**Capstone Showcase: Immaculata Regional High School**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Interviewers: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Checklist**

Student should have documentation for each section, please check the areas they have demonstrated.

* Who am I?
* Learning Experience
* Skills Inventory
* Plan A
* Plan B
* Budget
* Health
* Service
* Job Shadow

Is the student dressed professionally for this interview?

* Yes
* No

***Section One: Personal Profile***

The student demonstrates that they know who they are as a person.

* Does the student have a deep understanding of who they are and provide a clear story?
* Does the student make the connection between the learning story and how this has impacted who they are becoming?
* Does the student demonstrate personal strengths and abilities?

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| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Student begins to **describe** their interests, accomplishments, passions, goals, or challenges and **recognizes** the connections between their strengths & abilities and how this is relevant to who they are today. | Student **describes** their interests, accomplishments, passions, goals, or challenges. They can **recognize** the connections between their strengths & abilities and how this is relevant to who they are today. | They can **demonstrate** an understanding of themselves through their experiences.  They can **connect** their interests, accomplishments, passions, goals or challenge  to who they are. They can **reflect** on the significance of their strengths & abilities and how these experiences will impact them as they transition from high school. | They can **demonstrate** a deep understanding of who they are and provide several detailed examples. They create a comprehensive picture of who they are. They can challenge themselves to connect their strengths & abilities to a career and/or educational pathway |

**Who am I?**

**Learning Experience**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Students begins to **recognize** the connections between themselves and their story. They can start to **explain** how the story is relevant to who they are today. | They can **recognize** the connections between themselves and their story.  They can **explain** how the story is relevant to who they are today. | They can **reflect** on the significance of this story in their life. They can **explain** how these experiences will impact me as them transition from high school. | They can **challenge** themselves to **connect** their learning story to a career and/or educational pathway. |

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| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Student can start to **recognize** the connections between their skill set and their transition plan. | They can **recognize** the connections between their skill set and their transition plan. | They can **challenge** themselves to **connect** their skill set to a career and/or educational pathway. | Student can **reflect** on the connections between their skill set and career and/or educational plan and **demonstrate** in an **engaging** manner to their audience. |

**Skills Inventory**

**Personal Profile Assessment /10**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging (1-5)** | **Developing (6-7)** | **Proficient (7-8)** | **Extending (9-10)** |

Comments:

***Section Two: Career Planning***

The student demonstrates that they have explored and researched potential career/education pathways.

* Does the student provide evidence and reflection on their exploration?
* Does the student have a sustainable and logical plan as they transition from high school?
* Does the student provide a realistic budget for their first year after high school?

**Plan A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Students has started to **demonstrate** that they have exploredone or more post high school experiences. | Student has **demonstrated** that they have explored one or more post high school experiences. | Student can **reflect** on multiple experiences and consider how these opportunities will influence their career goals. | Student can **reflect** on their exploration, share how they **adapt** to learning along the way, and **connect** this to their career goals. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Students has started to **demonstrate** that they have exploredone or more experiences. | Student has **demonstrated** that they have explored one or more post high school experiences. | Student can **reflect** on multiple experiences and consider how these opportunities will influence their career goals. | Student can **reflect** on their exploration, share how they **adapt** to learning along the way, and **connect** this to their career goals. |

**Plan B**

**Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Student has started to **demonstrate** that they have researched and provided a budget for their Plan A **OR** Plan B. | Student can **demonstrate** that they have researched and provided a budget for their Plan A **OR** Plan B. | They can **make connections** between their skill set, budget, and their Plan A or Plan B. | They can clearly **demonstrate** how they are prepared to follow through with their budget, Plan A/Plan B, and **articulate** how their pathway connects to their learning story and **‘Skills Inventory’.** |

**Career Planning Assessment /10**

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| --- | --- | --- | --- |
| **Emerging (1-5)** | **Developing (6-7)** | **Proficient (7-8)** | **Extending (9-10)** |

Comments:

***Section Three: Health***

The student demonstrates that they have a sense of purpose and career-life balance to support their well-being.

* Does the student demonstrate ways that they maintain aspects of their health (mental, physical, spiritual)?
* How will they stay connected to what they value in life?
* What resources do they currently use or could use to support their mental, physical, or spiritual health?

**Personal Well-Being**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging** | **Developing** | **Proficient** | **Extending** |
| Student **starts to demonstrate** how they maintain their mental, physical, and spiritual health. | Student **demonstrates** how they maintain their mental, physical, and spiritual health. They provide visual evidence of this plan with resources they use to support aspects of their health. | Student **reflects** and **analyzes** how they maintain their mental, physical, and spiritual health. The provide visual evidence of this plan with resources they use to support aspects of their health. | Student **reflects** and **analyzes** how they maintain their mental, physical, and spiritual health. The provide visual evidence of this plan with resources they use to support aspects of their health. |

**Health Assessment /5**

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| --- | --- | --- | --- |
| **Emerging (2)** | **Developing (3)** | **Proficient (4)** | **Extending (5)** |

Comments:

***Section Four: Service***

Student demonstrates active citizenship through service to community, school, or church. Please check all that apply:

* Student met the requirements of 30 hours of service this year. **OR** student has 22.5 hours of service and plans to complete the remaining hours in quarter 4.
* Student provides evidence of completed service (service hour form, letter of service, etc.)

**Service Assessment /5**

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| **Emerging (2)** | **Developing (3)** | **Proficient (4)** | **Extending (5)** |

Comments:

***Section 5: Job Shadow Hours***

Student completed a total of 15 hours of job shadow hours. These can be completed in a combination of ways; however, they must show evidence in their presentation. Check all that apply.

* Attending post-secondary institution (PSI) events.
* Having a part time job (max 7.5 hours)
* Doing independent career or educational research (ex. Interviewing a potential mentor in their field, visiting a university they might attend)

**Job Shadow Assessment /5**

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| **Emerging (2)** | **Developing (3)** | **Proficient (4)** | **Extending (5)** |

Comments:

**Other Potential Exit Interview Questions:**

* Identify two qualities of a BC graduate that you have developed at Immaculata.
* How has your work or volunteer experience helped in determining your future plans?
* What are your plans for next year and for your career?
* What will you do to maintain a healthy lifestyle?
* What have you learned about social responsibility at IHS?
* Explain how your faith has developed at IHS.
* What experiences or accomplishments over the past few years are most important to

you?

* What advice do you have for our grade 11 students on their last year at IHS and what should they do to successfully plan for post-secondary life?

General Comments: