

Internship Evaluation Guidance

The following rubric is to guide Organisation Supervisors in the evaluation a student's internship. The rubric provides examples of the types of behaviours an intern may demonstrate, according to criteria and level of achievement. Each internship is different; some criteria or behaviours may not be applicable. This information is intended to support Supervisors in providing constructive feedback to interns. The Centre's Academic Coordinator is happy to respond to questions and/or discuss the rubric with Supervisors and Interns as needed.

Criteria	Excellent	Good	Satisfactory	Unsatisfactory
The student's engagement in applied work within the community organisation	Achieved tasks in duty statement beyond expectations	Achieved tasks in duty statement to expectations	Achieved tasks in duty statement to expectations with some minor issues/problems	Did not achieve tasks in duty statement
The student's professional responsibility during the community placement	Always showed excellent professional qualities such as punctuality, independence, polite interpersonal interactions and appropriate personal presentation.	Frequently showed good professional qualities such as punctuality, independence, polite interpersonal interactions, and appropriate personal presentation	Frequently showed satisfactory professional qualities such as punctuality, independence, polite interpersonal interactions, and appropriate personal presentation	Frequently demonstrated inappropriate professional qualities such as lack of punctuality and independence, and/or poor interpersonal interactions, and personal presentation
The student's use of their knowledge and skills during the community placement	Creatively applied knowledge and/or skills and consistently strove to recognise and solve problems and/or achieve tasks of value to the organisation	Consistently applied knowledge and/or skills to problem solve and/or achieve tasks of value to the organisation	Applied knowledge and/or skills to achieve tasks of value to the organisation	Did not apply knowledge and/or skills to achieve tasks
The student's engagement with relevant local and global contexts of the organisation	Proactively asked questions and sought knowledge about the organisation and relevant issues	Discussed the organisation and relevant issues with colleagues to develop understanding	Received knowledge about the organisation and relevant issues	Demonstrated a lack of interest and/or indifference towards the organisation and relevant issues