

September 14, 2015

To the Parents/Guardians of:

Revere Middle School Skills for the 21st Century class would like to take this time to share with you some exciting news. The news is that your 8th grade son or daughter will be participating in an exit interview. This exit interview will culminate your child's career experience as a middle school student in grades 6 through 8.

Attached to this memo are some important materials that will help your son or daughter most adequately prepare for the experience.

Thank you for encouraging your child to express themselves in the best manner that they can.

Skills for the 21st Century

Joan Lyon

Joan Lyon

Attention Parents and 8th Grade Students

We would like to share with you a very exciting experience. We will be **requiring** all 8th graders to participate in an exit interview culminating their middle school career.

This activity involves compiling an electronic portfolio and participating in an exit interview. The electronic portfolio will be explained in school during Skills for the 21st Century class and completed by the student during this class. Changes can be made at any time during the school year to update information in the presentation. Their electronic portfolio must include a minimum of **five artifacts** of achievements and accomplishments of both an academic and extracurricular nature. At least three of these artifacts must be from school (grades 6-8) and at least one artifact must be from outside activities such as sports, theater, volunteering, etc. Students will also create a **Tagul** – a creation of words that answer the question - **Who Am I?** Examples of artifacts could include:

- Art work
- A journal entry or paper that your child is proud of
- A certificate of achievement from an activity or sport
- Photos of academic or extracurricular activities

All artifacts must be meaningful and help define the person that they are today.

Exit interviews will be conducted by administrators, teachers, and community members toward the end of the year. The students are expected to dress for an actual interview and conduct themselves accordingly.

We will be presenting the details and requirements for this interview process and the electronic portfolio during class in the near future. We are asking that you encourage your child to make this a priority as this is part of the transitioning process from middle school to high school.

Any questions, please contact Judy Myers, Todd Casey, Emily Boarman, Kendra Quinlan, or Joan Lyon via email or contact Revere Middle School direct at 330-523-3403.

8th Grade Exit Interview Questions

PAST:

1. What did you enjoy most about your middle school experience?
2. During the middle school years, give an example of a goal you reached and tell me how you achieved it.
3. Is there any specific person, event, class or activity that influenced your future plans? (parent, teacher, speaker, event, etc..)
4. If you could change anything about your middle school experience, what would it be?

PRESENT:

1. What are you most proud of in your portfolio?
2. What class/teacher did you enjoy or learn the most from at RMS and why?
3. Based on your experiences thus far, what work/life skills are most important to you and why?

FUTURE:

1. What are your plans/goals to achieve academic and personal success at RHS?
2. Do you have a specific career interest in mind?
3. Will you utilize the idea of a portfolio in the future? If so, how?

REVERE MIDDLE SCHOOL

8TH GRADE EXIT INTERVIEW ASSESSMENT

Student Name: _____

Choose only one column to grade the student on each topic. Feel free to expound below the rubric in the space provided.

Item #	Topic Assessed	Outstanding 4	Satisfactory 3	Needs Improvement 2
1.	Student is aware of a professional appearance (no jeans, t-shirts or tennis shoes/flip-flops).			
2.	Student greets the interviewer, shakes hand firmly and smiles.			
3.	The portfolio is well organized and materials demonstrate a wide range of learning experiences (at least five are present).			
4.	Eye contact, facial expressions and gestures keep the interviewer's interest.			
5.	The responses to the interview questions are focused, informative and complete.			
6.	Examples of work in portfolio were carefully selected and used during the presentation to support viewpoints.			
7.	The student is able to choose a work/life skill or trait that has proven to be important thus far in their educational career and is able to explain why.			
8.	The student exudes confidence and appears ready for great success in high school and beyond.			

Interviewer's Comments:

Life/Work Skills and Traits:

Caring, Common Sense, Cooperation, Courage, Curiosity, effort, flexibility, friendship, initiative, integrity, interview, keeping a journal, organization, patience, perseverance, pride, problem solving, punctuality, reflection, resourcefulness, responsibility, resume writing, self-assessment and sense of humor.

Outstanding----- 4.0

Student is aware of the importance of a professional appearance for an interview (no jeans, t-shirts or tennis shoes/flip-flops).

Student greets the interviewer, shakes hand firmly and smiles.

The portfolio is well organized and materials demonstrate a wide range of learning experiences (all five are present).

Eye contact, facial expressions and gestures keep the interviewer's interest.

The responses to the interview questions are focused, informative and complete (at least 90+% were done successfully).

Examples of work in portfolio were carefully selected and used during the presentation to support viewpoints.

The student is able to choose a work/life skill or trait that has proven to be important thus far in their educational career and is able to explain why.

The student exudes confidence and appears ready for great success in high school and beyond.

Satisfactory ----- 3.0

Student is wearing one article that does not follow the prescribed set of requirements.

Student greets the interviewer, shakes hand loosely and does not smile (nervous).

The portfolio is organized, four artifacts are present and/or those present are not all from different areas of study. (if more than five then there can be repeated areas of study)

Eye contact, facial expressions and gestures are used occasionally to keep the interviewer's interest.

