**ITT-121 Windows Server Scoring Guide**

**Performance Level Ratings**

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| **Meets Expectations** | Performance consistently met expectations in all essential areas of the assignment criteria, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical goals were met. |
| **Near Expectations** | Performance did not consistently meet expectations. Performance failed to meet expectations in one or more essential areas of the assignment criteria, one or more of the most critical goals were not met. |
| **Below Expectations** | Performance was consistently below expectations in most essential areas of the assignment criteria, reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. |

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| **Criteria** | **Below Expectations** | **Near Expectations** | **Meets Expectations** | **Earned** |
| Student correctly installs and configures Windows Server, ensuring the server name is appropriate and a complex password for the Administrator account is created. | 0 pts – 6 pts | 7 pts – 9 pts | 10 pts |  |
| Instructional notes and screenshots are well organized and articulated in a manner as required by the assignment requirements and university standards of academic writing (including sentence construction, word choice, spelling, punctuation, grammar, and language use). | 0 pts – 6 pts | 7 pts – 9 pts | 10 pts |  |
| Student comprehensively describes the key aspects of how Windows will fit into the proposed corporate environment with supporting details and rationale. | 0 pts – 6 pts | 7 pts – 9 pts | 10 pts |  |
| Solutions, answers, or required literature are well organized and articulated in a manner as required by the assignment requirements and university standards of academic writing (including sentence construction, word choice, spelling, punctuation, grammar, and language use). References are accurate. | 0 pts – 2 pts | 3 pts – 4 pts | 5 pts |  |
| **TOTAL** |  |  |  | **/35** |
| **Instructor Feedback** | | | | |