**Student Reflection Activity**

**Directions:**

Review the excerpt of the *Internship Assessment* that will be completed by your supervisor at the conclusion of your internship (pages 1-2).

1. Rate each of the College and Career Readiness Skills that you anticipate demonstrating during this internship.
   1. Use the highlighter to mark your document as illustrated in the example below.
   2. Consider each competency within each skill as your rate yourself.
2. Which skills are your **strongest**?
   1. Highlight those in GREEN as demonstrated below.
3. Which of these skills do you feel will be a **challenge** for you during this internship?
   1. Highlight those skills in YELLOW as demonstrated below.
4. Complete the activity questions (page 3).

***Example***

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| 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 |

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

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| **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 | | | | | |
| 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 | | | | | |

**Activity**

1. Name two skill categories where you believe you will perform strongly in your internship and provide an explanation.
2. Name two skill categories where you believe you will be challenged and explain why.
3. For one of the skill categories that you feel will be a challenge (highlighted in yellow), provide **a strategy** for how you plan to grow and improve.

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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 | | | | |
| 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 few details about the work environment, as evidenced by inability to execute safety or other procedures after repeated demonstrations. | information delivered, as evidenced through subsequent performance.   The student notices some details about the work environment, as evidenced by being  able to execute proper safety or other procedures after several demonstrations. | performance; the student knows to take notes if necessary to remember important information.   The student notices many details about the work environment, as evidenced by being able to demonstrate safety or other procedures after minimal demonstration. | subsequent performance; takes notes as necessary; and  asks questions or repeats key ideas, 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 makes additional observations. |
| Creativity and Innovation | | | | |
| Incorporates creativity and innovation into tasks |  The student exhibits little insight, intuition, and imagination, and rarely builds on the ideas of co-workers; demonstrates little originality and inventiveness in work, rarely communicates new ideas to others, and does not see |  The student sometimes exhibits insight, intuition, and imagination, and rarely builds on the ideas of co-workers; demonstrates some originality and  inventiveness in work, sometimes communicates new  ideas to others, and  sees connections |  The student exhibits insight, intuition, and imagination, and builds on the ideas of co- workers; demonstrates originality and inventiveness in work, communicates new ideas to others, and integrates knowledge across different disciplines. |  The student exhibits insight, intuition, and imagination, and builds on the ideas of co- workers, generating new solutions; demonstrates originality and inventiveness in work, communicates new ideas to others, integrates knowledge across different disciplines, and uses resulting ideas to |

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|  | connections across different disciplines. | across different disciplines. |  | propose alternative options. |
| Critical Thinking and Problem Solving | | | | |
| 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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|  |  The student does not understand how parts of a whole interact and how actions in one area create  consequences elsewhere. | for the task.   The student has an intuitive idea about how parts of a whole interact and how action in one part of a system can affect other parts, but has difficulty explaining it with real examples. | understands how parts of a whole interact and how actions in one area create consequences elsewhere and can articulate this with straightforward examples. | with each other in complex systems to produce overall outcomes and provides sophisticated examples. |
| Information Management | | | | |
| Locates, comprehends, and evaluates information  Applies information technology when completing tasks |  The student has limited curiosity and research skills, and does not readily seek out information, understand it, or organize it for analysis.   The student does not possess basic computer skills. |  The student has some curiosity and research skills, and locates information, but does not organize it, understand it, or evaluate it.   The student selects and uses some technology to accomplish a given task and applies some computing skills to problem solving. |  The student is open to learning and has adequate research skills; locates information, understands it, organizes it, and evaluates its credibility.   The student selects and uses appropriate technology to accomplish a given task and applies computing skills to problem solving. |  The student is open to learning, and has high- level research skills; locates, understands, and organizes a large quantity of information, evaluates it, and presents it in a useful form.   The student readily selects and uses appropriate technology to accomplish a given task and easily 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 cannot respond to change easily and spends more energy resisting than finding solutions.   The student waits for direction and rarely takes initiative; the student requires ongoing monitoring to maintain productivity.   The student either asks questions that are not appropriate or does not ask questions when information is needed.   The student is rarely aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; is not able to reflect on what worked and |  The student can respond to change to some degree.   The student does not always take initiative; the student needs significant support to maintain productivity.   The student sometimes knows when to ask for assistance or information, but sometimes asks questions that are not well reasoned.   The student is sometimes aware of his/her current level of mastery and understanding (and  misunderstandings) of a subject; the student needs significant  guidance to reflect on  what worked and what needed improvement regarding a particular task; the student is |  The student can respond to change quickly and adjust plans accordingly.   The student usually takes initiative and asks for support as needed; the student works independently and seeks out resources, but needs guidance.   The student usually knows when to ask for assistance or information and usually collects sufficient information to ask thoughtful questions.   The student is generally aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; with some guidance, the student reflects on what worked and what needed improvement regarding a particular task; the student is aware of his/her overall strengths and areas needing |  The student can respond to change quickly and adjust plans accordingly; the student is flexible  and arrives at new solutions when necessary to adapt to a new situation.   The student takes initiative; easily works independently and locate resources as needed; actively seeks guidance; and keeps his/her supervisor apprised of progress.   The student knows when to ask for assistance or information and collects sufficient information to ask thoughtful questions; prepares in advance as necessary; and engages in active dialogue.   The student is highly aware of his/her current level of mastery and understanding (and misunderstandings) of a subject; reflects on what |

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| **SCORE** | **1**  Does Not Meet  Expectations | **2**  Approaches Expectations | **3**  Meets Expectations | **4**  Exceeds Expectations |
| opportunities/requireme nts in the industry or field overall  Understands career opportunities/requireme nts 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 somewhat irresponsibly with regard to office procedures.   The student does not accurately estimate how much time it takes to complete outstanding and anticipated tasks or allocate sufficient  time to complete the tasks; does not use 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 rarely on time or frequently absent without informing |  The student demonstrates integrity and ethical behavior.   The student sometimes estimates how much time it takes to complete outstanding and anticipated tasks and tries to allocate sufficient time to complete the tasks; sometimes uses calendars and “to do” lists; sometimes locates and utilizes settings conducive to proper concentration; does not always prioritize work time appropriately; and is sometimes late or absent without informing his/her supervisor.   The student sometimes seeks out |  The student demonstrates integrity and ethical behavior; the student acts responsibly with the interests of others in mind.   The student usually estimates how much  time it takes to complete  outstanding and anticipated tasks and allocates sufficient time to complete the tasks; usually 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 usually on time and present, and if delayed  or absent, informs his/her supervisor.   The student seeks out |  The student demonstrates integrity and exemplary ethical behavior; the student acts responsibly with the interests of others in mind.   The student accurately estimates how much  time it takes to complete outstanding and  anticipated tasks and  allocates sufficient time to complete the tasks; uses 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 nearly 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 does not seek out new knowledge and skills, does not  monitor his/her own learning needs, and does not learn from  his/her mistakes.   The student has difficulty understanding the relative importance of tasks and organizing work accordingly.   The student does not persist when presented with a novel, difficult, or ambiguous task and is easily discouraged.   The student fails to bring tasks to completion and misses deadlines.   The student behaves irresponsibly and/or unprofessionally, based on standards | new knowledge and skills, but needs significant support; is moderately aware of his/her own learning needs; and sometimes repeats mistakes.   The student sometimes understands the relative importance of tasks and organizes work accordingly.   The student sometimes persists when presented with a novel, difficult, or ambiguous task but can be discouraged, not finding effective strategies to maintain motivation and productivity.   The student tries to bring tasks and projects to completion after sufficient persistence and meets deadlines most of the time.   The student behaves somewhat responsibly | new knowledge and skills, is aware of his/her own learning needs, and usually learns from his/her mistakes.   The student understands the relative importance  of tasks with active guidance of the  supervisor and then organizes work  accordingly.   The student usually persists when presented with a novel, difficult, or ambiguous task and finds strategies that  enable him/her to do so;  the student does not give up easily.   The student usually brings tasks and projects to completion after  sufficient persistence and meets deadlines.   The student behaves responsibly 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 actively seeks new knowledge and skills; monitors his/her own learning needs and is strategic in addressing them; and learns from his/her mistakes, rarely repeating the same mistake.   The student understands the relative importance  of tasks and organizes  work accordingly; the student comes to his/her supervisor if he/she needs guidance.   The student persists when presented with a novel, difficult, or ambiguous task; the student has great tenacity, sometimes finding novel strategies to maintain motivation and productivity and solve problems.   The student brings 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 does not understand the organization; the student does not master simple 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 some understanding of the overall organization’s structure, geographic service area, size, and range of opportunities in the organization; the student knows  how to complete timesheets, call in sick, participate in  meetings, and obtain  information about other processes. |  The student clearly understands 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 about other processes. | sufficient persistence, meets deadlines, and effectively negotiates  any changes to priorities and timing along the way.   The student behaves exceptionally responsibly and professionally, based on the standards in the industry, field, and workplace in which he/she is working.   The student fully understands 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 makes additional suggestions 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 cannot perform basic mathematical computations and/or interpret graphically- displayed data. |  The student performs basic mathematical computations but slowly and with  errors, and/or misinterprets graphically-displayed data. |  The student usually performs basic mathematical computations quickly and accurately interprets graphically-displayed  data and/or knows to ask questions about the data. |  The student nearly always performs mathematical computations quickly and accurately interprets graphically-displayed data. |