

Senior Exit Interview Handbook

Murrieta Valley Unified School District

Educational Services

A High School Graduation Requirement

DISTRICT MISSION:

To inspire every student to think, to learn, to achieve, to care.

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Introduction to the Senior Exit Interview

The Senior Exit Interview is a graduation requirement established by the Murrieta Valley Unified School District in 2008 as a recommendation from the 21st Century Collaborative Ad Hoc Committee. This district committee reviewed research and recommendations addressing 21st century college and work force requirements, and as a result Board Policy 6146.1(a) regarding district graduation requirements was revised.

Students obtaining a diploma of graduation from a Murrieta Valley Unified School District high school shall successfully complete a presentation on personal career/life goals. This presentation will exhibit the student's creative ability, critical thinking and communication skills while demonstrating a clear understanding of the essential activities needed to achieve the career/ life goals.

The Senior Exit Interview process includes a written reflective essay, a problem based senior project, and a culminating presentation.

What happens if the student does not complete the exit interview process/presentation?

Students who do not receive a successful evaluation will be given the opportunity to revise and present again, prior to graduation. **If the student does not meet the exit interview requirement, he or she will not graduate.**

Scoring the Senior Exit Interview

Context

Students today are preparing for jobs that don't yet exist. The unimaginable is becoming commonplace, and citizens of the world are no longer fixtures but designers. The exit interview will introduce them to the skills needed to succeed in the 21st Century.

Overview: *what will you encounter in your future, and how will you be a vital contributor for the world?*

The senior exit interview emphasizes the student's potential contribution for an ever-changing world after graduation, which will help reveal how the student will be a vital asset to his or her chosen area of interest. The interview panel could include district personnel, community members, and students. The student will show the panel the process of investigating an appropriate post-high school career/life goal. The exit interview is assessed as complete or incomplete based on a proficient score earned on the district-approved rubrics.

Reflective Essay: *how will you be a solution in this ever-changing world?*

The reflective essay is completed in the junior year and will be evaluated on the quality of critical thinking and mechanics. Writing should be coherent, adequately organized, developed, and reflects an awareness of audience and purpose. The language should demonstrate control of the conventions of written English and be generally free of errors. The student will be required to gather information related to his or her field of interest.

Oral Presentation: *why do you want to be what you want to be?*

The oral presentation will be evaluated on structure and organization, vocal expression, non-verbal skills, and overall impact. In addition to meeting the time requirement, the presentation should include an introduction, main ideas, and conclusion which exhibit critical thinking. Vocal expression will be rated on volume, pitch, articulation, and pronunciation. The oral presentation should include appropriate eye contact, posture, gestures, movement, and attire. The presentation's overall impact will be scored on energy, enthusiasm, sincerity, and originality/creativity.

Project Demonstration: *can you demonstrate how your contribution reveals your passion?*

The project demonstration will be evaluated on understanding of purpose and audience, choice of media, creativity, and relevance of career/life goals, which should create a convincing overall impact on a professional audience/panel. The project should demonstrate a clear purpose and an appropriate understanding of audience. Media should be ready to use, appropriate, and relevant to the student goals. Creativity will be evaluated on clarity and originality. The student's exploration of how to make a personal contribution as a citizen for the world should demonstrate an understanding of how to plan for and achieve both long and short-term goals. The student should exhibit enthusiasm and sincerity so that the panel is left with a positive overall impact, confident that the student will be able to achieve any future goal.

Student Name (PRINT): _____

Senior Exit Interview Application: *Submit to the exit interview coordinator no later than the end of first semester.*

| Grade | Component Description | Student | Parent Initials | Date |
|----------|--|---------|-----------------|------|
| Grade 9 | Complete the Information Communication Technology/Careers Course. | | | |
| Grade 10 | Complete an Individualized Learning Plan (ILP) created and electronically submitted by the end of 10 th grade to counselor. | | | |
| Grade 11 | Complete the *reflective essay in his/her English class which meets minimum expectations. <i>* Special Education Students will be allowed accommodations and modifications as determined by the IEP teams in the completion of this assessment.</i> | | | |
| Grade 12 | Complete the semester Senior Exit Interview Seminar course (if necessary) to assist in the completion of the preparation for the Senior Exit Interview presentation. | | | |
| | Complete and submit the Senior Exit Interview Application. | | | |

Student:

Your signature below acknowledges readiness to complete the Senior Exit Interview, which is a MVUSD high school graduation requirement.

Student Signature _____
Date

Email _____
Cell

Parent/Guardian:

Your signature below acknowledges your student’s readiness to complete the Senior Exit Interview, which is a MVUSD high school graduation requirement.

Parent/Guardian Signature _____
Date

Email _____
Cell

The Reflective Essay

In grade 11, students will complete the reflective essay requirement of the senior exit interview process. The essay will be scored using a district-approved rubric. Special education students will be allowed accommodations and modifications as determined by the IEP teams in completion of this assessment. Students needing more guidance and mentoring may take the semester-long Senior Exit Interview Seminar course to assist in the completion of the reflective essay.

Reflective Essay Prompt

Directions for Writing: Write a reflective essay focusing on the senior exit interview. Describe the process, struggles, and dilemmas you have experienced in your planning and preparation for the senior exit interview. Use the rubric and the guidelines below in planning and developing your essay.

Reflective Essay Guidelines

Structure: Include one paragraph on each of the following topics--

- **Introduction:** Define the focus of your investigation into your personal career/life goals through the exit interview process. Consider the following questions:
 - What topic(s) have you investigated? You may talk about frustration you experienced in trying to decide what to do. Why did you discard other topics in favor of the one you chose?
 - Why did you choose the topic you did?
 - What were the goals of your investigation?
 - What questions did you have at the beginning? Did you want to learn something new? Career focus? Strong skill you possess?
 - What did you learn from this investigation?
- **Body Paragraph 1--Work Completed:** Describe in detail the steps you have taken and work you have completed in this investigation thus far. Consider the following questions:
 - What did you accomplish during your 9th grade year? 10th grade year? 11th?
 - What do you still need to accomplish?
- **Body Paragraph 2—Value/Impact:** Reflect upon the value and impact of the work you have completed in this investigation thus far. Consider the following questions:
 - What was the single most important lesson you learned during this investigation?
 - What level of impact did this investigation have on you?
 - Would this investigation be worth repeating? Why or why not?
 - Did you feel successful? How do you measure success?
 - Did this investigation uncover new opportunities for you?
- **Body Paragraph 3—Problem Solving:** Reflect upon the obstacles you encountered during this investigation. Consider the following questions:
 - What was a major obstacle you encountered during this investigation? Did you anticipate the problem when you began? How did you attempt to solve this problem? What worked/didn't work?
 - It is possible that we learn more from our failures than our successes. Why would this be true? Do you have an example of this as it applies to your investigation?

- Can you give us an example of how a seemingly “small detail” grew into a much larger issue? What did you do to “contain” it?
- If someone else were going to complete an investigation similar to yours, what three things would you recommend he/she carefully consider in order to be successful?
- **Body Paragraph 4—Accountability:** Reflect upon your level of commitment and accountability during this investigation. Consider the following questions:
 - Knowing that this investigation and exit interview was a requirement for high school graduation, do you feel that you devoted adequate time and energy in its planning and follow-through?
 - Did this investigation significantly impact other areas of your life (e.g. schoolwork, job, family, social life)?
 - What untapped resources could be helpful as you complete your investigation in preparation for your exit interview?
- **Conclusion:** Reflect upon what you learned from this investigation. Consider the following questions:
 - How would you evaluate your investigation?
 - Were you successful in achieving the goals of your investigation? Explain.
 - What things would you do differently if you had to do it again?
 - How have you grown as a productive adult?

Requirements:

- Due before spring break of the junior year
- Submit hard copy (no digital formats) to the exit interview coordinator
- Must be typed (double spaced, Times New Roman, 12 pt. font)
- In order to complete this essay, you **MUST** have already started your project

Sample Exit Interview Presentation Ideas

- create a personal video package (radio/TV broadcasting)
- conduct and analyze a patient/client survey (medicine)
- design an informational packet (medicine, law, etc.)
- write (for publication) a newspaper article on a current, relevant topic
- design a website for a small business, organization, or professional group (animation, media tech)
- design a set of architectural blueprints (architecture, engineering)
- create a photo journal of steps in project completion (engineering)
- design and build a model of a project (architecture, engineering)
- plan a lesson, teach a class, and reflect on the outcome (education)
- design a graphic (logo, advertisement, webpage) to be used by a business, organization, club, etc. (animation, graphical arts)
- write a will in an acceptable legal format (law)
- research and write pamphlets or booklets (graphical arts)
- create laminated charts, posters, etc. (graphical arts)
- design and produce instructional media: video, audio, etc. (media technology)
- draw a cartoon book explaining a process or a procedure (education)
- produce a “day in the life” video of your chosen major (media tech)
- design a marketing campaign for a business or product (graphic arts, marketing, hotel management)
- research and design a menu for a restaurant with nutritional information (graphic arts, culinary)
- set up an accounting system for a small business (banking & finance)
- choreograph and perform a dance routine (performing arts)
- write a scene play and/or perform a monologue (performing arts)
- perform an instrumental or vocal solo (performing arts)

