

Career Center Internship Grant Application Rubric						
Quality of Application (Includes Resume)						
1 - Poor		2 - Fair		3 - Good		4 - Excellent
Unclear, with incomplete answers. Doesn't appear that student put time and effort into application.		Could be more clear (there is some confusion or inconsistencies), untidy with spelling or grammar errors, not all answers are complete. Appearance of minimal time and effort.		Clear, thoughtful, and complete answers that meet expectations. Appears that student put appropriate time and effort into application.		Clear, thoughtful and complete answers that meet and go beyond expectations. Appears student put much time and effort into application.
Resume						
1 - Poor		2 - Fair		3 - Good		4 - Excellent
Resume is not polished or presentable. Accomplishment statements are weak or non-existent. Formatting is inconsistent and contains many errors in punctuation, spelling, and/or grammar.		Resume communicates experience in general terms and is not tailored to the proposed opportunity. Accomplishment statements are insufficient, lacking detail or specifics. Could lack polish, proper formatting, or contain errors.		Resume is polished and clearly communicates relevant skills, abilities, and knowledge directly related to the proposed opportunity. Accomplishment statements are complete and thorough. Formatted correctly and professionally written with no errors in punctuation, spelling, or grammar.		Resume clearly communicates relevant skills, abilities, and knowledge directly related to the proposed opportunity. Accomplishment statements are robust and highlight transferable skills, details, and outcomes. Formatted correctly and professionally written with no errors in punctuation, spelling, or grammar.
*Some students' host sites can not provide detail on responsibilities for matters of confidentiality (ie dept of state). These students should state that in their answer, and provide as much context possible about their team, expected role, department, etc.						
Overall Quality of Internship						
1 - Poor		2 - Fair		3 - Good		4 - Excellent

Student has not demonstrated that the internship is a substantive experience, lacking 2 or more of all of the following: 300 hours and meaningful work, and supervision.		Student has not demonstration that the internship is a substantive experience, lacking ONE of the following: 300 hours of work, meaningful experience, or supervision.		The student demonstrates that the internship is a substantive experience, consisting of meaningful work and 300 hours, and is receiving regular supervision.		The student demonstrates that the internship is very substantial. Consists of 300 hours and supervision. Student makes strong connections about the meaningfulness of the work.
Learning Goals						
1 - Poor		2 - Fair		3 - Good		4 - Excellent
Student does not clearly articulate goals or strategies. Goals and strategies do not related to career exploration and/or skill development. Student does not follow instructions to share 2 goals with 3 strategies each.		Goals and strategies are vague and lack specifics. Strategies are not different. Responses lack meaning and thoughtfulness and are not connection to the students motivations as sited in short essay #3		Student clearly articulates goals following the format to include 2 goals with 3 different strategies each.		Student clearly articulates goals following the format to include 2 goals with 3 different strategies each. Strategies are thoughtful, meaningful, specific and detailed.
Internship Fit						
1 - Poor		2 - Fair		3 - Good		4 - Excellent

Student does not provide specific details or discuss their motivation for pursuing the opportunity. No connection is made to background, academic pursuits, activities, or career exploration. Student does not explain what they hope to gain from the experience.		Answer lacks details about the internship they are pursuing and how that experience fits within the larger context of their career exploration or academic pursuits. Student communicates their motivation for pursuing the internship in broad, general ways only and is unable to make specific and detailed connections. Student does not thoughtfully explain what they will gain from the experience.		Student clearly articulates what internship they are pursuing and their motivation for pursuing the internship. Connections are clear and relevant. Student clearly articulates what they hope to gain from this experience.		Student clearly articulates what internship they are pursuing and how it fits within the larger context of their career exploration and/or academic pursuits. Student clearly communicates their motivation for pursuing the internship and thoughtfully articulates what they hope to gain from this experience. articulates what they hope to gain from this experience.
For students who have previously worked at the organization...						
1 - Poor		2 - Fair		3 - Good		4 - Excellent
Internship is same as students' previous experience at the organization and no differences are mentioned or explained in detail.		Internship has some similarities and some vague differences that are explained but lacking specifics and detail. The internship does not seem different enough than what the student has done before.		Internship is different from what student has done previously at the organization. Internship builds on what student has done previously.		Internship is completely different from what student has done previously at the organization, and takes on a completely new role and responsibilities, skills, and/or functional area.
Supplemental Question for Bruce-Griffey and AS&E Diversity: Please describe the role of community leadership and diversity in your life.						
1 - Poor		2 - Fair		3 - Good		4 - Excellent

Student does not define community leadership nor describe the role that community leadership or diversity has played in their life. Student does not discuss the impact of these concepts and their lived experiences as individuals, or site specific examples.		Student vaguely defines the role of community leadership and diversity in their life. Student does not share specific examples or values, and response lacks thoroughness.		Student clearly defines community leadership and discusses the role of diversity in their life.		Student clearly defines community leadership and the role of diversity in their life. Student tells clear examples to demonstrate the role of these concepts and the impact in their lived experiences. Response is meaningful, thorough and thoughtful.
Supplemental Question for Entrepreneurial Internship Grant: Please describe the entrepreneurial aspects of your internship.						
1 - Poor		2 - Fair		3 - Good		4 - Excellent
Student does not define the entrepreneurial aspects of internship or make connections between entrepreneurial nature of the organization or their role.		Student vaguely defines entrepreneurship but lacks connections between entrepreneurial nature of organization and role.		Student clearly defines entrepreneurship and draws connections between organization and role.		Student clearly defines entrepreneurship and draws specific and clear connections between organization and role. Response is thorough and complete.