Student Self-Assessment Rubric

Career Internship Network Publications

The Career Internship Network (CIN), a program of the Youth Development Institute, comprises more than thirty New York City institutions with established internship programs for adolescents that provide exposure to, understanding of, and experiences in potential careers. As part of its services, CIN provides professional development workshops for staff in its member programs. Resource guides and worksheets accompany each workshop to assist program coordinators in their work with interns. This downloadable publication is part of a series adapted from these materials that we want to share with the field. We encourage you to use any of the materials, but please include copyright information on related pages.

The TORCH program has generously allowed CIN to make its Student Self-Assessment Rubric available on its website. TORCH is dedicated to transforming the lives of under-served New York City public high school students by providing intensive exposure to career training and opportunities in communications and the arts, all while facilitating a meaningful way of increasing the diversity of the workforce in those industries.

The Rubric

TORCH developed a student self-assessment rubric to help students and program staff discover any progress over the course of the program in acquiring workplace readiness skills. Students are asked to evaluate themselves on their proficiency in these skills and strategies related to TORCH activities. Each of the twenty-two skills and strategies fall into one of five categories:

- Communication Skills;
- Thinking, Problem Solving, and Creativity;
- Self-Direction;
- Accountability and Adaptability; and
- Interpersonal and Collaboration Skills.

The rubric allows students to rate themselves, on a scale: beginning (level 1), developing (level 2), accomplished (level 3), and exemplary (level 4) for each of the twenty-two areas. In order to help students reflect on their growth over time and to capture some of their thinking, a page at the end of the rubric asks participants to reflect on the process and to set goals for improvement.

Why the Rubric is Helpful/Important
Using the rubric has provided TORCH with a tool that functions on many levels. Instead of urging participants to do something general such as "be more focused," program staff speak to students about working on skill X or Y, and staff can give students specific examples of what they mean. It also provides a reason and a context for the importance of these skills – for college as well as the workplace. For example, if a student needs to work on communication skills, staff can suggest that the student be "an active listener" and "use language in a more appropriate way." To improve collaboration skills, staff can suggest a student needs to pay more attention to "being engaged with others" or "managing conflict in group work."

TORCH staff can also better identify the relevant set of skills and purposefully reinforce them in activities outside of workplace settings. This year TORCH staff have begun consciously including explicit discussions with students about the skills in the rubric in the context of all TORCH activities, including the importance of working together in groups for future employers, committing to TORCH in terms of time management, participation, communicating with TORCH staff, and the importance of getting ready for field trips by thinking about them in advance and preparing questions. The tool has also helped guide staff in working with students to get them to focus on the larger issues of workplace preparation and not just the content of a particular activity (e.g., journalism or advertising).

An unanticipated benefit of using the rubric has been to provide staff with a vocabulary with which to communicate with volunteers. By speaking with volunteers about the workplace skills TORCH is trying to help students acquire, everyone can be more explicit and therefore more accountable.

Possible Ways to Use/Implement
TORCH has students complete the rubric at the beginning of the year and at the end of the year (after their internships). Program staff then use the two rubrics as a vehicle for a conversation about students' learning, progress, and goals. Thus, the rubric provides diagnostic, formative, and summative information.

STRATEGIES	Beginning	Developing	Accomplished	Exemplary	
THINKING, PROBLEM SOLVING, & CREATIVITY (continued)					
Taking different viewpoints	I can only think about a problem from one view point.	With help from others, I think about a problem from more than one perspective before I try to work on it.	I think about a problem from a few perspectives before trying to work on it.	I look at situations and processes from a variety of viewpoints in order to identify problems.	
Strategies for reaching goals	I can usually only think of one way to reach a goal for a project.	With help, I can come up with more than one way to reach a goal for a project.	I can usually come up with several ways to reach a goal for a project.	Given a specific goal for a project, I can come up with several sub-goals, and variety of ways to achieve them.	
Anticipating problems	I don't usually notice problems until they happen.	If I am reminded, I think ahead to see if I can avoid problems.	I usually analyze what's going on in a project in order to catch problems before they happen.	I think ahead about what's going on in a project in order to anticipate and avoid different kinds of problems.	
SELF-DIRECTION					
Balancing school-related, after-school, and personal goals.	I find it difficult to set goals in these areas (school-related, after-school, and personal). It's tough for me to prioritize them, especially when time gets tight, and often I drop the ball in one or more of these areas.	I find it difficult to set school-related, after-school, or personal goals, and also find it difficult to prioritize the different goals. It's easy for me to get distracted or prevented from achieving them (by, for example, stress).	When I set school-related, after-school, and personal goals, I can usually I can organize competing priorities. I can develop effective strategies for meeting those goals, with a little help from the adults around me.	I set school-related, after-school, and personal goals independently. I can organize competing priorities and use effective strategies. I persevere when things are tough.	
Using feedback	I don't consider feedback or advice when I think about how to improve my work.	I consider some feedback and advice when trying to improve my work.	I usually consider feedback and advice from some sources when trying to improve my work.	I ask others (peers, staff and mentors) for feedback and advice, and consider their ideas seriously in thinking about my work.	
Being reflective about learning and collaboration	I don't reflect or use past experiences to plan for the future.	With a lot of help, when working on a project I reflect on past experiences but find it difficult to focus on specific challenges or failures. I need help to apply what I've learned to future activities.	With some prompting, when working on a project I'm able to reflect on past experiences - including successes, challenges, and failures - and use them to plan for future action.	When working on a project I reflect on past experiences - including successes, challenges, and failures -- and use them to plan how I will act in the future.	
Risk taking (1)	I avoid experiences I think I won't be good at, or that others will look down on me for doing.	Sometimes, I avoid experiences that I know will be difficult, that I'll make mistakes in, or others will think down on me for doing.	I try new experiences without worrying too much about making mistakes or what others will think of me.	I seek out new experiences without worrying about what others think of me, or whether I'll make mistakes.	

