



# TEMPLETON SECONDARY SCHOOL

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## **GRADE 12 GRAD TRANSITIONS INTERVIEW**

Sign up will begin after spring break outside Mr. Mann's office  
 (exact date to be announced via e-mail)  
 Tentative Interview Dates: TBD dates in May 2019  
 Interviews are about 10 minutes in length

***\*\* This is a mandatory part of your Grad Transitions \*\****

### What the interview is all about:

1. This is an interview about your high school experience and future plans
2. The interviewer will ask you fairly open-ended questions, essentially you will decide what you want to talk about (see p.2 for some ideas)
3. Be prepared, make sure you are satisfying all of the evaluation criteria (in chart below) including: self-reflection, meaningful reflection, goals, transitions, communication skills, overall impression
4. Be on time, dress appropriately and present yourself professionally
5. Bring at least 1 piece of work/achievement that you are able to confidently share (eg. certificate, photo, pay stub, essay, report card, acceptance letter)

### **Evaluation Criteria:**

Criteria	Developing	Satisfactory	Good	Excellent
Self-Reflection	Comments revealed no thought and reflection on past actions or experiences.	Comments reflected little thought and analysis with a focus on past actions and experiences.	Comments reflected some thought and analysis with logical ideas.	Comments reflected strong critical thought, judgement, synthesis of ideas and a higher order of thinking.
Meaningful Reflection on Evidence	Students made little connections between evidence and skills learned, no reflection evident.	Student was unsure, made few connections between evidence learned.	Student made somewhat logical and clear connections between evidence and skills learned.	Student made logical, insightful and sophisticated connections between evidence and skills learned.
Goals	Student has not considered goal setting.	Student set goals that were somewhat specific but did not create a plan to achieve them.	Student set personal, educational and/or career goals with a plan to achieve them.	Student set challenging personal, educational and/or career goals with an effective plan to achieve them.
Transitions	Student has not created plan and is unsure of what to do after secondary.	Student has ideas but has not organized the ideas into a plan.	Student created a basic plan to achieve them.	Student created a comprehensive plan including a "back-up" plan.
Communication Skills	Student did not initiate dialogue	Student initiated dialogue infrequently.	Student initiated dialogue when prompted.	Student easily initiated dialogue.
Overall Impressions	Student was dressed inappropriately. Body language and tone communicated a lack of interest.	Student was dressed casually, body language and tone neither contributed nor detracted from the conversation.	Student was dressed appropriately and was reasonably confident	Student was self-assured and dressed professionally. Body language and tone of voice were poised.

## GRADUATION TRANSITIONS INTERVIEW

The following are some questions that can guide you in preparing for your GT interview. Please note: the interviewer may ask all/some/none of these questions. I am listing these here just to give you an idea of the realm of questions to which you may be asked.

1. List some of your possible career choices. Has anyone or anything impacted these choices? Elaborate.
2. Why have you chosen your specific educational/career path?
3. What are some of the activities that you do to relax and/or to have fun?
4. Name something that has been challenging for you during your high school career. How have you dealt with it?
5. Describe what you would like to see yourself doing in 5 years.
6. Do you have a back-up plan (i.e. "Plan B") for your education and/or career? Describe it.
7. How do you see yourself involved with the community you live in during the next several years?
8. How do your personal interests fit into your plans?
9. Do you have an artifact to show us that demonstrates your work and/or achievement (e.g. certificate, pay stub, photo, art work, etc.)? What is the significance of this artifact?