

Supervised Career Experience In-class Packet

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Department
of
AGRICULTURAL SCIENCES
WATERFORD UNION HIGH SCHOOL

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Introduction

Just like you wouldn't be able to get a driver's license without actual driving experience, you don't want to leave high school without any career experience. While your classes are important, work in the classroom rarely provides you with the day-to-day skills you need to be valuable to a future employer. This component of the course is designed to provide you with real-world experiences and career training so that you are prepared for seeking and obtaining a career after high school.

This project consists of two components: in-class training and out-of-class experience. The in-class training will consist of profiling a career and a college major that could help you to obtain that career; writing a resume and cover letter; and conducting a job interview. The in-class work may be graded the same as any other assignment in this course.

The out-of-class component involves gaining at least 15 hours of career experience in a field related to the course content and/or your future career ambitions. While 15 hours may seem like a lot, it averages to less than an hour per week over the course of the entire semester. You can also pair existing experiences with your hours to meet the 15 hours. For example, if you have a part time job, you can use some or all of these hours towards your 15 hour requirement. However, be aware that if your part-time job has nothing to do with either the course content or your career ambitions, you may not score as well at the end of the semester.

The materials you are receiving are divided between the in-class packet and the out-of-class materials. Be sure to keep these items in a safe location as you will be submitting these documents at the end of the semester. The out of class experiences (as well as the resume and cover letter) counts for 10% of your grade, so take all of this work very seriously as it could easily drop your semester grade by a full letter if you fail to complete your work as directed.

Grading

	Plus (100%)	Check (80%)	Minus (60% or less)
Experience Planning Guide	All questions were answered fully and accurately.	All questions were answered but there is room for improvement.	Not all questions were answered.
Hours Verification	15+ hours were verified by the supervising adult(s).		Less than 15 hours were recorded.
Performance Reviews	The student received mostly +'s on multiple review forms that were signed by the supervising adult.	Only one form was completed but the student had mostly +'s.	One or fewer forms were completed or the student received mostly -'s for scores.
Experience Journal	All experiences were recorded and included insightful reflection and plenty of detail.	All experiences were recorded but room remains for more detail and reflection.	Not all experiences were recorded and room remains for more detail.
Photo/Video Verification	3 or more photos or videos of their work have been submitted.	Only 2 photos were received or a photo does not verify the work completed.	Multiple photos/videos were not received or do not verify the work completed.
Reflection	Reflection was accurate, complete, honest, and valuable.	Reflection was valuable but a few problems were noticed.	Reflection has noticeable problems in multiple places.
Resume & Cover Letter	Resume & cover letter were included that could be used successfully in an interview without modification.	Resume & cover letter are of acceptable quality but need modification before being used.	Resume & cover letter need major modification before being used or no resume or cover letter was included.
Value of Experience(s)	Experiences directly relate to the content of the course and/or to the career intentions of this individual.	Experiences remotely relate to the content of the course and/or to the career intentions of this individual.	Experiences do not relate to the course content or career aspirations in any legitimate way.

Career Experience Hours Requirement - Overview

While you will need to complete at least 15 hours to meet the expectations of this project, those 15 hours can be completed in a number of different ways, including one or multiple of the following:

