

## Undergraduate Internship Analytic Rubric

Criteria	Exemplary (5)	Proficient (4)	Acceptable (3)	Emerging (2)	Insufficient (1)
<b>Prompt &amp; Regular Attendance</b>	<ul style="list-style-type: none"> <li>Exhibits perfect attendance;</li> <li>Is continually on-time.</li> </ul>	<ul style="list-style-type: none"> <li>Is late or absent no more than once during the internship.</li> </ul>	<ul style="list-style-type: none"> <li>Is late or absent no more than twice during the internship.</li> </ul>	<ul style="list-style-type: none"> <li>Is late or absent no more than three times during the internship.</li> </ul>	<ul style="list-style-type: none"> <li>Is late or absent four or more times during the internship.</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>Inspires positive interactions among others in the workplace;</li> <li>Responds in a mature manner to prevent or resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates positive interactions with others;</li> <li>Responds in a mature manner to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Displays positive interactions with others;</li> <li>Responds in a mature manner to resolve conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Displays positive interactions with some people in this setting;</li> <li>Attempts to resolve conflict in a mature manner.</li> </ul>	<ul style="list-style-type: none"> <li>Does not display positive interactions with people in this setting;</li> <li>Is unable to resolve conflict in a mature manner.</li> </ul>
<b>Responsive to Feedback</b>	<ul style="list-style-type: none"> <li>Actively seeks out and applies constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to accept constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Does not accept constructive feedback.</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>Conducts self in a professional manner that brings praise to the organization.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts self in a manner that brings praise from other employees.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts self in expected professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts self in an acceptable manner most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Does not conduct self in an acceptable manner</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Keeps workspace and projects well-organized;</li> <li>Always follows organizational policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps workspace and projects mostly well-organized;</li> <li>Follows organizational policies and procedures consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps workspace and projects somewhat organized;</li> <li>Follows organizational policies and procedures most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Takes steps to keep workspace and projects organized;</li> <li>Attempts to follow organizational policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Does not keep workspace and projects organized;</li> <li>Does not follow organizational policies and procedures.</li> </ul>
<b>Reliability &amp; Responsibility</b>	<ul style="list-style-type: none"> <li>Can be relied on to perform job tasks at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Can be relied on to perform job tasks nearly all times.</li> </ul>	<ul style="list-style-type: none"> <li>Can be relied on to perform job tasks most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Can be relied on to perform job tasks some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Cannot be relied on to perform job tasks.</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>Displays motivation in all interactions;</li> <li>Creates solutions to problems with no instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Displays motivation in nearly all interactions;</li> <li>Creates solutions to problems with little instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Displays motivation in most interactions;</li> <li>Creates solutions to problems when instructed.</li> </ul>	<ul style="list-style-type: none"> <li>Displays motivation in some interactions;</li> <li>Occasionally creates solutions to problems when instructed.</li> </ul>	<ul style="list-style-type: none"> <li>Does not display motivation in interactions;</li> <li>Unwilling or unable to create solutions to problems when instructed.</li> </ul>
<b>Communication with Supervisor</b>	<ul style="list-style-type: none"> <li>Always responds to supervisor communication;</li> <li>Initiates communication.</li> </ul>	<ul style="list-style-type: none"> <li>Always responds to supervisor communication;</li> <li>Often initiates conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Always responds to supervisor communication.</li> </ul>	<ul style="list-style-type: none"> <li>Typically responds to supervisor-initiated communication.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to respond to supervisor communication.</li> </ul>
<b>Fulfills Expectations</b>	<ul style="list-style-type: none"> <li>Consistently exceeds expectations and goals set by supervisor and organization.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes exceeds expectations and goals set by supervisor and organization.</li> </ul>	<ul style="list-style-type: none"> <li>Meets expectations and goals set by supervisor and organization.</li> </ul>	<ul style="list-style-type: none"> <li>Meets some expectations and goals set by supervisor and organization.</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet expectations and goals set by supervisor and organization.</li> </ul>

(Adapted from University of North Carolina at Chapel Hill: <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>)