Exit Interview Rubric: Part 1– Reflective Essay

STUDENT: _____

EVALUATOR: _____ DATE: _____

| CRITERIA/SCORE | | BELOW EXPECTATIONS <i>1 Point</i> (Below Performance Standards) | MEETS EXPECTATIONS <i>2 Points</i> (Minimal Criteria) | EXCEEDS EXPECTATIONS <i>3 Points</i> (Demonstrates Exceptional Performance) |
|---|--|---|---|--|
| Mechanics | | Demonstrates poor control over sentence structure. | Demonstrates adequate control of sentence structure with appropriate use of language and word choice. | In addition to meeting the proficient criteria Demonstrates exceptional control of sentence structure with precise use of language and word choice |
| | | Demonstrates inadequate control of sentence structure with inappropriate use of language and limited or incorrect word choice | Reflects fundamental control of the conventions of written English and is generally free of errors | Reflects mastery of the conventions of written English and is virtually free of errors |
| Content/ Critical Thinking | | Writing is ineffective with random or weak organization, poor development, and little or no awareness of audience or purpose | Writing is coherent, adequately organized and developed, and demonstrates awareness of audience and purpose | Writing is confident, coherent, clearly focused, well organized, thoroughly developed, and communicates insightfully with consistent awareness of audience and purpose |
| | | Communicates little or no focus for the investigation | Communicates a focus for the investigation | Communicates a clear and powerful focus for the investigation |
| | | Describes with few or no detail the steps completed in the investigation | Describes in detail the steps completed in the investigation | Describes with rich detail the steps completed in the investigation. |
| | | Reflects ineffectively or insufficiently on the value and impact of the investigation | Reflects on the value and impact of the investigation | Reflects thoroughly and insightfully on the value and impact of the investigation |
| | | Reflects ineffectively or insufficiently on the obstacles encountered during the investigation | Reflects on the obstacles encountered during the investigation | Reflects thoroughly and insightfully on the obstacles encountered during the investigation |
| | | Reflects ineffectively or insufficiently on the level of accountability and commitment during the investigation | Reflects on the level of accountability and commitment during the investigation | Reflects thoroughly and insightfully on the level of accountability and commitment during the investigation |
| | | Essay poorly addresses or does not address the possible questions listed in the reflective essay guidelines | Essay addresses an adequate number of the possible questions listed in the reflective essay guidelines | Essay addresses the majority of the possible questions listed in the reflective essay guidelines |
| TOTAL | | 18 points required to pass. | | |

Additional Comments:

Senior Exit Interview Rubrics: Part 2 – Interview/Presentation

PROJECT PRESENTED: _____

STUDENT: _____

EVALUATOR: _____ DATE: _____

| CRITERIA/SCORE | BELOW EXPECTATIONS 1 Points (Below Performance Standards) | MEETS EXPECTATIONS 2 Point (Minimal Criteria) | EXCEEDS EXPECTATIONS 3 Points (Demonstrates Exceptional Performance) |
|-----------------------------------|--|---|---|
| Structure and Organization | <ul style="list-style-type: none"> Main ideas were not presented in a logical progression Presentation too short | <ul style="list-style-type: none"> Main ideas were presented in a logical progression Presentation met time requirement | <ul style="list-style-type: none"> Main ideas connected by original transitions, logical throughout entire presentation; creative pattern Presentation met time requirement |
| Problem Solving | <ul style="list-style-type: none"> Presentation shows inappropriate or lack of problem solving. No possible questions were answered | <ul style="list-style-type: none"> Presentation shows appropriate application of problem solving. Possible questions were answered. | <ul style="list-style-type: none"> Presentation shows in-depth application of problem solving. All possible questions were expertly answered. |
| Career/Life Goal | <ul style="list-style-type: none"> Does not demonstrate an understanding of how to achieve short and long term goals Does not demonstrate an understanding of how to achieve life/career goals | <ul style="list-style-type: none"> Demonstrates an understanding of how to achieve short and long term goals Demonstrates an understanding of how to achieve life/career goals Demonstrates how project is relevant to individual's strengths | <ul style="list-style-type: none"> Project reveals life/career goals that are well matched to his/her individual strengths |
| Public Speaking Technique | <ul style="list-style-type: none"> Presentation does not demonstrate adequate oral communication skills including eye contact, voice control, clear enunciation, and effective body language. Attire was inappropriate for presentation Speaker appeared apathetic and without conviction/ownership | <ul style="list-style-type: none"> Presentation demonstrates adequate oral communication skills including eye contact, voice control, clear enunciation, and effective body language Attire was appropriate for audience and presentation. Speaker presented with sincerity and enthusiasm | <ul style="list-style-type: none"> Presentation demonstrates exceptional oral communication skills eye contact, voice control, clear enunciation, and effective body language. Attire was chosen to enhance presentation. Speaker presented with sincerity and enthusiasm, exhibited great creativity. |
| Media Features | <ul style="list-style-type: none"> Materials detracted from content or purpose of presentation or were of such low quality as to discredit presenter | <ul style="list-style-type: none"> Media/materials were appropriate and enhanced project presentation Equipment and visuals prepared and ready to use | <ul style="list-style-type: none"> Project features a variety of highly effective, unique materials and media |
| Creative Ability | <ul style="list-style-type: none"> Shows lack of creative effort | <ul style="list-style-type: none"> Creativity attempted in a unique and thoughtful manner | <ul style="list-style-type: none"> Creative approach effectively enhances the audience's understanding of the topic |
| TOTAL | 12 points required to pass. | | |

ADDITIONAL COMMENTS: