

## Career Internship Class (Cullen) Internship Final Presentation

Update: Feb 2016

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

Objectives Associated to Skill List	Criteria					Total
	4 Distinguished	3 Proficient	2 Basic	1 Needs Improvement		
Students will understand that there is a link between lifestyle, the occupation you want, and the education you need.	<p><b><u>Knowledge and Skills:</u></b></p> <p>Student must identify the activities and functions involved in the career demonstrating a knowledge of career function.</p>	Student has clearly and extensively described and identified the activities and functions involved in the career demonstrating deep knowledge of career function.	Student has clearly or descriptively identified the activities and functions involved in the career identifying knowledge of career function.	Student has not fully described and identified the activities and functions involved in the career demonstrating a limited knowledge of career function.	Student has not described or identified the activities and functions involved in the career; knowledge of career function is not understood.	
	<p><b><u>Relevance:</u></b></p> <p>Student must identify occupations with the same career learning plan and describe detailed similarities showing an understanding of how careers interrelate.</p>	Student has identified a variety of occupations with the same career learning plan highlighting many similarities demonstrating a broad understanding of occupation interrelatedness.	Student identified a few occupations with similarities highlighted understanding interrelated of occupations.	Students have identified very little similarities with any other occupation showing a limited occupation interrelatedness.	No other occupations and similarities highlighted.	
	<p><b><u>DOK:</u></b></p> <p>Student must identify the high school and college education associated with the associated career clusters matching USDOL and State CTE Director's standards. This shows an understanding of career planning through education preparedness.</p>	Student accurately identified a variety of courses at all levels that match the stated standards including a variety of locations/schools. A deep understanding of educational planning demonstrated.	Student identified a few high school and/or college courses that match the stated standards.  Specific locations were identified. An understanding of educational planning demonstrated.	Student missed or inaccurately highlighted high school OR college courses that match the stated standards.  Specific locations may or may not have been identified. A limited understanding of the educational planning demonstrated.	Few if any courses that support this career were highlighted.  Specific locations may or may not have been identified. Student did not show an understanding of educational planning.	

	<p><b>Assessment Requirements:</b></p> <p>Student must identify the pay scale for this occupation.</p>	Student identified a variety of pay scales locally, regionally, and nationally.	Student highlighted pays scales locally, regionally, or nationally	Student highlighted a pay for this occupation	Little if any salary information was provided.	
	Student must identify the future outlook for this position highlighting variables that impact this trend. This demonstrates how societal factors impact occupational outlook/trends.	Student expounded upon the job outlook bringing to light a variety of factors that impact occupational outlook/trends.	Student discussed job outlook with some factors demonstrating how societal factors impact occupational outlook/trends	Student mentioned the job outlook briefly; factors that impact occupational outlook / trends were briefed.	Little, if any, job trend information was discussed.	
	Student must identify specific occupational tools and skills necessary to perform this occupation. This demonstrates a student's understanding of the skill tool usage mastery required to succeed	Student detailed skills and highlighted a variety of appropriate tools demonstrating deep and broad awareness of what skills and tool mastery is necessary to succeed.	<p>Student discussed some skills and tools and how they could be used.</p> <p>Student understands the occupational skills and mastery of tools used to succeed.</p>	<p>Student briefly mentioned occupational skills and appropriate tools.</p> <p>Some skills and tool usage was mentioned.</p>	<p>Little, if any, occupational skills and tools were mentioned.</p> <p>An understanding of occupational skills and tools mastery was not demonstrated.</p>	
	Student must discuss what engaged and surprised them about the occupation.	Student shared their perspective extensively before and after their research mentioning a variety of positives and negatives with insight.	Student mentioned their perspective about the stated occupation and how the perspective changed during research.	<p>Student briefly mentioned their before- OR after-research perspective.</p> <p>This may have included mentioning a famous person.</p>	Student barely discussed their perspective.	
	Student must include a famous person with this career with details about that person's impact.	A very detailed overview of a famous person was included with specifics about dates, impacts and life history.	An overview of a famous person was included with some details.	A famous person was identified with few supporting details. Little clarity of the person's impact to the career industry.	A famous person wasn't mentioned.	
	<b>Total Points Earned</b>					