## Group Participation Developmental Rubric

Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Workload</b>	Did a full share of the work—or more; knows what needs to be done and does it; volunteers to help others.	Did an equal share of the work; does work when asked; works hard most of the time.	Did almost as much work as others; seldom asks for help.	Did less work than others; doesn't get caught up after absence; doesn't ask for help.
<b>Getting Organized</b>	Took the initiative proposing meeting times and getting group organized.	Worked agreeably with partner(s) concerning times and places to meet.	Could be coaxed into meeting with other partner(s).	Did not meet partner(s) at agreed times and places.
<b>Participation in Discussions</b>	Provided many good ideas for the unit development; inspired others; clearly communicated desires, ideas, personal needs, and feelings.	Participated in discussions; shared feelings and thoughts.	Listened mainly; on some occasions, made suggestions.	Seemed bored with conversations about the unit; rarely spoke up, and ideas were off the mark.
<b>Meeting Deadlines</b>	Completed assigned work ahead of time.	Completed assigned work on time.	Needed some reminding; work was late but did not impact quality of the work.	Needed much reminding; work was late and it did impact quality of work.
<b>Providing Feedback</b>	Habitually provides dignified, clear, and respectful feedback.	Gave feedback that did not offend.	Provided some feedback; sometimes hurt feelings of others with feedback or made irrelevant comments.	Was openly rude when giving feedback.
<b>Receiving Feedback</b>	Graciously accepted feedback.	Accepted feedback.	Reluctantly accepted feedback.	Refused to listen to feedback.

(Adapted from Making the Grade: The Role of Assessment in Authentic Learning by Marilyn M. Lombardi, <http://www.educause.edu/ir/library/pdf/ELI3019.pdf>)

## Professionalism Analytic Rubric

Component	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
<b>Sense of self</b>	Confidently and realistically acknowledges and articulates personal and professional skills, abilities, strengths, dispositions, and growth areas; actively engages in self-reflection to gain insight and applies that insight to developing themselves.	Acknowledges and articulates personal skills, abilities, strengths, dispositions, and growth areas; engages in self-reflection to gain insights and begins to apply that insight to conceptualizing themselves professionally.	Exhibits an emerging sense of self, including some awareness of personal skills, abilities, strengths, dispositions, and growth areas. Begins to engage in self-reflective activities but has not yet conceptually processed these experiences.	Exhibits little to no evidence of awareness of personal skills, abilities, strengths, dispositions, and growth areas. Exhibits little to no effort to engage in self-reflective activities.
<b>Sense of others</b>	Acknowledges and values the skills, abilities, strengths, dispositions, and areas of growth in relation to their own.	Acknowledges the skills, abilities, strengths, dispositions, and areas of growth, but does not fully value and relate them to their own.	Demonstrates the beginnings of understanding others in terms of their values, skills, abilities, strengths, dispositions, and areas of growth.	Lack of awareness of others in general.
<b>Professional Communication</b>	Effectively communicates their transferrable skills and experiences; knows how to properly correspond with different audiences in a professional manner.	Has a sense of their transferrable skills but is still crafting a way to effectively communicate them; Understands that there are varying ways to communicate professionally.	Emerging awareness of skills and how they transfer between experiences; understands the importance of communication professionally and begins to think about how they might do this.	General lack of awareness that skills can be transferable from one experience to another; unable to professionally correspond with others.
<b>Integrity</b>	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, honesty, trustworthiness, and transparency.	Student has formulated a sense of ethical reasoning; framework for ethical decision-making is further developed yet student is still formulating; students are beginning to connect the dots between values, beliefs, and actions.	Demonstrates an emerging sense of ethical reasoning; framework for ethical decision making is still in its infancy; initial thoughts regarding the interconnectedness of values, beliefs, and actions are beginning to develop.	No evidence of ethical reasoning; Little to no reflection regarding a process for personal decision-making; lack of congruence between personal values, beliefs, and actions. Absence of qualities such as dependability, honesty, and trustworthiness.
<b>Standard of excellence</b>	Solicits and accepts guidance and direction from others as needed; holds oneself accountable for obligations; demonstrates initiative; assesses, critiques, and then improves the quality of one's work.	Discusses raising standards for self and begins to engage in a process to do so. Assesses and critiques the quality of one's work.	Exhibits an emerging sense of accountability, obligation, and initiative. Exhibits some thoughts regarding self-improvement.	Demonstrates little to no accountability towards obligations, nor a sense of personal initiative; Does not assess or seek improvement for the quality of their work or work environment.

