



Appendix I: Detailed Evaluation and Reflection Tool for High School Internships

A Common Language For Evaluating Real-World Learning

For a common language for evaluating Real-World Learning, we need a common practice for evaluating and designing experiences. We have created a prototype that is built upon the anchors in this report. It is specifically designed for internships; however, can be extrapolated to other experiences such as: client-connected projects, service learning experiences, entrepreneurial experiences, and more.

Purpose of this Tool

This supervisor evaluation tool provides a structured, shared language for assessing the context of a student's internship experience (both how they worked and what they did). It is designed to:

- Help supervisors evaluate the level of Autonomy, Complexity, and Contribution demonstrated
- Confirm whether the intern achieved the experience as designed (Level 1, 2, or 3).
- Support a reflective conversation that prepares the student for future storytelling, interviews, and documentation.

Supervisors can use this tool as both an evaluation rubric and a conversation guide. This tool should be used all throughout the internship, as well as when undergoing the final evaluation.

Anchor Evaluation Framework

Each anchor includes:

- Three structured rating questions (aligned to the 3-Level Progression)
- Evaluator prompts to surface evidence
- Student storytelling prompts for reflection and articulation

Anchor 1: Autonomy - From Following to Leading

Definition: *The extent to which the intern exercises agency over decisions and actions, and the level of supervision required to complete their work.*



A. Supervisor Rating:

Which statement best describes the level of autonomy this intern demonstrated?

Level	Description
Level 1- Follow	The intern followed instructions closely and needed frequent guidance to complete tasks.
Level 2- Assist	The intern worked independently on routine tasks and checked in as needed.
Level 3- Apply	The intern managed their own work under general direction and made decisions about how to approach tasks.

B. Evaluator Prompts

Ask yourself:

- What decisions did the intern make without needing approval?
- How often did the intern require step-by-step instruction?
- Did the intern anticipate issues or wait for direction?
- If the intern had more autonomy than planned, why?
- If they had less, what barriers appeared?

C. Student Storytelling Prompts

Use these to help the student narrate their experience later.

- “What decisions were you trusted to make on your own?”
- “Describe a moment when you figured something out without asking for help.”
- “How would you explain the level of independence you demonstrated to a future employer?”

Anchor 2: Complexity - From Routine to Unfamiliar

Definition: *The degree of novelty, ambiguity, variety, spontaneity, or challenge in the intern’s tasks. Complexity assesses whether the intern applied known rules or had to define new ones.*



A. Supervisor Rating:

Which statement best describes the level of complexity of the intern's work?

Level	Description
Level 1- Follow	The intern completed routine, well-defined tasks with clear instructions
Level 2- Assist	The intern adapted known methods to situations with some novelty or variety.
Level 3- Apply	The intern navigated non-routine or ambiguous tasks requiring independent problem-solving.

B. Evaluator Prompts

Ask yourself:

- What kinds of problems did the intern face - routine or ambiguous?
- Did the intern encounter unfamiliar situations? How did they respond?
- Did the intern create or modify tools, processes, or guidelines?
- Did their tasks increase in complexity over time?

C. Student Storytelling Prompts

Use these to help the student narrate their experience later.

- "What was the hardest or most unfamiliar part of your work?"
- "Describe a moment when the task didn't have a clear answer. What did you do?"
- "What made your work challenging, and how did you handle that challenge?"

Anchor 3: Contribution- From Supporting to Steering

Definition: *The extent to which the intern contributed to outcomes and supported others. Over time, contribution becomes influence: the ability to mobilize others and affect results.*

A. Supervisor Rating:

Which statement best describes the intern's level of contribution?



Level	Description
Level 1- Follow	The intern reliably completed assigned tasks that supported the team's work.
Level 2- Assist	The intern contributed to ideas, improved processes, or shaped parts of the project.
Level 3- Apply	The intern drove key aspects of the work, collaborated to solve problems, or guided peers.

B. Evaluator Prompts

Ask yourself:

- How did the intern's presence improve the work?
- Did they support only their own tasks, or others' as well?
- Did they take the initiative to move the project forward?
- Did they offer ideas that the team adopted?
- Did others rely on them?

C. Student Storytelling Prompts

Use these to help the student narrate their experience later.

- "How did your work make a difference to the team?"
- "Describe a time when someone relied on you."
- "What part of the project changed because of your ideas or effort?"

Overall Assessment: Did the student achieve the experience as designed?

This rating reflects the overall level of the internship experience - how much independence, challenge and contribution the design intended and whether the intern reached that level.



A. Intended Experience Level

Completed by the educator and supervisor together before the internship.

- Level 1 Experience - Follow
- Level 2 Experience - Assist
- Level 3 Experience - Apply

B. Achieved Experience Level (Supervisor Evaluation)

Considering the intern's autonomy, complexity of work, and contribution, which statement best reflects the internship experience they actually demonstrated?

Level	Description
Level 1- Follow	Focused on following directions and completing routine tasks.
Level 2- Assist	Involved initiative, problem-solving, and responsibility for a range of tasks.
Level 3- Apply	Required ownership, coordination, or solving complex problems.

C. Attachments: Evidence of Experience

Provide specific observations or artifacts that validate the experience. Examples may include:

- Work samples or deliverables
- Meeting notes showing decisions made
- Emails, messages, or documentation verifying contributions
- Observed behaviors in unfamiliar or challenging situations

Student Reflection and Storytelling

Supervisors should complete this section *with* the student as a conversation.

A. What story does this internship tell about the student's growth?

(Write together)



B. Draft a “story sentence” for interviews and digital records.

Template: “During my internship, I operated at Level _ in Autonomy, Level _ in Complexity, and Level _ in Contribution. One example of this is when I (add specific story + evidence).”

C. What should the student highlight (skills, moments, learnings) when describing this experience to employers or colleges?

Tips for Evaluators:

1. Use evidence, not impressions. Focus on observed actions, decisions and outcomes.
2. Use the anchor as your lens. Ask:
 - a. How much independence did they have?
 - b. How challenging was the work?
 - c. How did they influence others or outcomes?
3. Discuss the evaluation with the student. This is a developmental conversation, not a score.
4. Help the students build their narrative. Your examples become the talking points for interviews, college essays, and digital records.

Final Note:

This tool is not simply an evaluation instrument. It is a key part of building a Common Language of Experience, enabling learners, educators, and employers to describe and validate real-world learning in a way that builds confidence, trust, and, ultimately, economic mobility.