1. **Have a part-time job:** whether it is paid or unpaid, working for an employer is one of the best ways to determine your readiness for the workplace. It does not matter whether or not you are paid; it only matters that you are working for someone who's income and/or business is affected by the work that you do.
2. **Start your own business:** if you are paid to mow lawns for neighbors, if you sell products that you have created, or if you make any kind of income through the sale of your services or goods, you can use these hours to meet this requirement. You will still need adult supervision for this option.
3. **Conduct an experiment:** laboratory work is a valuable experience that can provide preparation for any number of scientific career options. Note that this work must be completed outside of a class assignment and must be a legitimate scientific experiment that is unique, valuable, and have an unknown outcome at the start of the experiment. You will need to design, conduct, assess, and present your research for it to be a valid option.
4. **Become an educator:** classroom teachers often discovered their passion for teaching the first time they stood in front of a group of students. The world needs more good teachers and there are many industry-specific topics that need advocates who are knowledgeable and passionate. Whether it be protection of the environment, advocacy for animal welfare, clarification of agricultural practices, overviews of scientific procedures, or any kind of instructional lesson relevant to the topics covered in this class, teaching a group of people outside of class can be a fantastic way to determine if this is a career path you might want to pursue someday.
5. **Job shadow:** a great way to determine if a job is right for you is to follow a person who is actually doing that job as a career. By seeking out professionals and gaining permission to accompany them as they work, you can gain a firsthand look at the realities (both good and bad) of their day to day life to see if it is right for you.
6. **Volunteer:** many volunteer experiences correlate to what many people do for a job every day. From cleaning at an animal shelter to assisting retirees to leading groups of students to cleaning up your local environment, volunteer work can enable you to see the sides of jobs that are sometimes not always the most visible while allowing you to make your community a better place.
7. **10+ Page Paper:** sometimes students may have burdens or obstacles that make offsite experiences more difficult to obtain. If you have a special circumstance that would prevent you from being able to gain a firsthand experience like those listed above, speak with your instructor first. They can help you develop a written project that will meet the objectives of this project to the same extent that a firsthand experience would provide.
 - a. Keep in mind that this project will be expected to require at least 15 hours to complete outside the classroom. Your instructor may decide that this option does not qualify for a 100% maximum grade.
 - b. If you do not have any reason that would prevent you from exercising one of the non-paper options, you will be expected to complete those options in order to maximize your personal career preparation.

Career Experience Hours Requirement – Expectations

You will be expected to complete 15 hours or more for this project. These hours will need to be verified by the person supervising your experience. For every experience, you will need to have a legal adult supervise your work. Depending on the circumstances, this could be an employer, teacher, parent, or other trustworthy adult figure.

Be safe! Never put yourself in a situation in which your safety might be compromised. NEVER go to an isolated place outside the school with an adult that you do not personally know well. You may want to complete this component with a partner from class if you are working with a professional that you do not personally know well.

Your career experience needs to be a legitimate experience. Babysitting a sibling does not count as a career experience. Walking your family dog does not count as a career experience. Your experience should pertain to the content of this course in some way. Your experience should ideally relate to a career you intend to have in the future.

Your experience should involve real-world considerations; if you are working in an experience that directly relates to income, breaking research, the education of others, or needed community service, it is likely a good choice. If your experience is something that you are already expected to do as part of a class or as part of living in your home, it is not a good choice and you will be expected to make up those hours in different way.

For every experience completed as part of your 15 hours, you will need to do the following:

- **Speak with your instructor if you have any questions.** This can be a challenging requirement to fulfill, but your instructor can assist you in finding an experience that has personal value to you and connecting you with professionals who might be good matches for your needs. If you do not ask for help, you will not receive help. Knowing how to appropriately ask for help, and seeking help when it is needed are valuable career skills.
- **Complete your experience between the start date and end date of the class in which you are *currently* enrolled.** Experiences that occurred prior to the starting date of this class will not be counted as part of this assignment. Talk with your instructor if you feel that you need special consideration for an experience (for example, if certain experiences can only occur during certain times of the year, etc.). Special exceptions may be granted under certain circumstances – check with your instructor *before* taking any action.
- **Submit all needed materials by the deadline.** Your completed portfolio is due _____
- **When you submit your portfolio, it should include the following:**
 - The Out-of-Class Packet, including the Experience Planning Guide, Hours Verification, Performance Reviews, completed entries in the Experience Journal (if you do not use all of the blanks, that is ok and won't affect your grade as long as you record all experiences), Photo Verification (selfies are fine), and a completed Reflection.
 - A professional resume.
 - A professional cover letter.
- **Be prepared for an exit interview.** When you submit your portfolios, you will meet with your instructor one-on-one or in a group setting. Be prepared to discuss what you did, what you learned, and how this helped you for your future career. Your grade on your portfolio may be partially affected by this interview, so make sure that you know what you intend to say in advance.

Choosing a Career



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Directions

- In this assignment, you will be profiling a potential career that you are likely to pursue after high school. You can use any credible source to obtain this information. Recommended sites include:
 - Type “FFA Career Explorer” into a search engine such as Google; it will be the first result that comes up.
 - You can also use the Bureau of Labor Statistics (www.bls.gov) to find a career that works for you.
 - You can also try <https://bigfuture.collegeboard.org/explore-careers/careers> .
- Ideally, try to choose a career related to the subject of this course.
 - However, if there is a career you REALLY want to look into, it is ok to choose that one.
- Click on the profession to gain more information.
- If you are satisfied with that choice, complete the questions below. If you want, you can look at other jobs but you need to have this assignment completed by the deadline.
- Remember – this is just a *potential* career choice. If you change you’re mind later on, that is completely ok! Be sure to choose something that is applicable to you and your interests!

Questions – Answer in complete sentences when needed (your future employer will expect it).

- What is the name of the career? _____
- Why did you choose this one? _____

- What does this job pay? \$ _____ /year.
- What are the educational requirements for this job? (e.g. Bachelors, Ph.D, etc.) _____
A bachelor’s degree is a four-year degree. An associate’s degree is a two-year degree. A master’s degree requires 6+ years of schooling. A Ph.D/doctorate = 8+ years of schooling.
- What classes should you take in high school to prepare for this kind of job? _____

- Summarize what is person with this career does for their job: _____

7. What kinds of skills or education do you need for this job? Write the listed items that would aid a person in this field:

8. What major or training would you need to pursue after high school to have this career? Use the following site to help guide your search for a college major: <https://bigfuture.collegeboard.org/majors-careers> .

Major: _____

9. What school would you choose that offers this major? _____
Use a Google search or the following website: majormania.uwex.edu/

10. Consider the following information¹:

- a. An in-state public four-year college cost roughly \$20,000 per year on average (tuition, rent, books, etc.).
- b. An out-of-state private four year college costs \$30,000 per year on average.
- c. Private four-year, in-state institutions charged an average of \$30,000 per year. (Out-of-state is higher)
- d. Two-year public institutions cost an average of about \$5000 per year (not including rent).
- e. Private two-year colleges charged roughly \$15,000 per year (not including rent).
- f. If you intend to pursue any of the following, add whichever of the following apply to the total cost of a four-year degree: Medicine: \$120,000; Veterinary Medicine: \$75,000; Law: \$60,000; Dentistry: \$150,000; Pharmacy: \$85,000; Masters/Ph.D: \$30,000² (Note: this does not include rent or books).

Based on this information, what would your total schooling cost? \$ _____

Hint: multiply the average cost of school per year times the number of years in school and add professional school costs if that applies. For example, a doctor with in-state public tuition would spend \$80,000 + \$120,000 = \$200,000 total.

11. Based on the average annual salary, how long would it take for you to pay for your education if you were able to pay 5% of your salary per year towards your loans (pretend you don't have to pay interest to make it easier).

- a. What is the annual average income from this job? \$ _____/year
- b. Multiply the annual average income (what you wrote above) by 0.05: \$ _____
This is what you would pay per year if you used 5% of your income.
- c. Complete the blanks below:

$$\text{\$ } \underline{\hspace{2cm}} \div \text{\$ } \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ years of debt}$$

Total cost of schooling (see 10). Amount paid per year (see 11.b.)

Your answer here is how long you would be in debt on average for the schooling needed for the career you chose.

¹National Center for Ed. Stats., US Dept. of Education. July 2013. <http://nces.ed.gov/pubs2013/2013289rev.pdf>
² <http://www.washingtonpost.com/news/get-there/wp/2014/12/02/is-graduate-school-worth-the-cost-heres-how-to-know/>



Choosing a College



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Directions – read and follow carefully!

