

# NICE Framework Application Rubric

## Assessing Career Pathway Understanding and Work Role Connections

### Rubric Overview

This rubric assesses students' understanding of how activity experiences connect to authentic cybersecurity careers as defined by the NICE Workforce Framework for Cybersecurity.

**Use with:** All three “True Teamwork” activities **Point range:** 3-12 points (3 criteria × 1-4 points each)

### Assessment Criteria

#### Criterion 1: Work Role Recognition (1-4 points)

| Score                 | Descriptor   | Observable Behaviors  |
|-----------------------|--|---|
| <b>4 - Advanced</b>   | Identifies multiple relevant Work Roles and distinguishes between them | Names specific roles; explains how different roles contribute differently; recognizes role boundaries |
| <b>3 - Proficient</b> | Identifies relevant Work Roles   | Can name 1-2 roles that align with activity; understands basic role functions                         |
| <b>2 - Developing</b> | Partial role awareness   | Vague references to cybersecurity jobs; doesn't use NICE terminology                                  |
| <b>1 - Emerging</b>   | No role recognition  | Cannot connect activity to career pathways  |

#### NICE Framework Work Roles addressed in these activities (v2.0.0):

- Defensive Cybersecurity (Protection and Defense)
- Incident Response (Protection and Defense)
- Vulnerability Analysis (Protection and Defense)
- Cybersecurity Policy and Planning (Oversight and Governance)

#### Criterion 2: Real-World Connection (1-4 points)

| Score               | Descriptor   | Observable Behaviors  |
|---------------------|--|---|
| <b>4 - Advanced</b> | Makes sophisticated connections to professional practice | Explains how professionals use similar skills; identifies where human-AI collaboration appears in real work |

| Score                 | Descriptor                             | Observable Behaviors  |
|-----------------------|--|---|
| <b>3 - Proficient</b> | Connects activity to professional work | Recognizes activity mirrors real cybersecurity tasks; can give examples |
| <b>2 - Developing</b> | General awareness                      | Knows activity relates to “cybersecurity jobs” but lacks specificity    |
| <b>1 - Emerging</b>   | No connection made                     | Treats activity as purely academic exercise                             |

### Criterion 3: Skill Identification (1-4 points)

| Score                 | Descriptor   | Observable Behaviors  |
|-----------------------|--|---|
| <b>4 - Advanced</b>   | Identifies specific skills developed and how they apply to careers | Names technical and soft skills; explains transferability; recognizes human-AI collaboration as skill |
| <b>3 - Proficient</b> | Identifies relevant skills   | Can name skills practiced; understands career relevance   |
| <b>2 - Developing</b> | Partial skill awareness  | Identifies some skills but may miss collaboration aspects   |
| <b>1 - Emerging</b>   | No skill identification  | Cannot articulate what was learned  |

### Skills demonstrated across activities:

- Technical: Log analysis, incident response, policy development
- Collaboration: Human-AI partnership, team coordination
- Critical thinking: Evidence evaluation, decision-making under uncertainty
- Communication: Stakeholder communication, documentation

### Scoring Guide

| Total Score | Performance Level | Interpretation  |
|-------------|-------------------|---|
| 10-12       | Exemplary         | Student demonstrates strong career awareness; consider mentorship or advanced opportunities |
| 7-9         | Proficient        | Student understands career connections; encourage continued exploration                     |
| 4-6         | Developing        | Student needs more explicit career connection instruction; provide additional resources     |
| 3           | Beginning         | Student has not yet connected activity to careers; revisit career framing                   |

## Activity-Specific Work Roles (v2.0.0)

### Security Detective Teams

- Primary: Defensive Cybersecurity
- Secondary: Digital Forensics

### AI-Assisted Incident Response

- Primary: Incident Response
- Secondary: Defensive Cybersecurity, Threat Analysis

### Ethics in Automated Security

- Primary: Cybersecurity Policy and Planning
- Secondary: Privacy Compliance, Systems Security Management

## Instructor Notes

### Integration strategies:

- Reference NICE roles explicitly during activity introduction
- Connect debrief discussions to career pathways
- Provide NICE Framework resources for interested students

### Resources for students:

- [NICE Framework Resource Center](#)
- [CyberSeek Career Pathways](#)

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