1. **Faculty of Economics an Administrative Sciences Internship Evaluation Rubric**

**Faculty of Economics and Administrative Sciences Internship Evaluation Rubric**

**1. Quality of work/Internship File:** To degree to which the student’s work is thorough, accurate and completed in a timely manner and ability to perform all internship file and work requirements.

**2. Quality of Internship Report:** To degree to which the student submitted all internship report requirements and meet the goals of internship.

**3. Presentation-Oral Communication Skills:** To degree to which the student able to prepare an appropriate presentation and compose and present effective oral forms of communication.

**4. Attendance and Puncuality:** The degree to which the student reports to work as scheduled and on-time.

**5. Organizational Fit:** The extent to which the student understands and supports the organization’s mission, vision and goals; adapts to organizational norms, expectations and culture; and functions within appropriate authority and decision-making channels.

**6. Character Traits:** The extent to which the student demonsrates a confident and positive attitude; exhibits honesty and integrity on the job; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner.

**7. Analytical/Critical Thinking Skills and Creativity:** To degree to which the student demonsrate analytical and critical-thinking skills in the context of growth and change.

**8. Response to Supervision:** To degree to which the student seeks supervision when necessary; is receptive to constructive criticism and advice from his/her supervisor; implements suggestions from his/her supervisor; and is willing to explore personal strenghts and adreas for improvement.

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| **Overall Performance Rating on Advertising Campaign Plan** |
| **Evaluation Criteria** | **Score** |
| **Student Name and Number :**  |
| Quality of Work / Internship File |  |
| Quality of Internship Report |  |
| Presentation / Oral Communication Skills |  |
| Attandance and Punctuality |  |
| Organizational Fit |  |
| Chracter Traits |  |
| Analytical / Critical Thinking Skills & Creativity |  |
| Response to Supervision |  |
| **Total Score**  |  |

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| **Faculty of Economics and Administrative Sciences Internship Evaluation Rubric** |
| **Student Name:** |   |
| **Student ID:** |   |
| **Evaluation Dimensions** | **Supervisor Evaluation of Internship** | **Scoree** |
|   |
| **Insufficient** | **Sufficient** | **Successful** | **100** |
|   |   |   |   |
| **1. Quality of work/Internship File** | **1-24** | **25-39** | **40-50** |  |
| Internship file and work was done in a careless manner and was erratic quality; work assignments were usually late and required review; made numerous errors | With a few minor exceptions, adequately performed most internship file and work requirements; most work assignments submitted in a timely manner; made occasional errors | Thoroughly and accurately performed all internship file and work requirements; submitted all work assignments on time; made few if any errors |
| **2. Quality of Internship Report** | **1-3** | **4-6** | **7-10** |  |
| Internship report was done in a careless manner and was erratic quality and made numerous errors and failed to meet the goals of internship | With a few minor exceptions, student adequately performed most internship report requirements, made occasional errors and meet most of the goals of internship | Thoroughly and accurately submitted all internship report requirements and meet most of the goals of internship |
| **3. Presentation-Oral Communication Skills** | **1-2** | **3-4** | **5-6** |  |
| Presentations could not be understood because there was no logical sequencing of information; interns used superflous or no graphics; graphics did not support or relate to work assignments; intern read most or all of thw work assignment information with little or no eye contact; intern mumbled, incorrectly pronounced terms, and/or spoke too quietly; presentations rambled, were unclear, and could not be followed by the audience; intern lacked confidence, was uncomfortable, and could not even answer basic questions | Work assignments were presented in a sequence that audience could follow; graphics supported and were related to the work assignments; intern maintained eye contact with the audience with a few minor exceptions; intern read from notes on a few occasions; intern used a good voice dynamics and clearly enunciated terms; intern was comfortable for the most part and adequately answered questions; overall, the presentations were delivered ina satisfactory manner and met expectations with respect to oral communication skills | Work assignments were presented in a logical, interesting and effective sequence, which the audience could easily follow; presentations used effective graphics to explain and reinforce the information presented; intern maintained eye contact with audience, seldom returning to notes; intern spoke in a clear voice and used correct, precise pronounciation of terms; presentations were thorough, clear, compelling, informative, and professionally delivered; intern was confident, comfortable and answered questions effectively |
| **4.Attendance and Puncuality** | **1-2** | **3-4** | **5-6** |  |
| Was absent excessively and/or was almost late for work | Was never absent and almost always reported to work as scheduled, but always on time; or usually reported to work as scheduled and was almost always on time | Always reported to work as scheduled with no absences, and was always on time  |
| **5.Organizational Fit**  | **1-2** | **3-4** | **5-6** |  |
| Taking into account of the evaluation letter written by the organization/institution, student was unwilling or unable to understand and support the organization's mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations and culture; frequently seemed to disregard appropriate authority and decision making channels | Taking into account of the evaluation letter written by organization/institution, student was adequately understood and supported the organization's mission, vision and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision making channels | Taking into account of the evaluation letter written by the organization/institution, student completely understood and fully supported the organization's mission, vision and goals; succesfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision making channels |
| **6.Character Traits** | **1-2** | **3-4** | **5-6** |  |
| Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behaviour | Except in a few minor instances , demonsrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace, was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner | Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner |
| **7.Analytical/Critical Thinking Skills and Creativity** | **1-2** | **3-4** | **5-6** |  |
| Presented little if any analysis in work assignments; rarely sought out additional information from other sources and/or considered differing perspectives; presented few solutions, alternatives, or options to problems in work assignments, or solutions, alternatives, or options were often inaccurate, inconsistent, and/or not justified; ideas were presented in a vague manner | Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or ommisions; satisfactorily outlined solutions, alternatives, or options for some work assignment problems that were logical and consistent; in most cases, developed solutions, alternatives, or options in a clear manner | Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives; developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems; solutions, alternatives, or options were clear, coherent, well supported, logically consistent and complete |
|  | **1-2** | **3-4** | **5-6** |  |
| **8. Response to Supervision** | Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement | On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement | Actively sought supervision when necessary; was always receptive to constructive criticism and advice; succesfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement  |