1. Visit the following website: <https://bigfuture.collegeboard.org/college-search> .
 - a. You can also just type “College Board Search” into a search engine such as Google; it will be the first result that comes up.
2. On the left-hand side of the screen, click on “**Type of School**” .
 - a. Select either a 2-year or 4-year college (whatever your current intentions may be).
 - b. If you do not plan on attending college, choose the option you would select if you had to choose).
3. Click on “**Location**” on the left-hand side. Enter your ZIP Code and choose how far away you would be comfortable going.
 - a. e.g. if you want to be within a 3-hour drive of home, select schools within 200 miles of home.
4. Click on “**Majors and Learning Environment**” .
 - a. Type in a general description of the major you intend to have (or would have if you were hypothetically to go to college) –**OR-** select the family of majors that most suits your interests.
5. On the top right, click “**Close and See Results**”. Choose a college that most interests you and use it to answer the questions below.

Questions – Answer in complete sentences when needed (your future college will expect nothing less).

1. What is the name of the college you have chosen? _____
2. Why did you choose this one? _____

3. When should you apply? _____
Note: if no information is provided, go directly to that university or school’s website to find this information.
4. How many undergraduates attend this institution? _____
5. What percent graduate within 6 years? _____ %
6. Click on “**Paying**” in the upper left of the profile for this college. What is your estimated total cost per year to attend this institution? \$ _____ / year.
(Note – if you are out of state, make sure you are reporting the right amount!).
7. The average student attends for over four years. Assuming you spent 4.5 years at this institution, what would you expect your bill to be by the time you graduated? NOTE – if it is a 2 year school, multiply by 2 (instead of 4.5).
\$ _____ total.

8. Does this college prepare you for the career intend to do? YES NO (circle one)
9. What major would you choose from this college? _____
10. What would be your second choice of majors? _____
11. Click on “**Campus Life**”. What percent men attend this school? _____% Percent women? _____%
12. Click on “**Activities**”. What are three activities that you might want to be a part of if you attended this school?
1. _____ 2. _____
3. _____
13. On the left-hand side, click “**See Similar Colleges**”. Write down three colleges that you would consider attending in the spaces below:
1. _____ 2. _____
3. _____
14. Use the space provided to list three questions or concerns you have about the schooling or training you need to pursue your intended career. To receive full credit, you need to include three legitimate questions or concerns.
1. _____
2. _____
3. _____
15. Using your instructor’s feedback, a search engine or other credible source, summarize some key information regarding your questions or concerns in the space below.
1. _____
- _____
2. _____
- _____
3. _____
- _____

Resumes



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Overview

A resume is essentially an organized list of your accomplishments and achievements that indicate your potential value as a possible employee. A potential employer would use your resume to a) determine if they should interview you for a job, and b) determine if you should be employed.

A resume is one of the most important documents you will ever have. A resume is as important to your life as a birth certificate, marriage license, or a diploma. However, unlike all of these documents, you can directly control what goes into your resume and how it looks.

Resumes need to be **perfect** in every way. Failure to catch and correct mistakes in your resume implies that you will fail to catch and correct mistakes on the job. While perfect spelling is not needed to work at McDonalds, an ability to catch and correct mistakes is required and necessary for employment anywhere. One spelling error or one grammatical mistake can be the difference between gainful employment and time spent in the unemployment office.

Directions – read and follow carefully!

1. For this assignment, you will be completing a resume that you could actually use in a job interview. To begin, you will look at an example resume. Be prepared for a class discussion.
2. Next, you will write your own resume. Resumes NEED to be typed (even first drafts).
 - a. If you don't finish during the time allotted in this class, you will need to finish the first draft of your resumes outside of class.
 - b. Your resume should be relevant for a high school student. This is not a hypothetical document – this is a reflection of your own personal accomplishments.
 - c. If you have no personal accomplishments, 1) put down anything you can (even if you only played JV basketball and never made varsity, this is still an accomplishment); and 2) realize that unless you start gaining some accomplishments and personal achievements, employers will be reluctant to hire you for anything other than the most menial, low-paying jobs.
3. After you have completed your own resume, you will exchange it with a partner from class and conduct a peer review of the resume.
 - a. To do this, you will use the accompanying resume checklist.
 - b. If the individual is missing anything, give them a minus for that item.
 - c. If they have included the item but it is wrong or could be improved, give them a check.
 - d. If the item is perfect and could not reasonably be improved, give them a plus.
4. Be picky when completing a peer review! You are not doing your partner any favors by ignoring their errors – if their instructor catches their errors, it will reduce their grade. If you catch their errors and they fix them, this will improve their grade.
5. Using the peer review from your partner, you will update your resume and make any needed changes to make it worthy of and useful for an actual job interview.
6. Submit both your first draft with edits and your final draft to your instructor for grading.
7. Submit your final draft of your resume when you submit this portfolio at the end of the semester.

