

2019 Portfolio Rubric – SPI

	Advanced	Satisfactory	Marginal	Unsatisfactory
Final Reflection	Well-structured and reflects strong writing skills. Few to no errors in conventions of writing. Reflects student’s self-assessment of success and mistakes as well as what was learned. Synthesizes all components of internship. Length is sufficient for a year’s reflection (1200-1600 words). Obvious that midterm and mini-project recap lead to strong final reflection.	Writing is adequate to convey ideas but may have superficial mistakes. Student conveys reflection on the process as well as what was learned from it. Final Reflection length is sufficient (1000-1199 words).	Writing has several significant mechanical errors, may be choppy or disconnected. Student discusses the learning process but may lapse into a timeline summary of what was done. Not truly reflective. Final Reflection fewer than 999 words.	Paper is missing, lacking in length (fewer than 600 words), or entirely superficial. Errors may interfere with understanding.
Journals	Thoughtful and reflective —evidence of problem solving, anticipatory thinking AND careful planning as they relate to internship with thorough documentation of a learning process and no extraneous information. 12 entries present.	Journals are thorough with little extraneous information, but may lack evidence of problem solving, anticipatory thinking OR careful planning as they relate to internship with thorough documentation of a learning process OR missing one entry.	There is little evidence in the journals of reflection or planning. Student rarely or never documents details of their learning or thought processes OR missing 2 entries.	Journals reflect unacceptable lack of focus, planning, or process OR missing three or more entries.
Research	All ten Note Taking Guides reflect a variety (minimum of four types) of sources. Thorough and complete —interacted with the sources. Analysis is thoughtful, evaluative and details how the source was used. Essential Question was answered.	Student learned from a variety (minimum of three types) of sources and interacted with the sources. NTGs evaluate the sources but may not answer EQ OR missing one NTG.	Student used only one or two kinds of sources, did not interact with the source in a meaningful way, and the NTGs lack substance OR missing two NTGs.	Research is cursory or lacking in variety of type of source OR missing three or more NTGs.
Benchmark Meetings	FOUR Business Partner Meetings uniquely show: -goals and objectives are feasible and completed. Contain detailed explanations. -progress/growth is demonstrated with evidence. Intern fulfilled expectations. -all Agendas contain BP signature	Little evidence that each BPM recap is unique. Details appear repetitious. Recap provides evidence of partnership with intern and BP. All components present and contain BP signature.	No evidence that each BPM recap unique. Details are repetitious and seem to be “copied and pasted.” BPBM appears one-sided (either intern or BP.) May be missing components OR BP signatures.	BPM recaps provide no evidence of partnership between intern and business partner.
Evidence	Minimum 20 pieces of evidence “tell the story” of internship. Include professional, permanent student annotations. Each piece of evidence is thoroughly described & relationship/connection/importance to internship is clear.	All components present. Some lack thoughtfulness. Some descriptions/connections of specific pieces of evidence may not be easily understood.	1-2 required components missing. Annotations not professional. “Story” of internship is hard to follow.	3 or more components are missing. Idea of a “story” is not present.
Distinguishing Characteristics	<ol style="list-style-type: none"> 1. The portfolio and its organization help the reader see obvious connections between the required pieces (research, journals, BP meetings, etc). 2. The portfolio displays professionalism throughout sections (corrections have been made after teacher feedback), including all advanced progress checks. 3. Journals reflect continuous personal growth as a result of the learning process. 4. There is evidence the student responded appropriately to problems/obstacles that arose throughout the year. 5. The portfolio displays strong evidence of professional growth (process is clear - beginning to end, pictures labeled, someone with no knowledge of business can follow logical sequence to grasp an overall understanding of the internship). 			

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