Cryptography Essay #2 (Lessons Learned)   Student Name: _____

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
Content					
Lessons	The paper offers no meaningful suggestion or strategy for keeping secrets.	The paper offers a suggestion or strategy for keeping secrets, but in a vague or abstract way.	The paper offers one concrete suggestion or strategy for employing encryption effectively.	The paper offers more than one concrete suggestion or strategy for employing encryption effectively.	
Examples	The historical examples presented by the paper for the "lessons learned" are mostly weak and/or inappropriate.	The paper presents some reasonable historical examples for the "lessons learned," along with some that are weak or inappropriate.	The historical examples presented by the paper are generally appropriate and support the "lessons learned."	The historical examples presented by the paper are appropriate, support the "lessons learned," and are notably varied or creative.	
Cryptography	Very few relevant cryptographic elements of the historical examples are discussed.	A few relevant cryptographic elements of the historical examples are discussed, but important ones are missing.	Most relevant cryptographic elements (who's keeping secrets from whom, encryption techniques, etc.) of the historical examples are discussed.	All relevant cryptographic elements (who's keeping secrets from whom, encryption techniques, etc.) of the historical examples are discussed.	
Complexity	The paper fails to consider conditions under which the "lessons learned" might need to be modified.	The paper identifies conditions under which the "lessons learned" might need to be modified, but doesn't suggest modifications.	The paper identifies conditions under which the "lessons learned" might need to be modified, and suggests some vague modifications.	The paper identifies conditions under which the "lessons learned" might need to be modified, and suggestions concrete, appropriate modifications.	
Originality	Most or all of the treatment of the topic is lifted from discussions of the topic in the course / text.	Some of the treatment of the topic goes beyond its treatment in the course / text.	Roughly half of the treatment of the topic goes beyond its treatment in the course / text.	Most or all of the treatment of the topic goes beyond its treatment in the course / text.	

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Use of Sources	Few, if any, claims are supported with scholarly sources.	Scholarly sources used are used appropriately, but many claims are unsupported.	Most significant claims (evidence, arguments made by others) are supported with scholarly sources.	All significant claims (evidence, arguments made by others) are well supported with scholarly sources.	
Clarity					
History	The historical aspects of the paper would be difficult for fellow students (not in the course) to follow.	The historical aspects of the paper would make at least some sense to fellow students (not in the course).	The historical aspects of the paper would be mostly clear to fellow students (not in the course).	The historical aspects of the paper would be very clear to fellow students (not in the course)—clear enough to serve as examples for future papers.	
Accessibility	The cryptographic aspects of the paper would be difficult for fellow students (not in the course) to follow.	The cryptographic aspects of the paper would make at least some sense to fellow students (not in the course).	The cryptographic aspects of the paper would be mostly clear to fellow students (not in the course).	The cryptographic aspects of the paper would be very clear to fellow students (not in the course)—clear enough to serve as examples for future papers.	
Connections	The connections between "lessons learned" and supporting examples would be difficult for fellow students to follow.	The connections between "lessons learned" and supporting examples would make some sense to fellow students.	The connections between "lessons learned" and supporting examples would be mostly clear to fellow students.	The connections between "lessons learned" and supporting examples would be very clear to fellow students—clear enough to serve as examples for future papers.	
Voice	The student's voice sounds entirely artificial (e.g. using words the student is not likely to understand) and/or inappropriate to academic writing (e.g. far too informal).	The student's voice generally sounds natural and is appropriate to academic writing with the exception of a few weak spots.	The student's voice sounds natural (using words and phrasings not unlike his/her speaking voice) and is appropriate to academic writing.	The student's voice sounds natural, is appropriate to academic writing, and is entertaining in one way or another.	

Component	Poor (1 point)	Acceptable (2 points)	Good (3 points)	Excellent (4 points)	Score
Presentation					
Mechanics	So many grammatical, punctuation, or spelling mistakes that it's hard to keep reading the paper.	Several grammatical, punctuation, or spelling mistakes—enough to slow down one's reading of the paper several times.	A few grammatical, punctuation, or spelling mistakes—nothing that would slow down one's reading of the paper for more than a second or two.	At most, only a couple of grammatical, punctuation, or spelling mistakes—nothing that impedes one's reading of the paper.	
References	References and/or citations are poorly formatted, and it's unclear how references were used.	References and citations are appropriately formatted, but it's unclear how those references were used.	It's reasonably clear how references were used, but references and/or citations are inappropriately formatted.	References are appropriately formatted, and citations make clear how those references were used.	
Total Score (48 Points Max)					

Comments: