

## Annex D: ENP rubric for assessment of MSc-Internship

Adapted for ENP by Kris van Koppen and Bas van Vliet, from the Rubric by Marjolijn Coppens with contributions of Arnold F. Moene, Judith Gullikers, Jan Philipsen, Maria Smetsers, Paul Hebinck, Tjeerd Jan Stomph, and Ralf Hartemink, released under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 Netherlands License.

Where she or her is written, he or his is also implied. Most of the items under B (Product report) have different criteria for a research-oriented and a task-oriented internship.

Item	Mark for item					
	2-3	4-5	6	7	8	9-10
<b>A. Professional skills</b>						
<b>1.1. Initiative and creativity</b>	Student shows no initiative or new ideas at all.	Student picks up some initiatives and/or new ideas suggested by others (e.g. supervisor), but the selection is not motivated.	Student shows some initiative and together with the supervisor develops one or two new ideas on minor parts of the project.	Student initiates discussions on new ideas with supervisor and develops one or two own ideas on minor parts of the project.	Student has her own creative ideas.	Innovative methods and analysis of information/data. Possibly the idea for the project has been formulated by the student.
<b>1.2 Insight in functioning of another organization</b>	Student shows no insight in functioning of the organization. Student does not communicate with team members.	Student shows no insight in functioning of the organization. Student only communicates with the team when explicitly told so by the supervisor.	Student is able to draw an organization chart of the organization. Student gets things done within the team (e.g. gathering information, organizing resources) but only via supervisor	Student is able to indicate the position of the team within the organization as a whole. Student gets things done within the team (e.g. gathering information, organizing resources) with some support.	Student is able to indicate the responsibilities of the different units within the organization. Student is able to get things done (e.g. receiving information, organizing material facilities, etc.) done within the team independently	Student knows how changes are realized in the organization. Student is able to independently implement changes that affect the whole team
<b>1.3 Adaptation capacity</b>	Student does not adapt and remains passive or negative.	Student does not adapt and remains passive or negative.	Student accepts how things go within the new work environment without further reflection	Student accepts and actively anticipates on the dos and don'ts in the new work environment.	Student is able to adapt to the new work environment in a productive and interactive way.	Student adapts well to the work environment, while reflecting on contributing with her personal view.
<b>1.4 Commitment and perseverance</b>	Student is not motivated. Student escapes work and gives up regularly	Student has little motivation. Tends to be distracted easily. Has given up once or twice	Student is motivated at times, but often, sees the work as a compulsory task. Is distracted from work now and then.	The student is motivated. Overcomes an occasional setback with help of the supervisor.	The student is motivated, independently overcomes an occasional setback, and considers the work as her "own" project.	The student is very motivated, goes at length to get the most out of the project.

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<b>1.5 Independence</b>	The student can only perform the work properly after repeated detailed instructions and with direct help from the supervisor.	The student needs frequent instructions and well-defined tasks from the supervisor and the supervisor needs careful checks to see if all tasks have been performed.	The supervisor is the main responsible for setting out the tasks, but the student is able to perform them mostly independently	Student selects and plans the tasks together with the supervisor and independently performs these tasks	Student plans and performs tasks mostly independently, asks for help from the supervisor when needed.	Student plans and performs tasks independently and organizes her sources of help independently.
<b>1.6 Handling supervisor's comments and development skills</b>	Student does not pick up any suggestions and ideas of the supervisor.	The supervisor needs to act as an instructor and suggest solutions for problems. There is some progress in the professional skills of the student, but suggestions of the supervisor are also ignored occasionally	Student incorporates some of the comments of the supervisor, but ignores others without arguments. The student is able to adopt some skills as they are presented during supervision	Student incorporates most or all of the supervisor's comments. The student is able to adopt skills as they are presented during supervision and develops some skills independently as well.	Supervisor's comments are weighed by the student and asked for when needed. The student is able to adopt new skills mostly independently.	Supervisor's comments are critically weighed by the student and asked for when needed, also from other staff members or students.
<b>1.7. Time management</b>	No time schedule made, and internship products seriously overdue without valid reasons.	No realistic time schedule made, and internship products seriously overdue without valid reasons.	Mostly realistic time schedule, but no timely adjustment of time schedule if necessary.	Realistic time schedule and internship products not seriously overdue.	Realistic time schedule, with adjustments of deadlines if necessary and in general a timely delivery of products.	Realistic, and fully realized time schedule, with if necessary adjustments of both time and tasks in an anticipatory way.

