

Dietetic Internship Personal Statement Rubric

Instructions for using this rubric

This rubric is broken down into required components of the dietetic internship personal statement as described in Dietetic Internship Application Services (DICAS). Each component can be scored from a grade 1 through a grade 4, 4 being the highest score.

First read the components on the rubric and the descriptions for each grade. **Next**, read the personal statement (usually required to be 1,000 words) through once. **Finally**, return to this rubric and assign a score for each component. If the score is less than 4, highlight or mark the aspects described in under each score where the student can improve their writing.

This rubric was created using several resource available online and then tailored to the dietetic internship personal statement. For more resources, see references below. Also consider that some internship applications have specific requirements for the personal statement. Be sure to address these.

References

http://www.westga.edu/assetsSA/careerServices/Documents/personal_statement_rubric.pdf

<http://www.sausd.us/site/default.aspx?PageID=1> | [Click for rubric](#)

http://www.somers.k12.ct.us/schools/high/academics/Eng_docs/WritingRubric.doc.

If you have any suggestions for improvement or comments on the rubric, you can provide that information at [this link](#).

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Components	Grade 1	Grade 2	Grade 3	Grade 4
DICAS Question 1: Why do you want to enter the dietetics profession?	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in a number of places.	Describes a number of relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes a number of relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.
DICAS Question 2: Discuss experiences that have helped to prepare you for your career,	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in a number of places.	Describes a number of relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes a number of relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.
DICAS Question 3: What are your short-term and long-term goals?	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in a number of places.	Describes a number of relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes a number of relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.
DICAS Question 4: What are your strengths and weaknesses or areas needing improvement?	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in a number of places.	Describes a number of relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes a number of relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.

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Components	Grade 1	Grade 2	Grade 3	Grade 4
DICAS Question 5: What other information do you consider important for the selection decision?	Does not describe relevant experiences OR experiences are not vividly illustrated through detail, dialogue, and/or imagery. Student may not reflect on any of the experiences he or she describes OR reflection is not thoughtful or thorough.	Describes relevant experiences, some of which are illustrated through detail, dialogue, and/or imagery. Student reflects on some of the experiences, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may be missing from some examples and/or reflection may not be very thoughtful or thorough in a number of places.	Describes a number of relevant experiences, most of which are vividly illustrated through detail, dialogue, and/or imagery. Student reflects on each experience, explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today. Reflection may not be very thoughtful or thorough in some places.	Describes a number of relevant experiences, which are all vividly illustrated through detail, dialogue, and/or imagery. Student thoughtfully reflects on each experience, thoroughly explaining the lessons he or she learned from each experience and how the experience has shaped him or her into the person he/she is today.
Individuality: Does the piece effectively distinguish the author from other applicants? Is the author memorable and remarkable for the right reasons?	Writing does not leave a dominant impression because the information is dull, vague, or lacking in examples. No conclusion present	Writing offers some details but does not leave a strong impression. Conclusion present	Writing offers strong details/examples but does not have a clear voice throughout the entire paper Conclusion is informative but not memorable	Writing has a clear voice/presence through detailed focus on experience, activities, background, etc; topics show originality/insights/ personality. Memorable conclusion
Grammar, Punctuation and spelling	Needs major proofreading. More than 5 errors in spelling punctuation and grammar.	Needs some proofreading. More than two errors in spelling punctuation and grammar.	Needs minor proofreading. No more than one or two errors with grammar/spelling.	Proofreading is complete. Free from grammatical, punctuation and spelling errors.
Organization, coherence, flow	Has no clear organizational pattern	Is able to write an intro, main body and conclusion. The intro includes a thesis. Multiple body paragraphs may lack a topic sentence, include more than one main idea, or lack a transition sentence. The conclusion may not clearly summarize the argument or add a little more	Is able to write an intro., main body, and conclusion. The intro includes a thesis. 1-2 body paragraphs may lack a topic sentence, include more than one idea, or lack a transition sentence. The conclusion summarizes the main argument but may not add a little more.	Is able to write a well-organized statement, including a clearly written intro., main body, and conclusion. Introduction includes thesis or introduces theme. Each body paragraph has a topic sentence, develops one main idea, and has a transition sentence linking it to the next paragraph. The conclusion brings everything together plus adds a little more.