Comprehension** | **Knowledge** | **Knowledge** |
| **PROJECT MANAGEMENT & SYSTEM INTEGRATION**  **Project Planning and Execution**  *[PRJCT PLAN/EXECUTION]* | Demonstrates full understanding of the concepts and principles of project planning and execution. Be able to create a complete project plan and execute it by analyzing and modeling the requirements, and evaluating and testing the project development and implementation. | Demonstrates sound understanding of the concepts and principles of project planning and execution. Be able to apply the concepts and principles to use tools to design and development requirements, and to test the project development and implementation. | Demonstrates basic understanding of the concepts and principles of project planning and execution. Be able to describe and explain the concepts and principles in project life cycle, project testing, and the requirements elicitation, modeling, and documentation. | Demonstrates basic understanding of some concepts and principles of project planning and execution. Be able to define and list some defining and list some concepts and principles in project life cycle, project testing, and the requirements elicitation, modeling, and documentation. | Does not demonstrate an acceptable understanding of the concepts and principles of project planning and execution. Not be able to create a project plan or execute a plan. |

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| **IT Content Criteria** | **Exemplary (A)** | **Accomplished (B)** | **Proficient (C)** | **Partially Proficient (D)** | **Unacceptable (F)** |
| **Blooms Taxonomy Level** | **Analysis** | **Application** | **Comprehension** | **Knowledge** | **Knowledge** |
| **PROJECT MANAGEMENT & SYSTEM INTEGRATION**  **Quality Assurance**  *[QUALITY ASSURANCE]* | Demonstrates full understanding of project quality assurance. Be able to select the appropriate tools and techniques to create a testing environment. Be able to design a stress test that will test and pinpoint the critical issues that might impact system performance. Demonstrate ability to analyze the result of an acceptance test to determine if the project meets the stated acceptance criteria, and to summarize and analyze the data from usability test and recommend appropriate actions. | Demonstrates sound understanding of project quality assurance. Be able to apply the appropriate tools and techniques to create a testing environment. Be able to implement a stress test that will test and pinpoint the critical issues that might impact system performance. Demonstrate ability to develop the results of an acceptance test to determine if the project meets the stated acceptance criteria. Be able to obtain the data from a usability test and recommend appropriate actions. | Demonstrates basic understanding of project quality assurance. Be able to explain the appropriate tools and techniques to create a testing environment. Be able to describe a stress test that will test and pinpoint the critical issues that might impact system performance. Demonstrate ability to discuss the results of an acceptance test to determine if the project meets the stated acceptance criteria. Be able to identify the data from a usability test and recommend appropriate actions. | Demonstrates basic understanding of some project quality assurance. Be able to define the appropriate tools and techniques  to create a testing environment. Be able to recognize a stress test that will test and pinpoint the critical issues that might impact system performance. Demonstrate ability to define the results of an acceptance test to determine if the project meets the stated acceptance criteria. Be able to list the data from a usability test and recommend appropriate actions. | Does not demonstrate an acceptable understanding of project quality assurance. Can’t give any examples of current testing standards. Can’t explain the various components of usability testing, and how an acceptance test is executed and evaluated. |