The responses to the interview questions are mostly focused, informative and complete (at least 80% were successfully done).

Examples of work in portfolio were carefully selected but hardly used during the presentation to support viewpoints.

The student is able to choose a work/life skill or trait that has proven to be important thus far in their educational career but is not able to explain why.

The student is fairly confident and appears ready for success in high school.

Needs Improvement ----- 2.0

Student is not dressed professionally and does not show awareness of an appropriate dress requirement when on an interview.

Student does not seem aware of the importance of greeting an interviewer properly.

The portfolio is incomplete, less than four artifacts are present.

The student has little eye contact or voice inflection/gestures to keep the interviewer engaged in conversation.

The responses to the interview questions are not clear, informative or complete when delivered (less than 80% were successfully done).

Examples of work in portfolio were not carefully selected (random, not particularly exemplary) and hardly used during the presentation to support viewpoints.

The student is not able to choose a work/life skill or trait that has proven to be important thus far in their educational career and thus not able to explain why.

The student displays little confidence and success in high school will depend on a renewed work ethic and academic commitment.

GUIDING YOU TO A SUCCESSFUL INTERVIEW

Your Eighth Grade Exit Interview is being scheduled. Now what happens? Well, you have been gathering information related to your middle school experiences both academically and socially (5 artifacts), researching information on your skills and interests via the CVCC career studies along with your teachers' specified curriculum and planning for your upcoming interview. All of these activities are a reflection of your middle school experiences and the relevance this time has been in shaping you as a student and future contributing citizen. Your experience during this process will help prepare you for the many additional interviews you will be participating in throughout your lifetime.

There are many different types of interviews and interview styles. Yours is going to be a combination of the following:

- **Structured interviews** involve the interviewer asking a prescribed set of questions. Your answers should be brief but definitely answering the questions. Not just simple one word responses.
- **Panel interviews** provide alternate opinions on your suitability for the "position".

The prescribed set of questions that will be asked have been attached.

INTERVIEW GUIDELINES

- **Dress Appropriately** – If you feel good about your appearance, others will respond accordingly. Dress for confidence. Now is NOT the time to make a statement regarding "extra's" in piercings, hair (facial or head), clothing style or makeup. Grooming and general appearance should be professional, neat and clean. NO JEANS OR TENNIS SHOES ALLOWED. Dress like you would to go to a nice restaurant, church or other formal gathering.
- **Be on Time** – allow a few minutes to arrive early for check in and locating the interview site. (look at your schedule)
- **Be Prepared** – Pick up your chrome book in the library and have your presentation ready to go. For other interviews in the future, take along extra paper to take notes, extra copies of your resume and references to leave with the interviewer and a list of questions you may have regarding the position.
- **Show Enthusiasm** – Greet the interviewers with a *firm handshake, good eye contact* and a *distinct and confident voice*.
- **Listen** – be sure to clearly understand what is being asked so that you may respond most appropriately.
- **Answering Questions** – Use *complete sentences* and clarify your answers with examples of skills you possess, successes you have achieved and situations you have handled effectively. Make sure you answer the question. Your past behavior can be an indication of your future performance. *Do not be afraid* to ask for clarification if you do not understand a question.
- **Ask Questions** – You may miss an opportunity to find out valuable information if you do not ask. Questions indicate your interest in the interview process and "job offer".
- **Follow up** – Whether it's through email or regular mail, the follow up is one more chance to remind the interviewer of your interest in the opportunity to be "hired".

WORK/LIFE SKILLS OR TRAITS

- **Caring**- to feel and show concern for others.
- **Common Sense**- to use good judgment.
- **Cooperation**- to work together toward a common goal or purpose.
- **Courage**- to act according to one's beliefs despite fear of adverse consequences.
- **Curiosity**- a desire to investigate and seek understanding of one's world.
- **Effort**- to do your best.
- **Flexibility**- to be willing to alter plans when necessary.
- **Friendship**- to make and keep a friend through mutual trust and caring.
- **Initiative**- to do something out of one's own free will, because it needs to be done.
- **Integrity**- to act according to a sense of what's right and wrong.
- **Interview**- a formal meeting in which one or more persons question, consult, or evaluate another person.
- **Keeping a journal**- a daily record of occurrences, experiences, or observations.
- **Organization**- to plan, arrange, and implement in an orderly way; to keep things orderly and ready to use.
- **Patience**- to wait calmly for someone or something.
- **Perseverance**- to keep at it.
- **Pride**- satisfaction from doing one's personal best.
- **Problem Solving**- to create solutions to difficult situations and everyday problems.
- **Punctuality**- On time or done in a timely manner; meeting the deadline.
- **Reflecting**- To think, ponder or meditate seriously about a topic, event or happening or about oneself.
- **Resourcefulness**- to respond to challenges and opportunities in innovative and creative ways.
- **Responsibility**- to respond when appropriate; to be accountable for one's actions.
- **Resume**- a brief written account of personal, educational, and professional qualifications and experience.
- **Self-assessment**- an evaluation of one's own abilities and weaknesses.
- **Sense of Humor**- to laugh and be playful without harming others.