NAFTrack CERTIFICATION

NAF Internship Assessment

Directions:

Rate the intern based on your interaction with and observation of the intern's skillset within each of the eight college and career readiness categories. Be objective and candid in your assessment; your responses will help the intern identify their strengths and areas of improvement as they grow professionally.

Proficiency of college and career readiness and eligibility toward NAFTrack Certification are considered to be met when the internship assessment results meet the following requirements:

- **Must** receive a "3" or "4" in at least **five** of the eight skill categories.
- **Cannot** receive a "2" or "N/A" in more than **three** of the eight skill categories.
  - A rating of N/A (No Opportunity to Observe) should **only** be selected in a skill category if you have not had the opportunity to observe the intern's skill level or behavior in a particular area.
- **Cannot** receive a "1" in **any** of the eight skill categories.
  - A rating of "1" (Does Not Meet Expectations) requires an explanation with evidence in the space provided.

SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations	**N/A** No Opportunity to Observe

Part I. Core College and Career Readiness Skills					
Collaboration and Teamwork that includes the following skills:	1	2	3	4	NA
Acts and collaborates as a team member					
Exhibits ability to work with diverse individuals					
Interacts with supervisors, clients, and teammates appropriately					
Communication that includes the following skills:	1	2	3	4	NA
Demonstrates effective verbal communication					
Constructs effective written communications					
Listens attentively and observes work environment					
Creativity and Innovation that includes the following skills:	1	2	3	4	NA
Incorporates creativity and innovation into tasks					

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Critical Thinking and Problem Solving that includes the following skills:	1	2	3	4	NA
Thinks critically, formulates, and solves problems					
Demonstrates precision and accuracy					
Utilizes systems thinking					
Information Management that includes the following skills:	1	2	3	4	NA
Locates, comprehends, and evaluates information					
Applies information technology when completing tasks					
Initiative and Self Direction that includes the following skills:	1	2	3	4	NA
Demonstrates flexibility and adaptability when completing tasks					
Takes initiative, is self-directed and resourceful					
Asks appropriate questions					
Demonstrates awareness of own abilities and performance					
Comprehends career opportunities/requirements in the industry or field overall					
Understands career opportunities/requirements in the specific occupational area related to the internship or student project					
Professionalism and Ethics that includes the following skills:	1	2	3	4	NA
Demonstrates integrity and ethical behavior					
Manages time effectively; punctual					
Takes responsibility for learning; seeks to learn					
Prioritizes tasks					
Demonstrates persistence in completing activities					
Brings tasks and projects to completion					
Exhibits responsible and professional behaviors as defined by the industry or field					
Understands the culture, etiquette, and practices of the workplace or the project client's organization and knows how to navigate the organization					
Quantitative Reasoning that includes the following skills:	1	2	3	4	NA
Uses effective quantitative reasoning					

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Part II. OPTIONAL – Position-Specific Technical Skills

Directions:

List one to three position-specific technical skills of particular significance in your industry, occupation, workplace, or project that the intern was clearly expected to demonstrate during the internship. Examples of position-specific technical skills could include programming, coding, accounting, and, project management that might appear as requirements on a job description.

- **Please do not repeat skills within the eight CCRI categories assessed in Part I.**
- **Part II does not count towards the student's NAFTrack Certification eligibility.**

Please rate the intern on the skills demonstrated according to the rating scale below:

Score	**1** Skill Falls Below Expectations	**2** Skill Approaches Expectations	**3** Skill Meets Expectations	**4** Skill Exceeds Expectations

Skill	Rating			
	1	2	3	4
	1	2	3	4
	1	2	3	4

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NAFTrack Certification Internship Assessment SCORING GUIDE				
SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
Collaboration and Teamwork				
Acts and collaborates as a team member

Exhibits ability to work with diverse individuals

Interacts with supervisors, clients, and teammates appropriately | • The student is occasionally disrespectful of others.
• The student builds minimal relationships with colleagues and customers and has difficulty working in a team.
• The student participates minimally in project planning and does not volunteer to contribute. | • The student works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
• The student builds collaborative relationships with colleagues and customers and works comfortably in a team environment, with varying viewpoints and divisions of responsibility.
• The student participates in project planning and recognizes differing points of view, but does not readily volunteer to contribute to the project. | • The student learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
• The student builds collaborative relationships with colleagues and customers and works comfortably in a team environment, with varying viewpoints and divisions of responsibility; contributes actively to the team effort.
• The student uses effective communication approaches (email, telephone, etc., as requested); observes "office hours" and other protocols; and works | • The student learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints; seeks out opportunities to leverage diverse experiences.
• The student builds collaborative relationships with colleagues and customers; works comfortably in a team environment, with varying viewpoints and divisions of responsibility; contributes actively to the team effort; negotiates and manages divergent perspectives and conflict as it arises.
• The student uses effective communication |

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SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
			relatively easily with his/her supervisor and teammates, even though it is a new environment.	approaches (email, telephone, etc., as requested), is professional in all communications, and observes "office hours" and other protocols; the student works easily with his/her supervisor and teammates, is sensitive to varying work styles, and adjusts his/her own style accordingly.

Communication

	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
Demonstrates effective verbal communication Constructs effective written communication Listens attentively and observes work environment	• The student minimally articulates thoughts verbally. • The student writes memos, letters, and technical reports with incorrect grammar and punctuation; written communication is incomplete and unclear. • The student appears inattentive and does not retain information, as	• The student articulates thoughts and ideas with moderate effectiveness. • The student writes memos, letters, and technical reports with largely correct grammar and punctuation; writing is clear. • The student may occasionally appear inattentive, but retains most of the	• The student articulates thoughts and ideas clearly and effectively. • The student writes memos, letters, and technical reports with correct grammar and punctuation; writing is clear; all necessary information is provided. • The student usually appears attentive and retains most of the information delivered, as evidenced through subsequent	• The student articulates thoughts and ideas clearly and effectively; the student has public speaking skills. • The student writes memos, letters, and technical reports with correct grammar and punctuation; writing is clear, complete, and effective. • The student usually appears attentive; retains information, as evidenced through

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SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
	evidenced through subsequent performance. • The student notices <u>few</u> details about the work environment, as evidenced by inability to execute safety or other procedures after <u>repeated</u> demonstrations.	<u>information</u> delivered, as evidenced through subsequent performance. • The student notices <u>some</u> details about the work environment, as evidenced by being able to execute proper safety or other procedures after <u>several</u> demonstrations.	performance; the student <u>knows to take notes</u> if necessary to remember important information. • The student notices <u>many</u> details about the work environment, as evidenced by being able to demonstrate safety or other procedures after <u>minimal</u> demonstration.	subsequent performance; takes notes as necessary; <u>and asks questions or repeats key ideas,</u> demonstrating that information was heard. • The student notices many details about the work environment, as evidenced by ability to demonstrate safety or other procedures after minimal demonstration; the student also <u>makes additional observations</u>.
Creativity and Innovation				
Incorporates creativity and innovation into tasks	• The student exhibits <u>little insight, intuition, and imagination</u>, and <u>rarely</u> builds on the ideas of co-workers; demonstrates <u>little</u> originality and inventiveness in work, <u>rarely</u> communicates new ideas to others, and <u>does not see</u>	• The student <u>sometimes</u> exhibits insight, intuition, and imagination, and rarely builds on the ideas of co-workers; demonstrates <u>some</u> originality and inventiveness in work, <u>sometimes</u> communicates new ideas to others, and <u>sees connections</u>	• The student <u>exhibits</u> insight, intuition, and imagination, and <u>builds</u> on the ideas of co-workers; <u>demonstrates originality</u> and inventiveness in work, <u>communicates</u> new ideas to others, and <u>integrates knowledge</u> across different disciplines.	• The student exhibits insight, intuition, and imagination, and builds on the ideas of co-workers, <u>generating new solutions</u>; demonstrates originality and inventiveness in work, communicates new ideas to others, integrates knowledge across different disciplines, and <u>uses resulting ideas to</u>

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
	connections across different disciplines.	across different disciplines.		propose alternative options.

<table>
<tr><td colspan="5" style="background-color:green;color:white">Critical Thinking and Problem Solving</td></tr>
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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
Thinks critically, formulates, and solves problems Demonstrates precision and accuracy Utilizes systems thinking	• The student demonstrates minimal critical thinking and problem solving ability, making hasty judgments based on limited information and with limited reasoning; when confronted with challenges at work, the student does not know what to do or avoids trying to address the challenges. • The student does not know what type of precision is appropriate to the task and the subject area, and is not able to increase precision and accuracy when a task or process is repeated.	• The student demonstrates some critical thinking and problem solving ability, making judgments based on some information and with some reasoning; when confronted with challenges at work, the student knows to ask for assistance. • The student is somewhat unclear about what type of precision is appropriate to the task and the subject area, and is able but not flexible in modulating precision and accuracy as needed; the student makes several attempts before understanding the level of detail needed	• The student demonstrates significant critical thinking and problem solving ability, exercising sound reasoning and analytical thinking, making judgments and explaining perspectives based on evidence and previous findings; uses knowledge, facts, and data to solve workplace problems. • The student generally knows what type of precision is appropriate to the task and the subject area, increases precision and accuracy when a task or process is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject. • The student generally	• The student exercises a high level of reasoning and analytical thinking, making judgments and explaining perspectives based on evidence and previous findings or experience, and uses knowledge, facts, and data to solve workplace problems. • The student knows what type of precision is appropriate to the task and the subject area, increases precision and accuracy when a task or process is repeated, and uses precision appropriately to reach correct conclusions in the context of the task or subject. • The student has a clear understanding of how the parts of a whole inter-relate and interact

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
	• The student <u>does not understand</u> how parts of a whole interact and how actions in one area create consequences elsewhere.	for the task. • The student <u>has an intuitive idea</u> about how parts of a whole interact and how action in one part of a system can affect other parts, but <u>has difficulty explaining</u> it with real examples.	<u>understands</u> how parts of a whole interact and how <u>actions in one area create consequences</u> elsewhere and <u>can articulate</u> this with straightforward examples.	with each other in <u>complex systems</u> to produce overall outcomes and <u>provides sophisticated examples</u>.
Information Management				
Locates, comprehends, and evaluates information Applies information technology when completing tasks	• The student has <u>limited</u> curiosity and research skills, and <u>does not readily seek out</u> information, understand it, or organize it for analysis. • The student <u>does not</u> possess basic computer skills.	• The student has <u>some</u> curiosity and research skills, and <u>locates information</u>, but does not organize it, understand it, or evaluate it. • The student <u>selects and uses some</u> technology to accomplish a given task and <u>applies some</u> computing skills to problem solving.	• The student is <u>open to learning and has adequate</u> research skills; locates information, <u>understands it, organizes it, and evaluates its credibility.</u> • The student selects and uses <u>appropriate</u> technology to accomplish a given task and <u>applies</u> computing skills to problem solving.	• The student is open to learning, and has <u>high-level</u> research skills; locates, understands, and organizes a <u>large quantity</u> of information, evaluates it, and <u>presents it in a useful form</u>. • The student <u>readily selects and uses appropriate</u> technology to accomplish a given task and <u>easily</u> applies computing skills to problem solving.

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SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
Initiative and Self Direction				
Demonstrates flexibility and adaptability when completing tasks Takes initiative; is self-directed and resourceful Asks appropriate questions Demonstrates awareness of own abilities and performance Comprehends career	• The student <u>cannot</u> respond to change easily and spends more energy <u>resisting</u> than finding solutions. • The student <u>waits for direction</u> and <u>rarely</u> takes initiative; the student requires ongoing monitoring to maintain productivity. • The student either asks questions that are <u>not appropriate or does not ask questions</u> when information is needed. • The student is <u>rarely</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; <u>is not able to reflect</u> on what worked and	• The student <u>can</u> respond to change to some degree. • The student <u>does not always</u> take initiative; the student <u>needs significant support</u> to maintain productivity. • The student <u>sometimes</u> knows when to ask for assistance or information, but <u>sometimes asks questions that are not well reasoned</u>. • The student is <u>sometimes</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; the student <u>needs significant</u> guidance to reflect on what worked and what needed improvement regarding a particular task; the student is	• The student can respond to <u>change quickly and adjust plans</u> accordingly. • The student <u>usually</u> takes initiative and <u>asks for support</u> as needed; the student <u>works independently</u> and seeks out resources, but <u>needs guidance</u>. • The student <u>usually</u> knows when to ask for assistance or information and <u>usually</u> collects sufficient information to ask thoughtful questions. • The student is <u>generally</u> aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; with <u>some guidance</u>, the student <u>reflects</u> on what worked and what needed improvement regarding a particular task; the student <u>is aware</u> of his/her overall strengths and areas needing	• The student can respond to change quickly and adjust plans accordingly; the student <u>is flexible and arrives at new solutions</u> when necessary to adapt to a new situation. • The student takes initiative; <u>easily</u> works independently and locate resources as needed; <u>actively seeks guidance</u>; and <u>keeps his/her supervisor apprised</u> of progress. • The student <u>knows when to ask</u> for assistance or information and <u>collects sufficient information</u> to ask thoughtful questions; <u>prepares in advance</u> as necessary; and <u>engages</u> in active dialogue. • The student is <u>highly aware</u> of his/her current level of mastery and understanding (and misunderstandings) of a subject; <u>reflects</u> on what

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
opportunities/requirements in the industry or field overall Understands career opportunities/requirements in the specific occupational area related to the internship or student project	what needed improvement regarding a particular task; has unrealistic expectations of him-/herself (either too high or too low); and is unaware of his/her overall strengths and areas needing improvement. • The student has little understanding of the range of opportunities in the field and does not know where there will be areas of growth. • The student has little understanding of the basics about the career such as the key responsibilities and education level required in the field.	somewhat aware of his/her overall strengths and areas needing improvement. • The student has some understanding of the range of opportunities in the field, some knowledge about where there will be areas of growth, and knows the general education requirements for various professions in the industry. • The student understands some basics about the career, such as the key responsibilities and education level required to enter the field.	improvement. • The student generally understands the range of opportunities in the field and generally knows where there will be areas of growth; knows what education level is required for various professions. • The student has broad understanding of the basics of the career, such as the key responsibilities, education level required, and technology requirements.	worked and what needed improvement regarding a particular task; is highly reasoned and realistic in self-appraisal; and knows where improvement is necessary or not necessary, both in a given task and for his/her overall development. • The student fully understands the range of opportunities in the field and knows where there will be areas of growth; knows what education level is required for various professions and what kinds of knowledge, skills, and dispositions are needed for success. • The student fully understands a range of issues in the career, such as the key responsibilities, education level required, technology demands, future trends in the field,

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
				and demand in the local region.

Professionalism and Ethics				
Demonstrates integrity and ethical behavior Manages time effectively; punctual Takes responsibility for learning; seeks to learn	• The student acts <u>somewhat irresponsibly</u> with regard to office procedures. • The student <u>does not accurately estimate</u> how much time it takes to complete outstanding and anticipated tasks or allocate sufficient time to complete the tasks; <u>does not use</u> calendars or "to do" lists; places him-/herself in settings that allow for distraction; does not prioritize work time in relation to competing demands; and is <u>rarely</u> on time or frequently absent without informing	• The student <u>demonstrates integrity</u> and ethical behavior. • The student <u>sometimes</u> estimates how much time it takes to complete outstanding and anticipated tasks and tries to allocate sufficient time to complete the tasks; <u>sometimes</u> uses calendars and "to do" lists; sometimes locates and utilizes settings conducive to proper concentration; does not always prioritize work time appropriately; and is <u>sometimes</u> late or absent without informing his/her supervisor. • The student <u>sometimes</u> seeks out	• The student demonstrates integrity and ethical behavior; the student <u>acts responsibly</u> with the interests of others in mind. • The student <u>usually</u> estimates how much time it takes to complete outstanding and anticipated tasks and allocates sufficient time to complete the tasks; <u>usually</u> uses calendars and creates "to do" lists to organize tasks; usually locates and utilizes settings conducive to proper concentration; usually prioritizes work time in relation to competing demands; is <u>usually</u> on time and present, and <u>if delayed or absent, informs</u> his/her supervisor. • The student <u>seeks out</u>	• The student demonstrates integrity and <u>exemplary</u> ethical behavior; the student acts responsibly with the interests of others in mind. • The student <u>accurately</u> estimates how much time it takes to complete outstanding and anticipated tasks and allocates sufficient time to complete the tasks; <u>uses</u> calendars and creates "to do" lists to organize tasks into productive chunks of time; locates and utilizes settings conducive to proper concentration; prioritizes work time in relation to competing demands such as school and socializing; is <u>nearly</u> always on time and present, and always

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
Prioritizes tasks Demonstrates persistence in completing activities Brings tasks and projects to completion Exhibits responsible and professional behaviors as defined by the industry or field Understands the culture, etiquette, and practices of the workplace or the project client's organization and knows how to navigate the organization	his/her supervisor. • The student <u>does not</u> seek out new knowledge and skills, <u>does not monitor</u> his/her own learning needs, and <u>does not learn</u> from his/her mistakes. • The student has <u>difficulty understanding</u> the relative importance of tasks and organizing work accordingly. • The student <u>does not persist</u> when presented with a novel, difficult, or ambiguous task and is easily discouraged. • The student <u>fails</u> to bring tasks to completion and misses deadlines. • The student <u>behaves irresponsibly</u> and/or unprofessionally, based on standards	new knowledge and skills, but needs significant support; is <u>moderately</u> aware of his/her own learning needs; and <u>sometimes repeats</u> mistakes. • The student <u>sometimes</u> understands the relative importance of tasks and organizes work accordingly. • The student <u>sometimes</u> persists when presented with a novel, difficult, or ambiguous task but <u>can be discouraged,</u> not finding effective strategies to maintain motivation and productivity. • The student <u>tries to bring</u> tasks and projects to completion after sufficient persistence and meets deadlines most of the time. • The student behaves <u>somewhat</u> responsibly	new knowledge and skills, <u>is aware</u> of his/her own learning needs, and <u>usually learns</u> from his/her mistakes. • The student understands the relative importance of tasks with <u>active guidance</u> of the supervisor and then organizes work accordingly. • The student <u>usually persists</u> when presented with a novel, difficult, or ambiguous task and finds strategies that enable him/her to do so; the <u>student does not give up</u> easily. • The student <u>usually</u> brings tasks and projects to completion after sufficient persistence and meets deadlines. • The student <u>behaves responsibly</u> and professionally, as appropriate to the industry, field, and workplace in which he/she is working.	informs his/her supervisor if delayed or absent. • The student <u>actively seeks</u> new knowledge and skills; monitors his/her own learning needs and <u>is strategic</u> in addressing them; and <u>learns</u> from his/her mistakes, <u>rarely repeating</u> the same mistake. • The student understands the relative importance of tasks and organizes work accordingly; the student <u>comes to his/her supervisor if he/she needs guidance.</u> • The student <u>persists</u> when presented with a novel, difficult, or ambiguous task; the student has great tenacity, <u>sometimes finding novel strategies</u> to maintain motivation and productivity and solve problems. • The student <u>brings</u> tasks to completion after

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SCORE	1 Does Not Meet Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
	in the industry, field, and workplace in which he/she is working. • The student <u>does not understand</u> the organization; the student <u>does not master simple</u> organizational "navigation" tasks, such as completing timesheets, calling in sick, participating in meetings, and obtaining information about other processes.	and professionally, based on standards in the industry, field, and workplace in which he/she is working. • The student has <u>some understanding</u> of the overall organization's structure, geographic service area, size, and range of opportunities in the organization; the student <u>knows how to complete</u> timesheets, call in sick, participate in meetings, and obtain information about other processes.	• The student <u>clearly understands</u> the overall organization's structure, geographic service area, size, and range of opportunities in the organization; the student <u>is successful</u> in basic workplace "navigation," such as completing timesheets, calling in sick, participating in meetings, and obtaining information about other processes.	sufficient persistence, meets deadlines, and <u>effectively</u> negotiates any changes to priorities and timing along the way. • The student <u>behaves exceptionally responsibly</u> and professionally, based on the standards in the industry, field, and workplace in which he/she is working. • The student <u>fully understands</u> the overall organization's structure, geographic service area, size, and range of opportunities in the organization; the student is successful in basic workplace "navigation," such as completing timesheets, calling in sick, participating in meetings, and obtaining information; the student <u>makes additional suggestions</u> to improve office practice.

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SCORE	**1** Does Not Meet Expectations	**2** Approaches Expectations	**3** Meets Expectations	**4** Exceeds Expectations
Quantitative Reasoning				
Uses effective quantitative reasoning	• The student <u>cannot</u> perform basic mathematical computations and/or interpret graphically-displayed data.	• The student <u>performs</u> basic mathematical computations but slowly and with errors, and/or misinterprets graphically-displayed data.	• The student <u>usually performs</u> basic mathematical computations <u>quickly</u> and <u>accurately</u> interprets graphically-displayed data and/or knows to ask questions about the data.	• The student <u>nearly always</u> performs mathematical computations quickly and accurately interprets graphically-displayed data.

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