



Grad Transitions: Student Led Interview Rubric

Criteria	Excellent	Good	Satisfactory	Developing
Evidence Collection	Student selections are thoughtful, thorough and connect to larger presentation	Student selections are thorough but connections to transition plan are less clear	Student selections are not thorough, incomplete or lacking any connection to transition plan	Selections are incomplete or non-existent, and lack connection to transition plan
Self-Reflection	Comments reflected strong critical thought, judgement, synthesis of ideas, and a higher order of thinking	Comments reflected some thought and analysis with logical ideas	Comments reflected little thought and analysis with a focus mainly on past actions and experiences	Comments revealed no thought and reflection on past actions or experiences
Meaningful Reflection on Evidence	Student made logical, insightful and sophisticated connections between evidence and skills learned	Student made somewhat logical and clear connections between evidence and skills learned	Student was unsure, made few connections between evidence and skills learned	Student made little connection between evidence and skills learned. no reflection evident.
Goals	Student set challenging personal, educational and/or career goals with an effective plan to achieve them	Student set personal, educational and/or career goals with a plan to achieve them	Student set goals that were somewhat specific but did not create a plan to achieve them	Student has not considered goal setting
Transition Plan	Student created a comprehensive plan including a "back-up" plan	Student created a basic plan and has considered a "back-up" plan	Student has ideas but has not organized the ideas into a plan	Student has not created a plan and is unsure of what to do after secondary school
Communication Skills	Student easily initiated dialogue	Student initiated dialogue when prompted	Student initiated dialogue infrequently	Student did not initiate dialogue
Overall Impressions	Student was self-assured and dressed professionally. Body language and tone of voice were poised	Student was dressed appropriately and was reasonably confident	Student was dressed casually. Body language and tone neither contributed nor detracted from the conversation	Student was dressed inappropriately. Body language and tone communicated lack of interest

Student: _____

Interviewer: _____

Student has met all criteria to a satisfactory standard

Student has NOT met all criteria to a satisfactory standard