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<b>B. Report internship (20-50%)</b>						
<b>2.1 Formulation goals, framework project</b>  <b>Research-oriented</b>	No goals and framework formulated for the project.	Formulation of goals and framework of the project is not clear. There is no link with personal learning outcomes.	Formulation of goals and framework of the project is acceptably clear. The link with personal learning outcomes is unclear.	Formulation of goals and framework of the project is clear, but does not fit with all aspects and learning outcomes of the internship project.	Formulation of goals and framework of the project is clear. There are sufficient links with the personal learning outcomes.	Clear and well-targeted formulation of goals and framework of the project. There are consistent and balanced links with the personal learning outcomes.
<b>2.1 Formulation goals, framework project</b>  <b>Task-oriented</b>	No goals and framework for any of the assigned tasks.	Formulation of goals and framework is not clear for the main assigned tasks There is no link with personal internship outcomes.	Formulation of goals and framework for the main assigned tasks is acceptably clear. The link with personal learning outcomes is unclear.	Formulation of goals and framework for the main assigned tasks is clear, but does not fit with all aspects and learning outcomes of the internship project.	Formulation of goals and framework for the main assigned tasks is clear. There are sufficient links with the personal learning outcomes.	Clear and well-targeted formulation of goals and framework for the main assigned tasks. There are consistent and balanced links with the personal learning outcomes.
<b>2.2. Theoretical underpinning, use of literature</b>  <b>Research-oriented</b>	No discussion of underlying theories. No relevant literature.	There is some description of underlying theories, but with serious errors. Only literature suggested by the supervisor.	Student has found relevant theories, but the description has not been tailored to the project at hand or shows occasional errors. Some relevant literature in reference list.	Student has found the relevant theories, and the description is adequately correct and tailored to the project at hand. Reference list is relevant but not innovative.	Student has found the relevant theories, makes a synthesis of those, and has been successful in tailoring the description to the project at hand. Innovative use of literature sources.	Clear, complete and coherent overview of relevant theories. Exactly tailored to the project at hand. A rich, relevant, and innovative use of literature.
<b>2.2. Theoretical underpinning, use of literature</b>  <b>Task-oriented</b>	No literature or other sources of expertise are consulted or used.	Some literature or other sources of expertise are consulted, but not or incorrectly applied in carrying out the main assigned tasks.	Some literature or other sources of expertise are consulted and adequately applied in carrying out the main assigned tasks.	Several relevant literature sources or other sources of expertise are adequately applied in carrying out the main assigned tasks. Most sources are documented and listed.	Student has actively searched and applied theories from literature and other sources of expertise in carrying out the main assigned tasks. All sources are documented and listed.	Student has actively searched and incorporated key literature and other expertise, resulting in theoretically founded internship products. All sources are documented and listed.

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<b>2.3. Use of methods and processing data</b> <b>Research-oriented</b>	No description of methods and analysis of data.	Insufficient information on methods and insufficient analysis of data.	Used methods and ways of data analysis are not always appropriate, and their description is lacking.	Used methods and analysis of data are mostly appropriate. Their description is mostly adequate.	Choice and use of methods and data analysis are good. Their description is only lacking on a few points.	Choice and use of methods and data analysis are good and innovative. Their description is complete and clear.
<b>2.3. Use of methods and processing data</b> <b>Task-oriented</b>	No description or deliberate use of methods and data analysis for the assigned task in which methods and data processing are relevant.	Hardly any description and poor use of methods and data analysis for the assigned task in which methods and data processing are relevant.	Some methods and some data analysis are adequately, but not in all relevant cases. Only part of them are explicitly described.	Where relevant to the assigned tasks, methods and data analysis are adequately used, and most of them are adequately described.	In carrying out the assigned tasks, the student has made good use of methods and data analysis. Their description is only lacking some minor points.	Good and innovative choice and use of methods and data analysis, in all cases where they were relevant to the assigned tasks. Their description is complete and clear.
<b>2.4. Reflection on results</b> <b>Research-oriented</b>	No reflection on the results of the internship project.	Student identifies only few of weaknesses, and not the ones that are relevant to the project.	Student identifies some of the weaknesses in the results, but does not weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and is able to weigh their impact on the main results relative to each other.	Student indicates most weaknesses in the results and weighs their relative impact. She also indicates how they can be overcome.	Student demonstrates insight in all important weaknesses and their relative impact, and an innovative view on overcoming them.
<b>2.4. Reflection on results</b> <b>Task-oriented</b>	No reflection on the results of the internship activities in any of the tasks carried out.	Student identifies some weaknesses in results of the tasks carried out, but not the ones that are relevant to the assignments.	Student identifies some relevant weaknesses in results of the tasks carried out, but does not evaluate what they mean for the organization.	The student evaluates some of the weaknesses and merits of her results against the organization's goals with the assignments.	The student evaluates most weaknesses and merits of her work against the organization's goals with the assignments, and comes with some solutions.	The student demonstrates insight in all important weaknesses and merits of her work in the context of the organization, and an innovative view on overcoming them.

