

## Virtual Workplace Experience II

### Portfolio Projects Resources – 03-15b Industry Expert Interview Project Rubric



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Article/Essay				
	4 – Excellent	3 – Good	2 – Fair	1 – NI
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Flow &amp; Rhythm (Sentence Fluency)</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Focus on Topic (Content)</b>	The article is well-focused on the interview subject. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Summarization of background information</b>	Student accurately summarizes all background knowledge about the person being interviewed. Several specific details that are intriguing about the person are summarized.	Student accurately summarizes a lot of background knowledge about the person being interviewed. A few specific details that are intriguing about the person are summarized.	Student summarizes some background knowledge about the person being interviewed. Some specific details that are intriguing about the person are summarized.	Student has little background knowledge about the person being interviewed. Not many specific details are summarized.
Interview/Presentation				
<b>Questions</b>	At least 25 questions prepared. All questions are relevant and reflect meaningful research into the career subject.	At least 25 questions prepared. Most (80%+) are relevant and reflect meaningful research.	Fewer than 25 questions prepared.	Fewer than 15 questions prepared AND/OR few questions that reflect meaningful research into the subject.
<b>Letter of introduction</b>	The student introduced himself, explained why he wanted to conduct the interview, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up an interview, but needed a reminder to explain why he wanted to interview an individual at this particular company.	The student asked permission to set up an interview, but needed reminders to introduce himself and to tell why he wanted interview at this particular company.	The student needed assistance in all aspects of setting up the interview.
<b>Verbal Interview</b>	Student speaks clearly in formal English for all questions and follow-ups.	Student speaks clearly with a few lapses in grammar or formal English.	Student has speaks unclearly much of the time or has several distracting lapses out of formal English.	Student mumbles consistently or avoids formal English.

Continued...

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Interview/Presentation (continued)				
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<b>Follow-up Questions</b>	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
<b>Thank You Letter</b>	Completed within 2 school days after job shadow and is in appropriate format with correct grammar and mechanics.	Completed within 3-4 school days after job shadow and is in appropriate format with correct grammar and mechanics.	Completed 4+ school days after job shadow and is in appropriate format with minimal grammar and mechanics errors.	Completed but with multiple grammar and mechanics errors OR in an informal format.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Knowledge Gained</b>	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to specific individuals in the audience OR any material being studied in classes.	Student can accurately answer a few questions about the person who was interviewed and can tell how the interview relates to the audience.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
<b>Graphics</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Time</b>	Presentation was between 5-7 minutes in length.	Presentation was over 7 minutes or between 4-5 minutes in length.	Presentation was 3-4 minutes in length	Presentation was less than 3 minutes in length.
Reflection				
<b>Sentence Structure and Grammar</b>	Sentences are well constructed and there is no more than 1 grammatical errors.	Sentences are well constructed and there are minor grammatical errors.	Sentences lack proper construction but the point can still be found.	Poor sentence construction and grammar. Main point is unclear.
<b>Connection</b>	Reflection clearly speaks to the research performed and work produced and shows strong awareness of areas of strength and potential growth.	Reflection is mostly on topic and speaks to the work produced and shows some awareness of areas of strength and potential growth.	Reflection is mostly on topic but does not address either areas of strength or potential areas of growth.	Reflection is not on topic and does not address the work.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.