

## 2017 - 2018 Career Interview Assignment Grading Rubric

<b>Criteria</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Interview Questions</b>	Provided answers to 5 or more questions. Answers were detailed and well thought out.	Provided answers to a minimum of 5 questions. Answers were brief and provided only minimal details.	Did not provide answers to a minimum of 5 questions.
<b>Reflection: Interview Experience</b>	Provided a written reflection on interview. Provide an explanation about their career path and how it aligns with their purpose and educational goals. Provided the professionals name, title, years in the profession and description of their position. Provided detailed explanation about their hypothesis, observations about the professionals pathway, and desire to pursue the career.	Provided a written reflection on interview. Provided a brief an explanation about their career path and how it aligns with their purpose and educational goals. Provided 3 of the following: the professionals name, title, years in the profession and description of their position. Provided an explanation about their hypothesis, observations about the professionals pathway, and desire to pursue the career, but did not provide details.	Student did not provide a written reflection or the written reflection was not in essay format. The student did not explain their career path and how it aligns with their purpose and educational goals. The student did not share any information about the professional, title, years in the field, or description of position. Student did not share an explanation about their hypothesis, observations about the professionals pathway, and desire to pursue the career.
<b>Reflection: Interpersonal Communication - Self-Awareness</b>	Clearly articulates feelings about communicating with others; provides a detailed explanation of their verbal and/or non-verbal communication during the interview; provides an analysis of the effectiveness of their communication in the interview.	Vaguely describes feelings about communicating with others; identifies verbal and/or non-verbal communication during the interview; provided a statement about the effectiveness of their communication during the interview, but did not provide details or examples to support their statement.	Does not describe feelings about communicating with others; does not mention verbal and/or non-verbal communication during interview; does not explain the effectiveness of their communication in the interview.
<b>Proof of Interview</b>	Provided proof of videos including all required documentation (Title/Publisher/Author/Link) or provided proof of interview (uploaded business card or link to YouTube video/ name of interviewee, their title and contact number and email address) and interview questions and answers).	Provided two out of three requirements (title, publisher/author, link) for one of the videos and all three requirements for the other resource. F2F interview submission proof included one source (either business card/video link/name of interviewee, their title and email address) but no interview questions and answers OR questions and answers were submitted but no business card/video link.	F2F interview proof consisted of only partial questions and/or answers OR submitted only a business card/video link/name of interviewee, title and email address, or did not provide proof of interview (uploaded business card or link to YouTube video or name of interviewee, their title and a contact number and email address.).

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<b>Mechanics</b>	Makes no errors in grammar or spelling that distract the reader from the content. Student makes no errors in capitalization or punctuation, so document is exceptionally easy to read. All sentences are well-constructed with varied structure.	Makes 1-2 errors in grammar or spelling that distract the reader from the content. Student makes 1-2 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well-constructed and there is some varied sentence structure in the essay.	Makes more than 4 errors in grammar or spelling that distract the reader from the content. Student makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Most sentences are not well-constructed or varied.
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