**Interview an Expert Business Portfolio**

**What is it?**

* A sit-down, face-to-face conversation with an adult who is an expert in a field of work (or hobby) that you are interested in.
* A collection of your written correspondence, research and reflections on the interview process

**Why is it useful?**

* Provides the chance to speak to and learn from someone who excels at a job that interests you
* Opportunity to practise written correspondence with a professional
* Your peers get to share in your experience

**What is involved?**

* Interview with an adult who works in a profession that sparks your interest
* A formal e-mail either re-questing the interview or confirming the interview date and time
* A business-style letter thanking the professional for the interview
* Small-group sharing opportunity to talk about the interview experience
* A written report on what you learned about the job
* Whole-class sharing opportunity in the form of a Power Point presentation explaining what you learned

**Step One:**

* Decide who you are going to interview
* Request an interview, by asking them in person if possible. Show them this assignment sheet so they understand what you are working on
* Be sure to write down the date and time of your interview

**Step Two:**

* Come up with interview questions. You will be given class time to work on this

**Step Three:**

* Write a formal email to your interviewee. You will be given class time to work on this
* This email will be artificial in that your would have already set up with the interview
* Send the email to your interviewee and CC it to your teacher’s email address

**Step Four:**

* Interview the expert!
* Be sure to arrive on time, prepared and equipped with your questions and a professional attitude. Have fun with it!
* Your interview must take place before \_\_\_\_\_\_\_\_\_\_\_\_; this is our first sharing day

**Step Five:**

* Come to class having conducted your interview, ready to share what you learned from your experience with a small group of peers

**Step Six:**

* Write a formal thank you letter to your interviewee. You will be given class time to work on this

**Step Seven:**

* Write a report about what you learned during the interview process. You will be given class time to work on this
* Be sure to research other aspects of the job that may not have been discussed during your interview

**Step Eight:**

* Create a Power Point presentation that shows what you learned during the interview process. You will be given class time to work on this
* You will be presenting on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Report**

Your report will require some research beyond the information you gained during the interview. Research additional reliable sources in order to complete a report with the following headings:

* **JOB DESCRIPTION** – Define the job
* **DAY-IN-THE-LIFE** – Outline a Day-in-the-Life, what a typical day on the job looks like
* **EDUCATION AND TRAINING** – Outline education and training requirements for this job
* **EQUIPMENT AND MATERIALS** – Outline the equipment and materials used on the job
* **HOURS AND PAY** – Outline the salary/wage commonly earned by someone in this profession and the hours they typically work

Be sure to document the sources you used throughout your research. You will need to list these sources in a Works Cited.

**Power Point Presentation**

Your power point presentation will be created to share with the class what you learned about the job during your interview. Remember the tips given to you in the Bad Power Point Presentation. The following list outlines what you will need to include:

* Title page (consider including a picture)
* Define the job
* Outline a Day-in-the-Life
* Education and training requirements
* Equipment and materials involved
* The best part of the job
* The worst part of the job
* Personality traits that are beneficial in this position
* Salary and hours
* Would you do the job yourself? Explain

Follow the order of the list above when you compile your slide show. Some categories may require more than one slide. For example, Day-in-the-Life, may take 2 or more slides.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **E-mail** | Level 4 | Level 3 | Level 2 | Level 1 | Below Level |
| Organization  (10)   * Header * Purpose * Action * Summary | All items are in the correct spot and in the correct order | One item is out of place | 2 or more items are out of place | 3 items are out of place | All four items are in the incorrect order |
| Content  (10) | Information is clear and concise | Information is clear | Information is mostly present | Information is unclear or partly present | Information is unclear and wrong |
| Mechanics  (5) | Flawless | one error | two errors | three errors | too many!!! |

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| **Letter** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Remedial** |
| Elements and Format:  (10)   * Heading * Address * Greeting * Purpose * Body * Closing * Signature | All the required parts are present and are in the correct places. | Overall form is correct;  one or two minor  elements is incorrect or missing | A few elements are present but is lacking an important part  Overall format is correct. | The writer demonstrates  a lack of understanding  of the correct  form for a business letter. The letter lacks two or more essential parts. | The product does not resemble a business letter. More revision is necessary. |
| Content and Communication  (10) | Each part is complete  and correct. The purpose of the letter as communication is clear.  The body contains  courteous, formal language and all the details that the audience will need. The overall style is polished and professional. | One part of the letter may be incomplete  or incorrect. The purpose of the letter as communication is mostly clear.  The body contains  courteous, formal  language and all the  necessary details | More than one part of  the letter may be incomplete or incorrect.  The purpose of the letter is sometimes unclear.  The level of language is inappropriate; it may sound stilted and overly formal; or, it may contain slang or other informal examples. One or more important details may be missing. | Most parts of the letter  are incomplete  or incorrect. The purpose of the letter is not stated clearly.  .  The writer does  not use formal language  or else uses it inconsistently.  Important or essential details are omitted | Too many parts of the letter are unclear, incorrect or suggest a lack of caring for the product. More revision is necessary. |
| Grammar, spelling, punctuation  (5) | Flawless | One minor error . It is clearly a “typ-o” | A few errors. | Numbers of errors hinder comprehension | Mechanical errors are too numerous to be considered acceptable for this grade level. More revision is necessary |