(Adapted from The University of Arizona: <http://ose.arizona.edu/sites/ose.arizona.edu/files/Professionalism%20Rubric.pdf>)

## Professional Assessment Developmental Rubric

Performance Criteria	Highly Professional	Professional	Participating	Unprofessional
<b>Time Management:</b> Attendance Promptness Responsibility	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college or university policies except institutional excuses.	Late to class only once or twice; almost never misses a class; no unexcused absences. Generally, takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses.	Late to class more than once every month and regularly attends class; misses two deadlines; seeks exceptions to class/college or university policies not including institutional excuses.	Late to class more than once/week and does not regularly attend class; demands exceptions to class/college or university policies not including institutional excuses.
<b>Respect:</b> Social Skills	Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire); never uses unapproved electronic devices in class; is respectful towards peers, adults, and the learning environment both in and out of class.	Exhibits behavior that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always respectful towards peers, adults, and the learning environment both in and out of class.	Recurring behavior that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of peers, adults, and the learning environment both in and out of class.	Is asked to leave class due to behavior that distracts others; is often extremely disrespectful to peers, adults, and the learning environment both in and out of class.
<b>Preparedness:</b> Motivation Contribution	Almost always participates in class discussions; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion.	Regularly participates in class discussions; contributions reflect good preparation and are generally substantive, fairly well substantiated, and moderately persuasive; when called upon, can usually answer questions and refer to readings; occasionally dominates discussion.	Rarely participates in class; contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive; when called upon, often cannot answer questions in depth or refer to readings; may dominate discussion with irrelevant comments.	Never participates in class; no evidence of preparation; when called upon, can't answer questions in depth or refer to readings; any comments made are usually irrelevant.
<b>Quality of Work:</b> Persistence Integrity	Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behavior; is always honest and encourages other to do the same; always adheres to class, college, and university academic dishonesty policies.	Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behavior; is always honest; always adheres to class, college, and university academic dishonesty policies.	Provides work that reflects a good effort and occasionally needs to be checked or redone; rarely shows negative behavior; is honest; does not knowingly violate class, college, or university academic dishonesty policies.	Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class, college, or university academic dishonesty policies.
<b>Teamwork</b>	Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role.	One or two complaints from team members about lack of contribution; occasionally takes leadership role.	A few complaints from team members about lack of contribution.	More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work.
<b>Overall Impression</b>	Professionalism at its best.	Professionalism consistently exhibited.	Professionalism inconsistently exhibited.	Lack of professionalism.

(Adapted from Northern Arizona University: [https://nau.edu/wp-content/uploads/sites/80/2018/04/ProfessionalismAssessmentRubric5\\_080112.pdf](https://nau.edu/wp-content/uploads/sites/80/2018/04/ProfessionalismAssessmentRubric5_080112.pdf))

## Professionalism Medical Student Evaluation

	Not Applicable	Unacceptable	Below Expectations	Met Expectations	Exceeded Expectations
Listened actively to patient.					
Showed interest in patient as a person.					
Recognized and met patient needs.					
Extended themselves to meet patient needs.					
Ensured continuity of patient care.					
Advocated on behalf of patient.					
Demonstrated awareness of own limitations					
Admitted errors/omissions.					
Solicited feedback.					
Accepted feedback.					
Maintained appropriate boundaries.					
Was on time.					
Completed tasks in a reliable fashion.					
Addressed own gaps in knowledge and/or skills.					
Was available to colleagues.					
Avoided derogatory language.					
Maintained patient confidentiality.					
Used health resources appropriately.					

(Adapted from The University of Oklahoma Health Sciences Center: <https://www.ouhsc.edu/portals/1044/Assets/Documents/Presentation%20Resources/Restricted/2012-2013/June%202013%20EGR%20Slides.pdf?ver=2015-08-03-090306-947>)