Jane Sassaby

P.O Box 111
Waterford, WI 53185
(555) 555-5555
sassybj@hotmail.com

OBJECTIVE

To obtain the student internship position at Fox Valley Veterinary Clinic.

EDUCATION

Waterford Union High School
Diploma Expected June 2014
GPA: 3.5

EXPERIENCE

Cashier (9/13-Present)

McDonald's Waterford, WI

- Keyed in customer orders into register and prepare food tray or takeout bags accordingly.
- Served cold drinks, using drink-dispensing machine, and frozen milk drinks and desserts, using milkshake or frozen custard machine.
- Pressed lids onto beverages and place beverages on serving tray or in takeout container.
- Demonstrated a positive attitude while processing customer cash and credit transactions.
- Maintained a clean and orderly eating and serving area.

Sales Associate (5/12-6/13)

Kohl's Burlington

- Assisted in the smooth and profitable operation of specialty clothing and home décor shop.
- Generated sales and maintained positive image among clients.
- Designed and constructed store displays.

COMPUTER PROFICIENCIES

Microsoft Word, Excel, PowerPoint, FrontPage, and Adobe Photoshop.

HONORS AND ACTIVITIES

FFA Vice President, 2013-Present
Marching Band, 2012- Present
Froedert Hospital Volunteer, 2013- Present
A Honor Roll, 2013-2014

REFERENCES

Mr. Craig A. Kohn – Instructor, Agricultural Sciences – Waterford Union High School
100 Field Drive, Waterford, WI 53185 262-534-3189 x 7309

Mr. John Smith, Manager – McDonalds
815 Fox Ln # B Waterford, WI 53185 262-534-5534

Ms. Diane Fitzsimmons, Manager – Kohls
222 Hollyoak Rd, Burlington, WI 53120 262-534-6789 x 202



Resume Checklist and Skills

Resume Writer's Name: _____ Hour _____ Date: _____

Reviewer's Name: _____

Resume Checklist – Do they have...

For each item, rank it a + (perfect), ✓ (there but needs improvement), or – (not present or not done correctly).

- + ✓ – Their name?
- + ✓ – Their address?
- + ✓ – Their phone number
- + ✓ – An email address?
- + ✓ – Is the email address appropriate for business?
- + ✓ – One page only, unless you have significant previous experience
- + ✓ – Is it typed?
- + ✓ – Times Roman or other Serif font, 10 point to 12 point size (12 point is best)
- + ✓ – No more than two fonts or two sizes?
- + ✓ – Is the formatting consistent? (bold, underline, bullets, headings)
- + ✓ – Margins no less than 1" and no more than 1.5"
- + ✓ – Clear, focused objective
- + ✓ – Education is listed w/ institution, city, and state.
- + ✓ – GPA listed if over 3.0 (if not listed, just cross this line out).
- + ✓ – Graduation date listed, even if you have not yet graduated
- + ✓ – Experience section listing notable employment or volunteer work
- + ✓ – Experience section has descriptions for each job
- + ✓ – Experience section uses action verbs effectively (you can easily picture them doing their job)
- + ✓ – Activities section listing your most notable extracurricular activities
- + ✓ – 3 References are attached?
- + ✓ – References are all professionally related people (no friends, family, or neighbors?)
- + ✓ – No personal data or potentially discriminatory data
- + ✓ – ABSOLUTELY no spelling errors?
- + ✓ – ABSOLUTELY no grammar errors?
- + ✓ – Is the document visually appealing and professional looking?
- + ✓ – Does the document effectively address the author's strengths, experiences, and abilities in a manner that a complete stranger would want to hire them?

Cover Letters



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Overview

A cover letter accompanies your resume when you apply for a job. It is essentially a letter to your potential employer highlighting why you are the right person for this job based on your unique qualifications and attributes.

Like resumes, cover letters need to be **perfect** in every way. Communication matters, especially when money is involved. This is your first chance to make a positive impression for yourself. A sloppy, hastily completed letter implies that you will be a poor choice as an employee. On the other hand, a cover letter that is well written, effective in its communication, and submitted on high quality paper implies that you will deliver the most for your pay. If you want a job, this is the kind of message you have to send with your cover letter.

Directions – read and follow carefully!

1. For this assignment, you will be completing a cover letter that you could actually use in a job interview. To begin, you will look at an example cover letter. Be prepared for a class discussion.
2. Next, you will write your own cover letter. Cover letters NEED to be typed (even first drafts).
 - a. If you don't finish during the time allotted in this class, you will need to finish the first draft of your resumes outside of class.
 - b. Your cover letter should be relevant for a high school student and specific to a job. This is not a hypothetical document – this is a reflection of your unique value to a possible employer.
3. After you have completed your own cover letter, you will exchange it with a partner from class and conduct a peer review of the cover letter.
 - a. To do this, you will use the accompanying cover letter checklist.
 - b. If the individual is missing anything, give them a minus for that item.
 - c. If they have included the item but it is wrong or could be improved, give them a check.
 - d. If the item is perfect and could not reasonably be improved, give them a plus.
4. Be picky when completing a peer review! You are not doing your partner any favors by ignoring their errors – if their instructor catches their errors, it will reduce their grade. If you catch their errors and they fix them, this will improve their grade.
5. Using the peer review from your partner, you will update your cover letter and make any needed changes to make it worthy of and useful for an actual job interview.
6. Submit both your first draft with edits and your final draft to your instructor for grading.
7. Submit your final draft of your cover letter when you submit this portfolio at the end of the semester.

Jane Sassaby
P.O Box 111
Waterford, WI 53185
(555) 555-5555
sassabyj@hotmail.com

November 22nd, 2015

Dr. Marnie Gamm
Veterinarian
Fox Valley Veterinary Clinic
321 Canine Drive, Burlington, WI 53105

Dear Dr. Gamm:

My name is Jane Sassaby and I am interested in the opening you have at your clinic for the student internship position. I learned of this position from my agriculture instructor, Mr. Craig Kohn. I believe that I would be an excellent candidate due to my years of experience in working with animals, my knowledge of skills and concepts from classroom training, and because of my overall work ethic and commitment to excellence.

I am seeking this position because in the future I intend to major in Animal Science at UW-Madison or UW-Platteville. I later intend to apply to veterinary school once I have completed my bachelor's degree. I have specific training in areas such as emergency response, suturing, animal physical exams, and pet health and nutrition. I also have hands-on experience due to my experience working on Saltzman's dairy farm. I have been working with animals directly for over three years and I have a strong background and performance in veterinary science due to my high school experiences.

I feel that I am uniquely prepared for this job due to my work ethic. I am used to working long hours under stressful conditions, which has helped me to get onto the high school honor roll for two semesters and the high honor roll for one semester. In addition to this work ethic, I have gone outside of the classroom to seek additional experiences, including a job-shadowing experience I had with you last summer. I am hoping that you will grant me an interview so that I can discuss these experiences and practices in further detail, and I thank you for your consideration in advance.

Sincerely Yours,



Jane Sassaby

How to write a cover letter.

1. Heading. A heading should have...

- a. Their street address, city, state, and zip.
- b. Their phone.
- c. An email (optional but ideal).
- d. Month/date/year.
- e. The specific employer's name.
- f. Employer's address, city, state, and zip.

2. Salutation should have...

- a. A greeting to a specific person (instead of "To whom it may concern").