STRATEGIES	Beginning	Developing	Accomplished	Exemplary
SELF-DIRECTION (continued)				
Risk taking (2)	I don't express opinions that others might disagree with.	Sometimes I contribute to discussions, but I tend not to state opinions that might be unpopular with peers.	I sometimes voice and support an opinion that might be unpopular with my peers.	I'm willing to voice and support an opinion, even if it will be unpopular with my peers.
Persisting	I quit working on a problem or project if I don't see a clear solution right away.	I like problems or projects with clear, simple answers. I get frustrated when I don't find them and sometimes give up.	I sometimes feel frustrated or discouraged when problems or projects do not have clear or simple answers, but I can still persist when I don't find a solution right away.	I recognize that large and complex problems or projects may not have clear or simple solutions, and when I do not solve a problem right away, I take a different perspective and try again.
ACCOUNTABILITY & ADAPTABILITY				
Participation	I sometimes show up or am often late for after-school activities. I easily space out and can bring the discussion off-task or carry myself inappropriately.	There is room for improvement with my attendance and professionalism at after-school activities. I sometimes space out and don't think of questions in group discussions or bother to ask for busness cards.	I usually show up and am on time for after-school activities. I usually think of questions to ask, and usually carry myself in a professional manner.	In after-school activities, I am always punctual with good attendance. I always think of questions to ask and do so when appropriate. I carry myself in a professional manner.
Time management	I need ongoing assistance to manage time and resources to achieve what I need to get done. I usually don't communicate with relevant adults staff and project-mates if I'm running into problems.	I manage time and resources with some help to achieve what I need to get done. I sometimes don't communicate with relevant adults and project-mates if I'm running into problems.	I usually manage time and resources in an efficient manner to achieve what I need to get done. I use some tools or strategies. I communicate with project-mates and relevant adults if I run into problems.	I consistently manage time and resources in an efficient manner to achieve what I need to get done. I use a variety of tools and techniques, and always communicate with my project-mates and relevant adults if I run into problems.
INTERPERSONAL & COLLABORATIVE				
Managing conflict	I find it difficult to manage conflict with group members. I don't usually listen to others. I state my perspective and that's it.	With help, I can manage conflict OK, but I need reminders to listen to others and to communicate or challenge others effectively.	Except in highly charged situations, I can usually manage conflict effectively. I usually listen to others and communicate my perspective, or challenge others, respectfully.	I can manage conflict with group members effectively. I listen to others and am receptive to their ideas. I'm aware of others' emotions, perspectives and behaviors when in a group, and consider others' needs and priorities.
Engagement	I find it hard to stay on-task and I frequently express, through my behavior and body language, that I'm not interested or engaged.	I'm engaged only when it's a topic that interests me. My body language often reflects this.	I am usually involved in group tasks and discussions. My body langauge usually shows that I am actively participating.	I am always involved in group tasks and discussions and my body language shows that I am actively participating.
Working together in groups	We really did not pull together or work productively as a group. Not everyone contributed to the group's effort. I rarely or never contributed to helping the group come to a consensus.	We worked together some of the time. Not everyone contributed equal efforts to the group's task. I sometimes contributed to helping the group come to a consensus.	We worked well together most of the time. We usually listened to each other and used each other's ideas. I usually contributed to helping the group come to a consensus.	We used our time productively. Everyone was involved in the group and contributed both to the group process and product. I contributed to helping the group come to a consensus.

STRATEGIES	Beginning	Developing	Accomplished	Exemplary

Reflection:

What I found surprising about filling out this form was _____

because _____ .

Therefore, in the future I will _____ .

Any other comments, please fill in here: