**=Project 1.2.5 It’s A Trap!**

| Criteria | Basic | Proficient | Advanced |
| --- | --- | --- | --- |
| Risk Detection LO 5.1 Find patterns and test hypotheses about digitally processed information to gain insight and knowledge.  LO9.1 Identify the components (software, hardware, protocols) that allow computers to network and communicate | The student identified **some** of the security issues related to:   * processes * downloaded files * other suspicious files * firewall rules | The student identified **most** of the security issues related to:   * processes * downloaded files * other suspicious files * firewall rules | The student identified **all** of the security issues related to:   * processes * downloaded files * other suspicious files * firewall rules |
| Risk Protection LO 8.1 Describe the modular components of a computer’s hardware and software.  LO 8.2 Identify user actions that strengthen the security of information stored on a computer. | The student identified no more than a **few** of the security configuration settings for:   * firewall rules | The student identified **most** of the security configuration settings for:   * firewall rules | The student secured **all** of the security configuration settings for:   * firewall rules |
| Risk Response  LO 10.3: Design the correct level of protection by implementing the appropriate safeguards. | The student removed no more than of a **few**   * suspicious processes and related application files * suspicious downloads * other suspicious files | The student removed **most** of   * suspicious processes and related application files * suspicious downloads * other suspicious files | The student removed **all**   * suspicious processes and related application files * suspicious downloads * other suspicious files |
| Risk Recovery LO 8.2 Identify user actions that strengthen the security of information stored on a computer. | *n/a* | *n/a* | The student recovered deleted data. |
| Documentation  LO 15.2: Recognize documentation as an indispensable part of the security process. | The student created **minimal to no** documentation explaining why the content poses risks and how it has been rectified. | The student created **adequate** documentation explaining why the content poses risks and how it has been rectified. | The student created **thorough** documentation explaining why the content poses risks and how it has been rectified. |
| Collaboration  LO 14.2: Collaborate effectively as part of a team.  LO 14.3 Apply project management strategies effectively as part of a team. | The student is **inconsistently** engaged and **inadequately** contributes to the team’s work. | The student is **consistently** engaged and **adequately** contributes to the team’s work. | The student is **consistently** engaged and **substantially** contributes to the team’s work. |
| The student **rarely** provides constructive feedback to others and **does not** encourage or incorporate input from others. | The student **occasionally** provides constructive feedback to others and **consistently** encourages and incorporates input from others. | The student **consistently** provides constructive feedback to others and **consistently** encourages and incorporates input from others. |
| Presentation (Optional)  LO 2.2 Engage stakeholder in a problem and use their perspectives to shape the course of your development.  LO 15.1: Communicate ideas, processes, and products to optimize audience perception and understanding. | The student **rarely** participates in the presentation. | The student **occasionally** participates in the presentation. | The student **substantially** participates in the presentation. |
| The presenter is **unclear,** presents **some** of the necessary information, and does **not** stay on topic. | The presenter is **clear,** presents most or **all** of the necessary information, but does **not** stay on topic. | The presenter is **clear,** presents **all** of the necessary information, and **stays** on topic. |
| The presenter **rarely** uses appropriate body language, voice modulation, and eye contact. | The presenter **occasionally** uses appropriate body language, voice modulation, and eye contact. | The presenter **consistently** uses appropriate body language, voice modulation, and eye contact. |

**Comments:**