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| **IT Content Criteria** | **Exemplary (A)** | **Accomplished (B)** | **Proficient (C)** | **Partially Proficient (D)** | **Unacceptable (F)** |
| **Blooms Taxonomy Level** | **Analysis** | **Application** | **Comprehension** | **Knowledge** | **Knowledge** |
| **PROJECT MANAGEMENT & SYSTEM INTEGRATION**  **IT Acquisition and Sourcing**  *[IT ACQUISITION/SOURC]* | Demonstrates full understanding of IT acquisition and sourcing. Demonstrates ability to analyze the appropriateness of a decision to buy or build a software package or a hardware component, in-source or out- source IT services in a given situation. Given a set of evaluation criteria, show the ability to test, evaluate and/or benchmark an IT system, or a component thereof. | Demonstrates sound understanding of IT acquisition and sourcing. Demonstrates ability to differentiate between built and buy in software and hardware acquisition, and between in-sourcing and out-sourcing for the acquisition of IT services, including support. Be able to solve the problems in testing, evaluating and benchmarking in any IT sourcing decision. | Demonstrates basic understanding of IT acquisition and sourcing. Be able to explain the advantages and drawbacks of building, buying, in- sourcing, and out- sourcing in general. Demonstrate ability to explain the importance of testing, evaluation and benchmarking in any IT sourcing decision. | Demonstrates some basic understanding of IT acquisition and sourcing. Demonstrate ability to define building, buying, in- sourcing, and out- sourcing. Be able to define the concepts in testing, evaluation, and benchmarking in some IT sourcing decision. | Does not demonstrate an acceptable understanding of IT acquisition and sourcing. Does not understand the decision on building and buying, and in- sourcing and out- sourcing. Does not understand the importance of testing, evaluation, and benchmarking in any IT sourcing decision. |
| **Teamwork**  **Basic Team Skills**  *[TEAMWORK]* | Demonstrates advanced capabilities in developing and implementing strategies surrounding all areas: group conflict resolution, team building, ensuring team integrity, and team management objective identification. | Demonstrates capabilities in developing and implementing strategies surrounding two or more areas: group conflict resolution, team building, ensuring team integrity, and team management objective identification. | Demonstrates capabilities in developing and implementing strategies surrounding at least one area: group conflict resolution, team building, ensuring team integrity, and team management objective identification. | Demonstrates evolving capabilities in developing and implementing strategies surrounding one area: group conflict resolution, team building, ensuring team integrity, and team management objective identification. | Demonstrates inability in developing and implementing strategies such as: group conflict resolution, team building, ensuring team integrity, and team management objective identification. |

**General Education Criteria**

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| **General Education**  **Criteria** | **Exemplary (5)** | **Accomplished (4)** | **Proficient (3)** | **Partially Proficient (2)** | **Unacceptable (1)** |
| **COMMUNICATION**  Create documents and/or deliver presentations in standard academic English that reflect mature, well-considered ideas, arguments, and information using appropriate media, methods, subjects, and technology. | Demonstrates language use that clearly and effectively communicates mature, well-considered ideas, arguments, and information.  Organization is clear.  Presentation and delivery are confident and persuasive (where applicable).  Audience, style, tone, and perspective are consistent and appropriate to assignment.  No errors in grammar, spelling, and sentence structure.  Documents or presentations use appropriate media, methods, subjects, and technology. | Demonstrates language use that communicates mature, well-considered ideas, arguments, and information, with minor errors.  Organization is apparent and mostly clear.  Presentation and delivery are mostly confident and persuasive (where applicable).  Audience, style, tone, and perspective are mostly consistent and appropriate to assignment.  Minor errors in grammar, spelling, and sentence structure.  Documents or presentations use mostly appropriate media, methods, subjects, and technology. | Demonstrates language use that generally communicates mature, well-considered ideas, arguments, and information, it sometimes impedes meaning.  Organization is lacking and sometimes unclear.  Presentation and delivery are developing, with some lack of confidence and persuasion (where applicable).  Audience, style, tone, and perspective are sometimes inconsistent or inappropriate to assignment.  Errors in grammar, spelling, and sentence structure sometimes distract meaning or presentation.  Documents or presentations mostly use appropriate media, methods, subjects, and technology. | Demonstrates language use that often impedes the communication of mature, well-considered ideas, arguments, and information.  Organization is inadequate, confusing, and distracting.  Presentation and delivery are inadequate, lacking confidence and persuasion (where applicable).  Audience, style, tone and perspective are often inconsistent and inappropriate to assignment.  Frequent errors in grammar, spelling, and sentence structure often distract from meaning or presentation.  Documents and/or presentations often use inappropriate media, methods, subjects, and technology. | Demonstrates language use that does not clearly and effectively communicate mature, well-considered ideas, arguments, and information.  Organization is not apparent.  Presentation and delivery are unacceptable with little or no confidence and persuasion (where applicable).  Audience, style, tone, and perspective are inconsistent and inappropriate to assignment.  Frequent errors in grammar, spelling, and sentence structure often distract from meaning or presentation.  Documents or presentations use inappropriate media, methods, subjects, or technology. |

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| **General Education Criteria** | **Exemplary (5)** | **Accomplished (4)** | **Proficient (3)** | **Partially Proficient (2)** | **Unacceptable (1)** |
| **KNOWLEDGE OF CULTURE, SOCIETY, AND THE NATURAL WORLD**  Integrate concepts, principles, and methods from a variety of disciplines to apply to personal and professional endeavors. | Demonstrates outstanding or exemplary ability to integrate appropriate concepts, principles, and methods from a variety of disciplines (e.g., humanities, natural, social, and behavioral sciences) to personal and professional situations as required by the assignment. | Demonstrates clear ability to integrate appropriate concepts, principles, and methods from a variety of disciplines (e.g., humanities, natural, social, and behavioral sciences) to personal and professional situations as required by the assignment. | Demonstrates adequate or proficient ability to integrate appropriate concepts, principles, and methods from a variety of disciplines (e.g., humanities, natural, social, and behavioral sciences) to personal and professional situations as required by the assignment. | Demonstrates inadequate or partially proficient ability to integrate concepts, principles, and methods from a variety of disciplines (e.g., humanities, natural, social, and behavioral sciences) to personal and professional situations as required by the assignment. | Demonstrates limited ability to integrate concepts, principles, and methods from a variety of disciplines (e.g., humanities, natural, social, and behavioral sciences) to personal and professional situations as required by the assignment. |
| **INFORMATION LITERACY**  Identify, evaluate, and use valid information sources and content effectively and ethically. | Demonstrates outstanding selection of high quality, credible, and relevant sources.  Utilizes the same to develop ideas that are appropriate to the assignment.  Demonstrates ethical utilization of sources through varied strategies (e.g., citations and references, paraphrasing, summarizing, and quoting). | Demonstrates clear ability for comprehensiveselection of credible, relevant sources.  Fully utilizes the same to support ideas that are appropriate to the assignment.  Demonstrates ethical use of sources through several strategies (e.g., citations and references, paraphrasing, summarizing, and quoting). | Demonstrates adequate selection of credible and relevant sources.  For the most part utilizes the same to support ideas that are appropriate to the assignment.  Demonstrates ethical utilization of sources through consistent use of strategies (e.g., citations and references, paraphrasing, summarizing, and quoting). | Demonstrates appropriate, but inadequate selection of sources.  Demonstrates inadequate use of the sources selected to support ideas in the writing.  Demonstrates ethical utilization of sources through minimal or inconsistent use of strategies (e.g., citations and references, paraphrasing, summarizing, and quoting). | Demonstrates inappropriate and inadequate selection and use of sources to support ideas in the writing.  Demonstrates inadequate ethical utilization of sources. |
| **INQUIRY AND ANALYSIS**  Apply a methodical research approach to gather evidence to assess problems, situations, and events. | Demonstrates a methodical research approach in gathering an outstanding selection of high-quality, credible, and relevant sources. Uses sources to develop sound evidence  Synthesizes evidence effectively to assess problems, situations, and events as required by the assignment. | Demonstrates a methodical research approach and clear ability for comprehensive selection and use of credible, relevant sources to develop evidence gathered through  Uses evidence to assess problems, situations, and events as required by the assignment. | Demonstrates a systematic research approach to adequately select and use credible or relevant sources to develop evidence  Uses evidence sufficiently to assess problems, situations, and events as required by the assignment. | Demonstrates an unreliable research approach and inadequate selection and use of sources to develop evidence  Misuses evidence to assess problems, situations, and events as required by the assignment | Demonstrates an illogical research approach and inadequate selection and use of sources to develop evidence  Fails to use evidence to effectively or appropriately assess problems, situations, and events as required by the assignment. |