Committee Approval_____   Date:_____

Independent Task Validation Rubric

	Meets Proficiency		Below
	Exceeds	**Meets**	**Below**
Task Description	Description explicitly defines who, what, where, when, & why of the task.	Description clearly defines who, what, where, when, & why of the task.	Description lacks any piece of who, what, where, when, & why of the task.
Alignment	The task effectively supports & links with NHS learner expectations, applied learning standards and/or content standards, GSEs, and ILP.	The task clearly supports & links with NHS learner expectations, applied learning standards and/or content standards, GSEs, and ILP.	The task shows little or no support and/or linkage with NHS learner expectations, applied learning standards and/or content standards, GSEs, and ILP.
Learning Experience	The summary provides a clearly articulated sequence of the effective strategies that enabled the students' access to skills and knowledge necessary for success on this task.	The summary provides a clear sequence of the strategies that enabled the students' access to skills and knowledge necessary for success on this task.	The summary lacks a sequence of strategies.
Evidence of Proficiency	Documentation appropriate for the task* clearly indicates the student has exceeded proficiency on the task.	Documentation appropriate for the task* clearly indicates the student has met proficiency on the task.	Documentation is incomplete or missing.

*Some possible examples of appropriate documentation
- Certifications
- Videos/DVDs with letter from mentor/ instructor
- Written documentation from supervisor
- Physical product with letter from mentor/ instructor