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<b>2.5. Conclusions and discussion</b> <b>Research-oriented</b>	No link between research questions, results and conclusions. No discussion.	Conclusions are drawn, but only address part of the research questions and are not substantiated by results. Discussion is hardly relevant to the project and the organization.	Conclusions address most of the research questions. Some conclusions are not substantiated by results or merely repeat results. Discussion touches on mostly trivial issues.	Conclusions address all research questions and are substantiated by results, but some of them are formulated vaguely or repeat results. Discussion is relevant but not innovative.	There is a clear link between research questions and conclusions. All are conclusions substantiated by results, and formulated concisely and precisely. In the discussion and recommendations, the added value of the research for the organization is taken into account.	There is a clear link between research questions and conclusions. All are conclusions substantiated by results, and formulated concisely and precisely. The discussion and recommendations provide innovative insights on the value of the research for the organization.
<b>2.5. Conclusions and discussion</b> <b>Task-oriented</b>	In all main assignments, the student does not arrive at conclusive outcomes. .	In the part of the main assignments, the student does not arrive at conclusive outcomes.	In the most of the assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The level of assignments, however, is mostly below academic.	In the most of the assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). Some major assignments were at academic level. The student demonstrates some insight in the robustness of this outcome.	The major assignments were at academic level and the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The student demonstrates insight in the robustness of these outcomes and their value for the organization.	In all assignments, the student has arrived at a conclusive outcome (in any form, like text, presentation, or data collection). The student demonstrates insight in the value of this outcome for the organization, and how this value can be improved.
<b>2.6. Fluency of language and writing skills</b> <b>Research- and task-oriented</b>	Internship report is badly structured. In many cases information appears in wrong locations. Level of detail is inappropriate throughout. Formulations in the text are often incorrect/inexact inhibiting a correct interpretation of the text	Main structure incorrect in some places, and placement of material in different chapters illogical in many places. Level of detail varies widely (information missing, or irrelevant information given). Vagueness or inexactness in wording occurs regularly and it affects the interpretation of the text.	Main structure is correct, but lower level hierarchy of sections is not logical in places. Some sections have overlapping functions leading to ambiguity in placement of information. Level of detail varies widely (information missing, or irrelevant information given). The text is ambiguous in some places but this does not always inhibit a correct interpretation of the text.	Main structure correct, but placement of material in different chapters illogical in places. Level of detail inappropriate in a number of places (irrelevant information given). Formulations in text are predominantly clear and exact. Internship report could have been written more concisely.	Most sections have a clear and unique function. Hierarchy of sections is mostly correct. Ordering of sections is mostly logical. All information occurs at the correct place, with few exceptions. In most places level of detail is appropriate. Formulations in text are clear and exact, as well as concise	Well-structured: each section has a clear and unique function. Hierarchy of sections is correct. Ordering of sections is logical. All information occurs at the correct place. Level of detail is appropriate throughout. Textual quality of the internship report is such that it could be acceptable for a scientific or professional journal.

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<b>C. Self reflection on internship (10-30%)</b>						
<b>3.1 Report on self reflection</b>	The personal learning outcomes are not clearly described, and the reflection report does not evaluate in any understandable way if and how they are met.	Personal learning outcomes and internship activities are only partly and vaguely described. There is no clear evaluation of whether and how these outcomes are met.	The reflection report fairly describes the personal learning outcomes and internship activities. It also discusses to what extent some learning outcomes were met, but these outcomes only partly cover the potential internship outcomes.	The reflection report fairly describes the personal learning outcomes and internship activities. Some of the implications of the internship experiences for further personal development are reflected on. Some important potential internship outcomes are not addressed.	The reflection report clearly describes the personal learning outcomes and internship activities. These outcomes cover most aspects of the general internship outcomes. The lessons learnt are described and important implications of the internship experiences for further personal development are critically reflected on.	The reflection report describes clearly what the personal learning outcomes have been, which main activities were undertaken during the internship, and how these activities were related to the outcomes. It critically evaluates to what extent the outcomes were achieved and what were the enabling or constraining factors. It aptly discusses the learning achievements in the perspective of a further professional career.
<b>D. Presentation (5%)</b>						
<b>4.1. Presentation: Graphs, PowerPoint</b>	Presentation has no structure.	Presentation has unclear structure. Lay-out in many places insufficient: too much text and too few graphics (or graphs, tables) or vice versa	Presentation is structured, though the audience gets lost in some places. Quality of the layout of the slides is mixed. Inappropriate use of text, tables, graphs and graphics in some places	Presentation has a clear structure with only few exceptions. Lay-out is mostly clear, with unbalanced use of text, tables, graphs and graphics in few places only.	Presentation has a clear structure. Mostly a good separation between the main message and side-steps. Lay-out is clear. Appropriate use of text, tables, graphs and graphics	Presentation clearly structured, concise and to-the-point. Good separation between the main message and side-steps. Lay-out is functional and clear. Clever use of graphs and graphics
<b>4.2. Oral presentation and defense</b>	Spoken in such a way that majority of audience cannot follow the oral presentation. Student is not able to answer questions	Presentation is uninspired, audience is not taken into consideration. Student is able to answer only the simplest questions	Quality of presentation is mixed: sometimes clear, sometimes hard to follow. Student answers at least half of the questions appropriately	Mostly clearly spoken and targeted at the audience, and with adequate timing. Student is able to answer nearly all questions in an appropriate way.	Clearly spoken in such a way that the audience's attention is high. Good timing. Student is able to answer all questions in an appropriate way, but not always fully to-the-point	Clearly spoken in such a way that the audience's attention is high. Illuminating explanation of complex issues, with a right balance of information. Insightful and thought-provoking answers to questions.