| **ELPS 606 Internship Portfolio Rubric** | | | |
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|  | **1 Does Not Meet Expectations** | **2 Meets Expectations** | **3 Exceeds Expectations** |
| **Coverage of Standards** | Experiences do not demonstrate that two competencies for each of the CO standards have been met. | Experiences demonstrate that two competencies for each of the CO standards are met. | Experiences demonstrate that more than three competencies for each of the CO standards are met. |
| **Documentation of Experiences** | Documentation of internship activities is not clearly presented through reflective journaling and/or logs and artifacts do not demonstrate student participation in activities for the targeted competencies. | Internship activities are clearly documented through artifacts, reflective journaling, and/or logs to demonstrate completion of targeted competencies for each standard. | Relevance and quality of experiences are fully and clearly documented through artifacts, reflective journaling, and/or logs. |
| **Quality of experiences** | Student experiences do not demonstrate exposure to basic administrative roles and functions, leadership nor managerial elements necessary for daily school/district operation. | Student experiences demonstrate exposure to basic administrative roles and functions, including leadership and managerial elements necessary for daily school/district operation. | Student experiences demonstrate an exposure to a wide array of administrative roles and functions, including leadership and managerial elements that contribute to a healthy school learning culture through the change process. |
| **Completion of clock-hour requirements** | Clock-hours are undocumented or partially documented and do not meet licensure requirements. | Time and activities are documented and fulfill the licensure requirement. | Time and activities are fully and clearly documented and fulfill the licensure requirement. |
| **Demonstrated Learning** | Student learning is not demonstrated through reflective journaling, commentary, and/or final essay. | Student learning is demonstrated through reflective journaling, commentary, and/or final essay. | Student learning is fully and clearly demonstrated through reflective journaling, commentary, and/or final essay. |
| **Supervisor Relationship** | The student did not communicate with the field and/or university supervisor to structure intern experiences. | The student communicated adequately with both the field and university supervisor to structure intern experiences. | The student worked closely with both the field and university supervisors to structure and evaluate intern experiences and learning. |
| **Leadership Potential** | Weak/Limited—Intern demonstrated significant weaknesses in multiple areas during internship experiences/activities. | Adequate—Intern demonstrated adequate capability in each standard area. | Strong—Intern demonstrated a high level of leadership in multiple areas throughout the internship experiences/activities. |
| Students must achieve a 2 in each category to receive a passing grade for the internship experience. | | | |

**Student: Semester: Evaluator:**

**Notes:**