**Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Site Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators of Success** | **Evaluation Criteria** | | | |  |
| **Unacceptable** | **Approaching Expectations** | **Meets Expectations** | **Exceptional** | **Score** |
| **1** | **2** | **3** | **4** |  |
| **Activity Summary** | The student provides limited details of the activities and no visual artifact to document the activity | The student provides some details of the activities but provides little information regarding the activity purpose and his/her role in the process | The student provides detailed descriptions of the activity, purpose, and his/her role in the process | The student provides an engaging description of the activity, purpose, his/her role in the process, and challenges overcome |  |
| **Written Communication** | Written communication contains limited vocabulary, errors in content, spelling, and syntax; is disorganized, and lacks expression | Written communication contains appropriate vocabulary, minimal errors in content, spelling, and syntax; mostly organized, sporadic expression | Written communication contains appropriate vocabulary, free of errors in content, spelling, and syntax; is well organized, and expressive | Written communication contains well chosen vocabulary, free of mechanical errors, is well organized, descriptive and expressive |  |
| **Professional Understanding** | The student shows little understanding of professional and career growth related to the placement | The student articulates some understanding of career options and needs for professional growth | The student articulates a clear understanding of career options and participated in professional growth activities in the placement | The student articulates a clear understanding of career options, participated in professional growth activities, relates the career goals to a course, discipline, and personal strengths |  |
| **Reflection** | The student provides vague responses to reflective questions and offers little evaluation of his/her performance and success | The student recognizes his/her level of effectiveness, provides some incomplete response to reflective questions | The student recognizes his/her level of effectiveness, critically analyzes his/her strengths and weaknesses, notes the learning process, offers in-depth response to reflective questions, and provides supplemental visual artifacts (photos, PowerPoint, etc.) | The student critically analyzes his/her strengths and weaknesses, offers in-depth response to reflective questions, provides supplemental visual artifacts (photos, PowerPoint, etc.) integrates placement activities with career, academic, and personal goals |  |
| **Learning Objectives Contract** | The student did not address the academic, professional, and personal learning objectives identified in the contract, and does not link the objectives to the primary course or discipline | The student identified some of the academic, professional, and personal learning objectives attained, and vaguely links the objectives to the primary course or discipline | The student clearly identifies learning objectives attained from the activity and clearly links the learning to the discipline and/or primary course, and learning contract | The student clearly identifies attained learning objectives and linkages of the activity, with course, career, academic, and personal goals |  |
| **Total Points** |  |  |  |  | **\_\_\_/20** |
| **Grade**  **(Plus-1 only)** |  |  |  |  |  |

**Faculty Supervisor Name:**

***Comments:***