

### Career Portfolio Presentation Rubric

Standard	Advanced 10	Proficient 8	Basic 6	Below Basic 4	Evaluator Assessment
<p><b><i>Interviewing Skills</i></b></p> <p>During the interviewing process, the student...</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> uses eye contact to capture panel's attention</li> <li><input type="checkbox"/> elaborates on responses thoughtfully</li> <li><input type="checkbox"/> displays perfect professionalism through posture, gestures, personal hygiene and dress</li> <li><input type="checkbox"/> engages the panel with clear, expressive language spoken at a pace and volume that enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> maintains eye contact</li> <li><input type="checkbox"/> completely answers the questions posed</li> <li><input type="checkbox"/> displays most aspects of professional demeanor</li> <li><input type="checkbox"/> maintains panel interest with use of solid vocabulary, good pace and volume.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> occasionally looks at review panel</li> <li><input type="checkbox"/> responds to questions predictably</li> <li><input type="checkbox"/> displays some aspects of professional demeanor</li> <li><input type="checkbox"/> chooses general words or phrases, and pace or volume at times distract the panel</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> rarely makes eye contact</li> <li><input type="checkbox"/> does not answer the questions posed</li> <li><input type="checkbox"/> demonstrates little understanding of professional demeanor</li> <li><input type="checkbox"/> uses unclear speech, pace, and volume in a way that removes focus from the intended message</li> </ul>	
<p><b><i>Written Portfolio</i></b></p> <p>The contents of the written portfolio are...</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> purposefully organized, allowing immediate retrieval of necessary information by student and panel</li> <li><input type="checkbox"/> perfectly neat, with plastic sleeves covering all contents, contained in a professional binder</li> <li><input type="checkbox"/> allows for a more complete picture of student's abilities by providing items 1 through 10 as listed on back</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> organized well, so that the student can find all needed information</li> <li><input type="checkbox"/> neat and clean, with no loose papers</li> <li><input type="checkbox"/> complete according to guidelines, giving a solid picture of the student's high school performance by providing items 1 through 9 as listed on back</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> sometimes hard to access because items are misplaced</li> <li><input type="checkbox"/> mostly neat, though some papers may be dog-eared, or out of plastic sleeves</li> <li><input type="checkbox"/> minimal, reflecting a one-sided picture of student's ability by only providing items 1 through 7 as listed on back</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> unorganized and cause wasted time during the interview process</li> <li><input type="checkbox"/> loose, dirty, bent or ripped</li> <li><input type="checkbox"/> incomplete, in no way reflecting student performance</li> </ul>	
<p><b><i>Reflection Process</i></b></p> <p>When asked to reflect, the student...</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> insightfully &amp; completely identifies own strengths and weaknesses, with use of examples/anecdotes</li> <li><input type="checkbox"/> analyzes personal and academic growth, reaching incisive conclusions about progress made</li> <li><input type="checkbox"/> articulates future goals &amp; possible steps to reach those goals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies some strengths &amp; weaknesses based on personal knowledge</li> <li><input type="checkbox"/> refers to aspects of personal &amp; academic growth, reaching solid conclusions</li> <li><input type="checkbox"/> talks of future goals realistically</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> offers few or easily identifiable strengths or weaknesses</li> <li><input type="checkbox"/> talks generally of growth, with few examples when prompted</li> <li><input type="checkbox"/> talks of future goals generally, with little direction because of admitted lack of thought</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> admits no strengths or weaknesses</li> <li><input type="checkbox"/> cannot address issues of growth</li> <li><input type="checkbox"/> offers no thoughts on future goals</li> </ul>	

**Total Points:** \_\_\_\_\_/100

**A = 90 – 100**

**B = 70-89**

**F = 0-69**

Content Requirements for Senior Career Portfolios

Comments

1. Table of Contents	Y	N	_____
2. Cover Letter	Y	N	_____
3. Résumé	Y	N	_____
4. Transcript	Y	N	_____
5. Senior Project	Y	N	_____
6. Reflective Essay	Y	N	_____
7. Five Best Pieces			
a. All 5 are present	Y	N	_____
b. Represent at least 3 academic/vocational disciplines	Y	N	_____
c. Represent at least 3 grade levels/shows academic growth	Y	N	_____
d. Represent at least 2 applied learning standards	Y	N	_____
8. Job Interview Questions with Reponses	Y	N	_____
9. 25 Book Equivalents	Y	N	_____
10. Feedback Form with Reflection	Y	N	_____

**PROBLEM SOLVING**

- \_\_\_ Design a Product, Service, or System
- \_\_\_ Improve a System
- \_\_\_ Plan and Organize an Event or Activity

**COMMUNICATION TOOLS & TECHNIQUES**

- \_\_\_ Oral Presentation of project plans to audience with expertise
- \_\_\_ Formal written proposal or report to outside audience
- \_\_\_ Multi-media Presentation

**INFORMATION TOOLS & TECHNIQUES**

- \_\_\_ Analysis & evaluation of research gathered from a variety of relevant sources
- \_\_\_ Use of on-line sources to exchange information for a specific purpose
- \_\_\_ Use of word-processing software to create a multi-page document
- \_\_\_ Creation and analysis of a relational data base program
- \_\_\_ Creation and analysis of a spreadsheet of information

**LEARNING & SELF-MANAGEMENT TOOLS & TECHNIQUES**

- \_\_\_ Identifies and utilizes appropriate models to plan and conduct projects
- \_\_\_ Evidence of review of own progress and adjustments to meet deadlines
- \_\_\_ Self-evaluation of performance

**TOOLS & TECHNIQUES FOR WORKING WITH OTHERS**

- \_\_\_ Helps establish and operate student-directed work teams
- \_\_\_ Plans and carries out strategy for including new team member(s)
- \_\_\_ Completes a task in response to a commission from a client

PLEASE NOTE: The student must meet item numbers 1 through 7 of the above criteria before he/she may continue with the interview process. Completion of items 8 through 10 will affect the last bullet in the “Written Portfolio” column of the rubric on the back of this paper.