



ASSESSMENT RUBRICS - INTERNSHIP
DEPARTMENT OF INDUSTRIAL DESIGN 2019

TU/e

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UNIVERSITY OF
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INTERNSHIP ASSESSMENT RUBRICS

ASSESSMENT RUBRICS

The internship assessment rubrics are meant to translate and transfer a non-academic activity, such as an internship at a company or institute, back into the academic system of Industrial Design so that the student can obtain academic credit for their external learning activity. The following rubrics take into account the original goals set by the student before starting their internship and verify if and how they have been achieved, as well as how relevant they are both for the student's development and for the study path within ID. This is why, for example, we use the same terminology and the same competency areas used within ID.

The coach assigned to the student during the B2.2 semester remains as a coach during the B3.1 semester and coaches the student throughout the internship, monitoring that the student is not neglecting their own goals or the requirements of ID. This coach is also responsible for filling out the rubrics after all the internship deliverables have been handed in, and after the

final oral presentation of the internship report. The oral presentation is carried out together with a second assessor, whose role is to assure clarity of the activity and overall fairness. The second assessor thus also uses the rubrics to assess the student and has input in the final evaluation, however only one assessment is handed in per student.

For further information on the internship requirements, process and deliverables, please visit the education guide at:

<https://studiegids.tue.nl/opleidingen/bachelor-college/majors/industrial-design/educational-program/curriculum/options-external-learning-activity/internship/?L=0>

For any questions you may also contact the ID internship coordinator at:

ID.internshipcoordinator@tue.nl

ASSESSMENT RUBRICS

INTERNSHIP

	Insufficient	Sufficient	Good	Excellent
INTERNSHIP PROCESS AND DELIVERABLES	<p>Learning outcomes / Achieved Skills</p> <p>Insufficient evidence of ability to frame assignment and reach learning outcomes or skills, no use or application of appropriate methods and tools.</p>	<p>Sufficient evidence of ability to frame learning outcomes / skills to achieve, use and/or apply appropriate methods and tools. Pertinent use of theoretical framework although still needs guidance.</p>	<p>Evidence of ability to frame learning outcomes / skills, use and/or apply appropriate methods and tools. Pertinent use of theoretical framework, critical elements are developed appropriately. Needs minor guidance.</p>	<p>Clear ability to frame learning outcomes / skills, use and/or apply appropriate methods and tools. Manages design process in articulated and critical ways in most of its elements. Needs minor guidance.</p>
	<p>Deliverables (to company)</p> <p>The company coach/form states the student has not conducted their assignment appropriately or in a professional way. Student has not delivered agreed upon assignments and not reached goals set even with assistance or support.</p>	<p>The company coach/form states the student has conducted their assignment appropriately or in a professional way. However student has not delivered all agreed upon assignments and not reached all the goals set even with assistance or support due to unforeseen causes.</p>	<p>The company coach/form states the student has conducted their assignment appropriately and professionally. Student has delivered agreed upon assignments and reached goals set with normal/substantial assistance or support.</p>	<p>The company coach/form states the student has conducted their assignment appropriately, professionally and in an independent way. Student has delivered agreed upon assignments and reached (or has gone beyond) goals set with minimal support.</p>
	<p>Deliverables and Communication (to TU/e)</p> <p>The coach has not received communications or updates from student during the internship in a way that damaged the deliverable outcomes, student's PDP and academic internship results. OR internship assignment does not comply with ID framework and student's study path.</p>	<p>The coach has not received communications or regular updates from student during the internship. The internship assignment only partially complies with ID framework but can be relevant to student's personal study path.</p>	<p>The coach has received constructive communications or regular updates from student during the internship. There is correspondence between student's PDP and internship results.</p>	<p>The coach has received communications or regular updates from student during the internship in a way that helped steer the deliverable outcomes, excellent flow between student's PDP and academic internship results.</p>

		Insufficient	Sufficient	Good	Excellent
SCIENTIFIC & PROFESSIONAL SKILLS	Presenting	Unclear story, lacking in structure and/or content.	Clear, linear story. Appropriate for target group but mainly a summary with little insight. Appropriate but not insightful.	Clear story, appropriate for target group and with a directed structure and content. Professional conduct during presentation.	Convincing and clear story, directed at target group, interesting and insightful. Professional conduct during presentation.
	Reporting	Report/reflection or forms are missing or have serious mistakes (references, spelling, content)	Report/reflection and forms are handed in correctly but have (minor) mistakes, student has put some effort in visuals/ content of deliverables but it is not consistent	Report/reflection and forms are correct, student has put clear effort in visual language, content and layout/graphics of deliverables.	Report/reflection and forms are correct and aesthetically coherent. Student has put clear effort in visual language, content and layout/graphics of deliverables.
	Organizing and Planning	Little or no evidence that student has a planning OR student is unable to organize or modify planning when necessary.	Needs guidance to make or stick to a planning, needs guidance to organize work or modify planning when necessary.	Is able to make or stick to a planning, needs minor guidance to organize work or modify planning when necessary.	Independently makes or redirects planning, is able to organize work and is able to discuss and take appropriate actions when necessary.
	Reflecting	Little or no evidence of reflection upon their choices, activities and assignment. No clear connection of conclusions to PDP, PI, Vision or future activities.	Needs guidance to relate choices to activities, assignment, PDP or PI and Vision. There is little connection between conclusions and PDP/ future direction/ activities	Is able to relate choices to activities, assignment, PDP or PI and Vision. There is a connection between conclusions and PDP/ future direction/ activities but needs guidance in making it coherent.	Is able to relate choices to activities, assignment, PDP or PI and Vision. There is a strong connection between conclusions and PDP/ future direction/ activities and they are coherent.
	Cooperating	Unable to take in or understand feedback, cannot demonstrate a positive contribution with third parties nor teamwork.	Reflects on feedback, is able to demonstrate positive contributions of teamwork on the assignment, takes into account third parties.	Reflects and applies feedback, has good teamwork skills, pro-actively seeks third parties or stakeholders and correctly includes their skills/contributions in the assignment.	Reflects and applies feedback, has good teamwork skills, pro-actively seeks third parties or stakeholders and convincingly includes the value of the skills/contributions of the collaborations in the assignment in multiple ways.

		Insufficient	Sufficient	Good	Excellent
VISION AND IDENTITY	Professional Identity	Unable to communicate the PI; does not use to inform decisions or understand how it relates to the activities and goals of the internship assignment.	Able to communicate the PI, is aware of how it relates to the assignment and decisions. Still needs lots of guidance to describe or explain beliefs, norms and point of view. Needs guidance to further improve PI and visual language.	Clearly communicates and includes the PI in their choices and assignment. Awareness of SWOT and personal goals. Needs minor guidance for continuing the development of PI and visual language.	Clearly communicates, describes and utilizes PI. Is independently able to further develop PI and corresponding visual language.
	Vision	Vision is lacking or has no consistency. There is no reflection on or correspondence or relevance to PI or assignment.	The student has a vision but needs guidance to further improve it or connect it to their assignment / PI /relevance to a societal context.	The student's vision is clear and needs minor guidance in creating more coherence or connect it to their assignment / PI /relevance to a societal context.	The student has and is comfortable with their personal vision, they able to develop it further and make it relevant to a societal context.

		Insufficient	Sufficient	Good	Excellent	N/A
PERSONAL DEVELOPMENT (ONLY FILL IN ADDRESSED EXPERTISE)	Creativity and aesthetics	Student has not understood/ misused expertise area's basic principles.	Student has understood and applied expertise area's basic principles.	Student has understood and applied the expertise area's principles in a correct and pertinent way.	Student has understood, interpreted and applied the expertise area's principles in a correct, innovative and personally relevant way.	
	Technology and realization	Student has not understood/ misused expertise area's basic principles.	Student has understood and applied expertise area's basic principles.	Student has understood and applied the expertise area's principles in a correct and pertinent way.	Student has understood, interpreted and applied the expertise area's principles in a correct, innovative and personally relevant way.	
	User and society	Student has not understood/ misused expertise area's basic principles.	Student has understood and applied expertise area's basic principles.	Student has understood and applied the expertise area's principles in a correct and pertinent way.	Student has understood, interpreted and applied the expertise area's principles in a correct, innovative and personally relevant way.	
	Business and entrepreneurship	Student has not understood/ misused expertise area's basic principles.	Student has understood and applied expertise area's basic principles.	Student has understood and applied the expertise area's principles in a correct and pertinent way.	Student has understood, interpreted and applied the expertise area's principles in a correct, innovative and personally relevant way.	
	Math, data and computing	Student has not understood/ misused expertise area's basic principles.	Student has understood and applied expertise area's basic principles.	Student has understood and applied the expertise area's principles in a correct and pertinent way.	Student has understood, interpreted and applied the expertise area's principles in a correct, innovative and personally relevant way.	
	Has met goals as described in PDP	Has not met self-prescribed goals and is unaware of why/ what could've been done to prevent this.	Has not met all the self-prescribed goals but is aware of why/ what happened OR has changed trajectory and is in re-development of a more fitting PDP.	Has met all the self-prescribed goals OR has changed trajectory and is satisfied with PDP development.	Has gone above and beyond all the self- prescribed goals and defined/developed new ones OR has changed trajectory and is happier with their new PDP developments.	

*N/A can be used for any of the scientific and professional skills and expertise areas without penalty to the student or project. It should not be used for the other criteria. Please note that each assessment has to include at least two expertise areas in order to be sufficient.

Insufficient	Sufficient	Good	Excellent
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ASSESSMENT AFTER PRESENTATION OF DELIVERABLES

<p>Question and Answers</p>	<p>Student is not able to respond to questions in a satisfactory way.</p>	<p>Student is able to respond and motivate most questions in a satisfactory way.</p>	<p>Student is able to respond, argue and motivate their answers in a clear and convincing way.</p>	<p>Student is able to respond, argue and motivate their answers in a clear and convincing way that demonstrates deeper understanding.</p>
<p>Motivation for grade (first examiner)</p>				
<p>Motivation for grade (second examiner)</p>				