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| **Report** | Level 4 | Level 3 | Level 2 | Level 1 | Below Level |
| Organization  (10) | Completely follows the report format as outlined.  Very neatly and professionally presented with headings and good use of space. | Usually follows the report format as outlined.  Neat and/or professional presentation (includes some headings and use of space). | Sometimes  follows the report format as outlined.  Somewhat neat presentation. | Mostly does not follows the report format as outlined.  Messy and/or sloppy presentation. | Does not even look like a report as outlined.  Very poor presentation; often illegible. |
| Content  (25) | Contains excellent & insightful details  Has applied details and knowledge of the company in a particularly insightful and creative way.  The information completely suits their headings | Contains good information  Has applied details and knowledge of company in a thorough way.  The information suits their headings | Contains some helpful information  Has applied some details of the company to the report  The information and headings match | Missing any explanations.  Little to no application of company knowledge.  There are times when the headings and information have nothing to do with each other | Missing any explanations.  No mention of company or so little information included that it has taken me longer to fill out this rubric than it did to read it  Remediation required |
| Mechanics  (10) | Completely flawless spelling; demonstrates excellent control of sentence and paragraph structure. | Has minor mechanical and usage errors which do not interfere with communication; has good control of sentence and paragraph structure. | Has mechanical and usage errors which may interfere with communication; relies on simple sentence structure; limited control of paragraph structure. | Has major and minor mechanical and usage errors which interfere with communication; limited control of sentence structure, no paragraphing evident. | Too many mistakes. Report is often incomprehensible. |
| Style  (5) | Maintains formal tone throughout  No personal opinions | Mostly maintains formal tone  Little personal opinion | Sometimes becomes clearly informal in tone  Personal opinion is clearly present | Often informal in tone  Personal opinion has taken the place of facts | Too informal to consider a formal report and there is too much personal opinion  Remediation required |

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| **Power Point Presentation** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Oral Presentation:**  **Delivery** | Fluid presentation, excellent pace, voice projection, enunciation, eye contact and overall sense of audience; highly enthusiastic and engaging | Smooth presentation, good pace; solid voice projection, enunciation, eye contact, and overall sense of audience; quite enthusiastic and engaging | Mostly smooth presentation; more control of pace needed; average voice projection, enunciation, eye contact, and overall sense of audience; occasionally enthusiastic | Not a well-paced presentation; highly inconsistent voice projection, enunciation, eye contact, and overall sense of audience; few signs of enthusiasm, interest, or engagement with the subject matter and/or audience |
| **Oral Presentation:**  **Content** | Engaging and informative analysis, done in especially creative manner.  Information clearly relates to the main topic. It includes several supporting details and/or examples.  Contains excellent & insightful references, examples and interpretations/ explanations that go beyond the surface AND includes background research references. | Informative and thorough analysis.  Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.  Contains strong references examples and some interpretations/ explanations AND includes background research references. | Analysis is informative but sparse.  Information clearly relates to the main topic. No details and/or examples are given.  Contains some good references, examples and limited interpretations/ explanations AND includes some background research references. | Analysis is very sparse.  Information has little or nothing to do with the main topic.  References and/or examples are insufficient. Missing any explanations. Includes few to no background research references. |
| **Power Point**  **Slide Show** | The media product shows an excellent command of the compositional elements required. The form and content of the work are integrated and creative, and communicate a distinctive perspective or message. | The media product shows a secure control of the compositional elements required. The form and content of the work may not be completely integrated, but they communicate a clear and thoughtful message. | The media product shows some control of compositional elements. The form and content of the work are somewhat integrated, and communicate a clear, if somewhat simple, message. | The media product shows little control of compositional elements. The form and content of the work are disconnected, and communication is limited. |
| **Sources** | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. | No documentation and/or No Works Cited |

Comments: