

SUITABLE SUPERVISOR COMPETENCY REFERENCE RUBRIC

Experiential Education Use for internships, co-ops, clinical or field experiences, project-based learning, and other structured experiences connected to career exploration or professional practice.



Select the Suitable rating that best reflects the student's most consistent, observable performance. If a competency was not observed, leave it unrated.

Competency	Suitable Sub-competencies	1 Emerging Knowledge (Rarely)	2 Comprehension (Sometimes)	3 Early Application (Often)	4 Advanced Application (Consistently)
Career & Self Development	- Awareness of Strengths & Challenges - Professional Development - Networking	Names emerging strengths, interests, or growth areas when prompted.	Explains how the experience connects to learning or career goals.	Uses feedback to adjust goals, seek learning opportunities, or build relevant relationships.	Independently pursues feedback, learning, and professional connections to advance clear career goals.
Communication	- Oral - Written - Non-Verbal - Active Listening	Shares basic information with support.	Communicates routine information clearly and listens to guidance.	Adapts communication to the audience and asks timely clarifying questions.	Communicates clearly and respectfully across audiences while anticipating questions and facilitating understanding.
Critical Thinking	- Situational Awareness - Gather & Analyze Data - Effective & Fair Decisions	Recognizes a task or issue but relies on direction for next steps.	Identifies relevant information and a reasonable response with guidance.	Uses context, evidence, and different perspectives to make appropriate decisions.	Independently evaluates complex information and perspectives to make and explain well-reasoned, fair decisions.
Leadership	- Inspire, Persuade & Motivate - Engage Resources & Seek Feedback - Facilitate Group Dynamics	Participates when invited and is learning dynamics	Contributes ideas and responds appropriately and respectfully to feedback.	Takes initiative on defined work, seeks input, and helps move shared work forward.	Builds trust, mobilizes resources, includes others, and guides productive group progress.
Professionalism	- Act with Integrity - Demonstrate Dependability - Achieve Goals	Needs frequent reminders about experience expectations, preparation, deadlines, and/or communication.	Understands professional expectations and follows them in familiar situations.	Consistently prepares, meets commitments, follows policies, and promptly communicates issues.	Independently demonstrates sound judgment, reliability, integrity, and ownership of high-quality work.
Teamwork	- Build Relationships for Collaboration - Respect Diverse Perspectives - Integrate Strengths	Participates with or without guidance and is learning about shared responsibility.	Works respectfully with others and contributes to defined group work.	Builds positive relationships, values different viewpoints, and uses strengths to support group goals.	Fosters inclusive collaboration and skillfully connects varied strengths and perspectives.
Technology	- Leverage Technology - Adapt to New Technologies - Use Technology Ethically	Uses required tools with substantial support and is learning expectations for appropriate use.	Uses familiar technology appropriately for routine tasks.	Selects appropriate tools, adapts to new platforms, and considers privacy and responsible use.	Uses technology strategically and ethically to improve outcomes, access, communication, or collaboration.

Supervisor Notes: Before scoring, discuss role-specific expectations and examples of success with the student. Base the rating on behavior observed over time, rather than a single moment. Use the observation guide as evidence when selecting the Suitable rating. Use this review to guide a conversation, especially if the student is new to feedback. Rate performance demonstrated in this experience, based on observed work-related behaviors and duties, not who the student is as a person.

Role Alignment Tip: You may paste the student's job or experience description into ChatGPT and ask it to identify the most relevant Suitable competencies and 1-4 rating behaviors. Use this as a guide, then make the final rating based on your own observations.



Career Center

UNIVERSITY OF SOUTH CAROLINA