## Rubric

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Knowledge, Comprehension & Application** |  |  |  |  |  |
| **CRITERIA** | **EXPECTATIONS** | **POSS** | **STUDENT** | **GIVEN** | **MULTI** | **TOTAL** |
| **Bandit Levels** | You have provided **appropriate evidence of completing Bandit levels** on OverTheWire.  Students doing Networking for the first time:   * Bandit 0 * Bandit 1 – 5 * Bandit 6 – 10   Students doing Networking for the second time:   * Bandit 0 – 5 * Bandit 6 – 10 * Bandit 11 - 15   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission | 2  2  2 | \_\_/2  \_\_/2  \_\_/2 | \_\_/2  \_\_/2  \_\_/2 | - | \_\_ / 6 |
| **Learning Stations**  (individual) | You have **submitted 1 learning station** in **markdown format**. Your learning stations **appear to adequately explain how to solve the problems** using known tools and techniques.   * Modelling/prototyping of how your system will be put together * Modelling/prototype of how your system will be used * Modelling/prototyping which provides a high-level overview of your system   Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author. * **Application**: It is clear from your evidence that you constructed a complete submission   e  Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 2 | \_\_/2 | \_\_/2 | A x2  T x1 | A \_\_/ 4 T \_\_/ 2 |
| **OS commands** | You have submitted evidence that you address at least 3 Linux commands in the problems that you have solved.  Evidence for knowledge, comprehension, and application may include:   * **Knowledge**: Your evidence highlights that you recall and list relevant terms in your learning. It may tell a story to the reader (the teacher) or state the conditions of your learning. * **Comprehension**: Your evidence highlights that you can identify critical aspects of your learning or explain what you've done to the author.   **Application**: It is clear from your evidence that you constructed a complete submission | 2 | \_\_/ 2 | \_\_/ 2 | A x2  T x1 | \_\_/4  \_\_/2 |
|  | **Analysis, Synthesis & Evaluation** |  | | **SUB TOTAL** | | **A \_ / 14**  **T \_ / 10** |
| **Learning Station** | You have submitted evidence of learning station on a Bandit problem on OverTheWire.  The evidence highlights your ability to communicate and explain to people with a growing understanding of technology.  Additionally, it brings forth your growing understanding of the technology required to build this material.  The written material highlights your understanding of the underlying technology.  Your Learning Station will be marked against the following aspects of your ability to:   * your understanding of technology concepts and principles and how it relates to projects * your ability to communicate ideas appropriately in the selected medium   Evidence for higher-order learning may include:   * **Analysis**: Your evidence shows a reasoned understanding of what you did and why. For example, you may have explained how you did X, Y, and Z, but you continue to explain why you did them the way you did. * **Evaluative**: your evidence makes a judgement of something or between multiple things. This judgement may be the value of one thing over another or highlighting the significant differences between two things. * **Transferal**: your evidence highlights when you apply information, strategies, or skills that you have learnt to a new situation or context.   Note: the assessor may use their discretion to source other evidence from this assessment to judge the activity if required. | 4  4 | \_\_/4  \_\_/4 | \_\_/4  \_\_/4 | A x1  T x1  A x1  T x2 | \_\_/ 4  \_\_/ 8 |
|  | **Submission Guidelines** |  | | **SUB TOTAL** | | **A \_\_/ 8**  **T\_\_/12** |
| **Quality of Submission** | **Assessment submission is ordered** and has a definite pattern to its construction. **The reader is not confused about the content in any given section and can follow the submission flow** easily. | 4 | \_\_/4 | \_\_/4 | X1 | \_\_ / 4 |
| **Formatting** | **Students have** **followed the formatting instructions,** including any provided templates and guides **or have created their own** legible formatting guide **and applied it constantly**. | 2 | \_\_/2 | \_\_/2 | - | \_\_ / 2 |
|  |  |  | | **SUB TOTAL** | | **\_\_ /6** |
|  | DAYS LATE \_\_\_/7 = \_\_\_% |  |  | **FINAL** | | **A \_\_/28 T \_\_/28** |