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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Senior Exit Interview Handbook

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, and a culminating presentation that reflects the student’s high school experiences, academic growth, passion, community service learning, level of preparation for success in the 21st Century, and the student’s plans for the future.

QUESTIONS/ANSWERS:

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

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.

Are Special Education students exempt?

Special Education students not on a diploma track do not need to complete the requirement. Special Education students who are on a diploma track are required to complete the Exit Interview. However, accommodations and modifications in the IEP must be used and can be adjusted to assist the student to meet the minimum requirements in the Exit Interview.

Can students receive assistance?

Yes, all students can be assisted in the writing of the reflective essay and the development of the presentation. However, the actual Exit Interview is completed by the student.

Is a project required?

No project is required. The Senior Exit Interview is presentation that reflects the student’s high school experiences, academic growth, passion, community service learning, level of preparation for success in the 21st Century, and the student’s plans for the future. A student may elect to focus on a community service project or on the community service requirement if they feel it is significant.
Components of 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.

COMPONENTS:

• 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 (the Interview): Why do you want to be what you want to be?

The oral presentation, also referred to as the Interview, is a presentation demonstrating the student’s clear understanding of how to set goals and establish the essential activities needed to achieve the goal. The presentation needs to demonstrate creative ability, critical thinking and communication skills and will be evaluated on structure and organization, vocal expression, non-verbal skills, and overall impact.

The presentation will be evaluated using a rubric with criteria including 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 presentation 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 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.
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.

Some students may elect, but it is not required, to connect the presentation to the community service graduation component, from a previous school assignment, or to a service project. This connection is not a requirement but may provide a link if the service project/hours led to personal discovery of future goals.

Other creative ideas that a student could consider as part in the presentation includes:

- 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)
- 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
Student Name (PRINT): _______________________________________________________________

Senior Exit Interview Application: Submit to the Exit Interview Coordinator no later than the end of first semester of your senior year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Component Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>Complete the Information Communication Technology/Careers Course. Post information from guidance lessons to Individualized Student Learning Plan (ILP).</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Complete an Individualized Learning Plan (ILP) created and electronically submitted by the end of 10th grade to counselor. Include information from 9th grade ICT activities.</td>
</tr>
</tbody>
</table>
| Grade 11| Complete the *Reflective Essay in his/her English class which meets minimum expectations. Update ILP based on guidance lessons/experiences, changed plans.  
  * Special Education Students will be allowed accommodations and modifications as determined by the IEP teams in the completion of this assessment. |
| 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.  
  Update resume and ILP.                                                                                                                                                       |

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 ____________________________________________________________________________
Phone

**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
## Exit Interview Rubric: Part 1 – Reflective Essay

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

**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 | • Main ideas were not presented in a logical progression  
• Presentation too short | • Main ideas were presented in a logical progression  
• Presentation met time requirement | • Main ideas connected by original transitions, logical throughout entire presentation; creative pattern  
• Presentation met time requirement |
| Problem Solving | • Presentation shows inappropriate or lack of problem solving. No possible questions were answered | • Presentation shows appropriate application of problem solving. Possible questions were answered. | • Presentation shows in-depth application of problem solving. All possible questions were expertly answered. |
| Career/Life Goal | • 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 | • 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 | • Project reveals life/career goals that are well matched to his/her individual strengths |
| Public Speaking Technique | • 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 | • 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 | • 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 | • Materials detracted from content or purpose of presentation or were of such low quality as to discredit presenter | • Media/materials were appropriate and enhanced project presentation  
• Equipment and visuals prepared and ready to use | • Project features a variety of highly effective, unique materials and media |
| Creative Ability | • Shows lack of creative effort | • Creativity attempted in a unique and thoughtful manner | • Creative approach effectively enhances the audience’s understanding of the topic |

**TOTAL 12 points required to pass.**

ADDITIONAL COMMENTS: