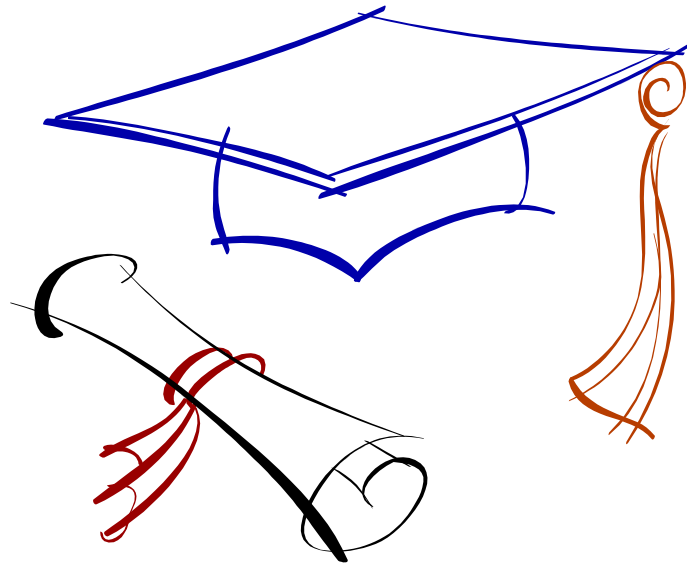


# **COLUMBIA BOROUGH SCHOOL DISTRICT GRADUATION PROJECT: The Career Internship**



**Columbia Borough School District  
200 North Fifth Street  
Columbia, PA 17512  
Revised February, 2017**

## THE CAREER INTERNSHIP

### The Career Internship Requirements:

- Each student must complete a 25 hour internship with an individual actually working in the selected career field. For example, if your selected career field is NURSING or MEDICINE, then you should be doing your internship in a hospital, nursing home, or doctor's office.
- Students should complete a time log that must be signed by the individual with whom s/he worked (the supervisor).
- **During the internship, the student must complete personal interviews with 3 people working in the field using a minimum of 10 questions. Each interview should include the date, the time, the place, the person's position, and the signature of person interviewed.**
- An oral presentation is required that describes the career you've chosen. The rubric for the oral presentation is found in this packet.
- Students will need to complete a Narrative/Reflection Paper after completing their actual project.
  - **The Narrative/Reflection Paper**
    - Written paper of 3-5 pages in length that describes the internship experience and provides background or research information on the project. The paper should also address the following questions:
      - ✓ How was the project personally meaningful to you?
      - ✓ What knowledge and skills did you gain from this project and this process? (Discuss how you grew as a person as you worked on and created your project.)
      - ✓ If you were to do this project again, what would you do differently?
    - 12-point font, double-spaced, 8.5" x 11" with 1" margins according to MLA/APA guidelines
    - Grammar and conventions should be accurate.
    - Writing should conform to PSSA Writing Rubric. Please see the chart below.

| <b>Focus</b>  | <b>Content</b>  | <b>Organization</b>   | <b>Style</b>   | <b>Conventions</b>   |
|---|---|---|--|--|
| The single controlling point made with an awareness of task (mode) about a specific topic | The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations | The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion | The choice, use, and arrangement of words and sentence structures that create tone and voice | Grammar, mechanics, spelling, usage and sentence formation |

**Interview 1:**

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

*Position:* \_\_\_\_\_

*Date and Time:* \_\_\_\_\_

*Place:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

|             |
|-------------|
| Question 1: |
| Response:   |

|             |
|-------------|
| Question 2: |
| Response:   |

|             |
|-------------|
| Question 3: |
| Response:   |

|             |
|-------------|
| Question 4: |
| Response:   |

Question 5:

Response:

Question 6:

Response:

Question 7:

Response:

Question 8:

Response:

Question 9:

Response:

Question 10:

Response:

**Interview 2:**

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

*Position:* \_\_\_\_\_

*Date and Time:* \_\_\_\_\_

*Place:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

|             |
|-------------|
| Question 1: |
| Response:   |

|             |
|-------------|
| Question 2: |
| Response:   |

|             |
|-------------|
| Question 3: |
| Response:   |

|             |
|-------------|
| Question 4: |
| Response:   |

Question 5:

Response:

Question 6:

Response:

Question 7:

Response:

Question 8:

Response:

Question 9:

Response:

Question 10:

Response:



**Interview 3:**

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

*Position:* \_\_\_\_\_

*Date and Time:* \_\_\_\_\_

*Place:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

Question 1:

Response:

Question 2:

Response:

Question 3:

Response:

Question 4:

Response:

Question 5:

Response:

Question 6:

Response:

Question 7:

Response:

Question 8:

Response:

Question 9:

Response:

Question 10:

Response:

## ORAL PRESENTATION REQUIREMENTS FOR ALL PROJECTS

### Requirements:

- Students will complete a 15-minute oral presentation to a panel of teachers and administrators.
- Students should be prepared to address any questions the panel may ask about the project.
- *The presentation of the completed project must take place before a Project Review Panel prior to the end of the first semester of the student's senior year.*
- **The presentation should cover three distinct areas: the process for developing/creating your project, explaining your project to the panel, and what you have learned from the experience.**

### The presentation should:

- Begin with an introduction of yourself and your topic; why you chose the topic; and a preview of your presentation.
- Share your results.
- Explain what you learned about your topic.
- Explain whether your project was successful and how you determined it was a success.
- Explain the challenges you faced.
- Identify who helped you along the way and what role they played.
- Explain what you would do differently.
- Share what you learned about yourself.
- Share your conclusions and a statement that reminds the audience/panel of your work and your learning.
- Invite questions from the audience.

## RUBRIC FOR ORAL PRESENTATION

**STUDENT NAME:** \_\_\_\_\_

### COMMUNICATION SKILLS

| <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  |
|---|---|--|--|---|
| Does not speak with appropriate volume, tone, and articulation. | Rarely speaks with appropriate volume, tone, and articulation.    | Speaks with appropriate volume, tone, and articulation some of the time. | Speaks with appropriate volume, tone, and articulation most of the time. | Consistently speaks with appropriate volume, tone, and articulation |
| Does not maintain appropriate eye contact and posture.          | Rarely maintains appropriate eye contact and posture.             | Employs appropriate eye contact and posture some of the time.            | Employs appropriate eye contact and posture most of the time.            | Consistently employs appropriate eye contact and posture.           |
| Does not employ appropriate nonverbal techniques.               | Rarely employs appropriate nonverbal techniques some of the time. | Employs appropriate nonverbal techniques some of the time.               | Employs appropriate nonverbal techniques most of the time.               | Consistently employs appropriate nonverbal techniques               |
| Does not exhibit poise, enthusiasm, and confidence.             | Rarely exhibits poise, enthusiasm, and confidence.                | Exhibits poise, enthusiasm, and confidence some of the time.             | Exhibits poise, enthusiasm, and confidence most of the time.             | Consistently exhibits poise, enthusiasm, and confidence.            |
| Does not employ standard grammar.                               | Rarely employs standard grammar.                                  | Employs standard grammar some of the time.                               | Employs standard grammar most of the time.                               | Consistently employs standard grammar.                              |
| Student's presentation is over in less than 5 minutes.          | Student's presentation is over in 5-9:59 minutes.                 | Student's presentation is over in 10-14:59 minutes.                      | Student's presentation is over in 15-19:59 minutes.                      | Adheres to prescribed time guidelines of 20 minutes.                |
| Wears inappropriate attire for a presentation.                  | Dress, grooming and demeanor is minimally appropriate.            | Dress, grooming and demeanor is barely acceptable for the presentation.  | Dress, grooming and demeanor is appropriate, but not professional.       | Dress, grooming and demeanor promotes an air of professionalism.    |
| No visual aids were used.                                       | Uses visual aids that are sloppily made and are ineffective.      | Uses visual aids but they do not enhance the presentation.               | Uses effective visual aids.  | Uses creative visual aids that enrich or reinforce presentation.    |

### SELF-REFLECTION PORTION OF PRESENTATION

| <b>0</b>  | <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>   |
|---|---|--|--|--|
| Fails to offer an evaluation of the project process or provides a minimal evaluation.                       | Offers minimal detail about the project process.              | Offers little detail about the project process.              | Offers some detail about the project process.              | Offers an insightful evaluation of the project process.        |
| Does not reflect on successes and challenges or provides a reflection that is limited in depth and insight. | Reflects on successes and challenges with minimal detail.     | Reflects on successes and challenges with little detail.     | Reflects on successes and challenges with some detail.     | Reflects on successes and challenges with depth and insight.   |
| Does not provide an insight into learning that occurred as a result of this project.                        | Provides minimal information on personal learning and growth. | Provides little information on personal learning and growth. | Provides some information on personal learning and growth. | Provides detailed information on personal learning and growth. |

## CONTENT AND COHERENCE OF PRESENTATION

| 0   | 1  | 2   | 3  | 4  |
|---|--|---|--|--|
| Lacks an introduction and/or conclusion.  | A beginning and ending are minimally evident.  | A beginning and ending are somewhat evident.  | A beginning and ending are clearly evident.                                | Uses an engaging beginning and a thoughtful ending.  |
| Does not define, or insufficiently defines a main idea and does not adhere to its purpose.      | States a main idea and minimally adheres to its purpose throughout the presentation.     | States a main idea and somewhat adheres to its purpose throughout the presentation.       | States a main idea and adheres to its purpose throughout the presentation. | Effectively defines a main idea and clearly adheres to its purpose throughout the presentation.          |
| Lacks an organizational sequence or sequence is confusing to audience. No transitions are used. | Employs a sequence which the audience can barely follow. Transitions are minimally used. | Somewhat employs a sequence which the audience can follow. Transitions are somewhat used. | Employs a sequence which the audience can follow. Transitions are used.    | Employs a logical and engaging sequence which the audience can follow. Transitions are effectively used. |
| Provides insufficient supporting details/evidence.  | Barely demonstrates supporting details/evidence.   | Demonstrates few supporting details/evidence.   | Demonstrates supporting details/evidence.                                  | Demonstrates exceptional use of supporting details/evidence.   |

## EXTEMPORANEOUS RESPONSES TO QUESTIONS FOLLOWING PRESENTATION

| 0   | 1   | 2  | 3  | 4  |
|---|---|--|--|--|
| Is unable to answer questions or provides inadequate answers to questions from the panelists. | Student responds to questions and/or comments from the panelists with minimal detail. | Student responds to questions and/or comments from the panelists with little detail. | Student responds to questions and/or comments from the panelists with some detail. | Confidently, politely, and knowledgeably responds to questions and/or comments from the panelists. |

**\*\*Students must score at least a 52/64 which is over 80% in order to Pass their Senior Project.**

\_\_\_\_\_/64

\_\_\_\_\_  
Score

\_\_\_\_\_  
(Evaluator Name)

\_\_\_\_\_  
(Date)

