**Common Rubric Criteria for ITCO 498**

**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 3.0 – 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**  **System Integration and Deployment**  *[SYS INTEGRATION/DEPL]* | Demonstrates full understanding of system integration and deployment. Demonstrates ability to analyze how enterprise integration approaches and best practices are used by an organization. Be able to compare the tasks involved in a system rollout to all user sites, including consideration of user support issues. Be able to design and develop a component and demonstrate its integration into an existing environment. | Demonstrates sound understanding of system integration and deployment. Demonstrates ability to apply enterprise integration approaches and best practices in an organization. Be able to operate the tasks involved in a system rollout to all user sites, including consideration of user support issues. Be able to choose a component and demonstrate its integration into an existing environment. | Demonstrates basic understanding of system integration and deployment. Demonstrates ability to describe enterprise integration approaches and best practices in an organization. Be able to explain the tasks involved in a system rollout to all user sites, including consideration of user support issues. Be able to identify a component and demonstrate its integration into an existing environment. | Demonstrates some basic understanding of system integration and deployment. Demonstrates ability to define enterprise integration approaches and best practices in an organization. Be able to list the tasks involved in a system rollout to all user sites, including consideration of user support issues. Be able to define a component and demonstrate its integration into an existing environment. | Does not demonstrate an acceptable understanding of system integration and deployment. Can’t define enterprise integration approaches and best practices in an organization. Can’t list the tasks involved in a system rollout to all user sites, including consideration of user support issues. Can’t define a component and demonstrate its integration into an existing environment. |
| **IT Content Criteria** | **Exemplary (5)** | **Accomplished (4)** | **Proficient (3)** | **Partially Proficient (2)** | **Unacceptable (1)** |
| **Blooms Taxonomy Level** | **Analysis** | **Application** | **Comprehension** | **Knowledge** | **Knowledge** |
| **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)** |
| **CRITICAL THINKING** Synthesize different ideas, beliefs, perspectives, and approaches in the process of arriving at conclusions or solutions (includes ethical reasoning and awareness of cultural diversity)**.** | Demonstrates outstanding or exemplary ability to integrate different ideas, beliefs, perspectives and approaches in the process of arriving at conclusions or solutions as required by the assignment (includes issues related to ethical questions)  Demonstrates outstanding or exemplary ability to proactively seek and incorporate multiple and diverse perspectives when working with one’s own and other cultures (as applicable). | Demonstrates clear ability to integrate different ideas, beliefs, perspectives and approaches in the process of arriving at conclusions or solutions as required by the assignment (includes issues related to ethical questions).  Demonstrates clear ability to seek and incorporate multiple and diverse perspectives when working with one’s own and other cultures (as applicable). | Demonstrates adequate or proficient ability to integrate, different ideas, beliefs, perspectives and approaches in the process of arriving at conclusions or solutions as required by the assignment (includes issues related to ethical questions).  Demonstrates adequate ability to seek (when instructed), and incorporate multiple and diverse perspectives when working with one’s own and other cultures (as applicable). | Demonstrates inadequate or partially proficient ability to integrate, different ideas, thoughts, perspectives and approaches in the process of arriving at conclusions or solutions as required by the assignment (includes issues related to ethical questions).  Demonstrates partially proficient ability to incorporate multiple and diverse perspectives when working with one’s own and other cultures (as applicable). | Demonstrates limited ability to integrate different ideas, thoughts, perspectives and approaches in the process of arriving at conclusions or solutions as required by the assignment (includes issues related to ethical questions).  Demonstrates limited ability to incorporate multiple and diverse perspectives when working with one’s own and other cultures (as applicable). |
| **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. |