3. First paragraph should have...

- a. The job the candidate is seeking.
- b. How they learned of the position. (optional but ideal)
- c. Why they in general are a good candidate for the job.

4. Second paragraph should have...

- a. Why they are seeking the position.
- b. What the candidate has to offer from their skills and abilities.
- c. Draw attention to their previous experience and preparation for this job.

5. Third paragraph should have...

- a. A demonstration of their understanding of the position.
- b. How their qualifications make them uniquely suited for this position.
- c. Request or mention a desire to have an interview.
- d. Thank the reader for their time and consideration.

6. Signature

- a. Include a general closing statement (Sincerely, Yours Truly, etc.).
- b. Include both your signature and printed name.

7. General Considerations

- a. The letter should exhibit clear written communication skills.
- b. Is it free of all spelling errors?
- c. Is it free of all grammar errors?
- d. Does the letter as a whole convey their ability and willingness to contribute to that company?
- e. Does this letter seem like it was written by a professional?

Cover Letter Checklist and Skills



Cover Letter Writer's Name: _____ Hour _____ Date: _____

Reviewer's Name: _____

INSTRUCTIONS: For each item, rank it a + (perfect), ✓ (there but needs improvement), or – (not present or not done correctly).

1. Heading. Does their heading have...
 - a. + ✓ – Their street address, city, state, and zip?
 - b. + ✓ – Their phone?
 - c. + ✓ – An email (optional but ideal)?
 - d. + ✓ – Month/date/year?
 - e. + ✓ – The specific employer's name?
 - f. + ✓ – Employer's address, city, state, and zip?
2. Salutation
 - a. + ✓ – Does their salutation address a specific person (instead of "To whom it may concern?")
3. First Paragraph
 - a. + ✓ – Does their first sentence state the job the candidate is seeking?
 - b. + ✓ – Does it state how they learned of the position? (optional but ideal)
 - c. + ✓ – Do they state why they in general are a good candidate for the job?
4. Second paragraph
 - a. + ✓ – Does it explain why they are seeking the position?
 - b. + ✓ – Does it stress what the candidate has to offer from their skills and abilities?
 - c. + ✓ – Does it draw attention to their previous experience and preparation for this job?
5. Third paragraph
 - a. + ✓ – Does it demonstrate their understanding of the position?
 - b. + ✓ – Does it state how their qualifications make them uniquely suited for this position?
 - c. + ✓ – Does it request or mention a desire to have an interview?
 - d. + ✓ – Does it thank the reader for their time and consideration?
6. Signature
 - a. + ✓ – Does it have a general closing statement (Sincerely, Yours Truly, etc.)?
 - b. + ✓ – Does it have both their signature and their printed name?
7. General
 - a. + ✓ – Does the letter exhibit clear written communication skills?
 - b. + ✓ – Is it free of all spelling errors? (*Circle any you find*).
 - c. + ✓ – Is it free of all grammar errors? (*Circle any you find*).
 - d. + ✓ – Does the letter as a whole convey their ability and willingness to contribute to that company?
 - e. + ✓ – Does this letter seem like it was written by a professional?
 - f. + ✓ – Would you hire this person?

Job Interview



Overview: in this segment, you will be practicing key characteristics and traits needed to succeed in a job interview. Before beginning in this exercise with your class and instructor, review the following summary of a job interview.

TIPS FOR YOUR JOB INTERVIEW

by the Student Employment Office of Texas A&M University, https://jobsforaggies.tamu.edu/students/interview_tips.aspx

You have an interview scheduled, now what?

You've applied for a job and now they want to meet you! This is your opportunity to communicate to the potential employer your unique qualities. However, interviews can be very intimidating and without proper preparation and practice your opportunity could be wasted.

Research: Use the internet to find information on:

- Facts about the job in general
- Facts about the employer
- Organizational structure

Prepare: Plan and rehearse your answers to questions that the employer may ask. Develop a list of questions to ask the interviewer yourself. Review your unique skills and qualities. Study your resume and job description. Practice answering questions.

Gather the following to bring with you to the interview:

- Notepad and pen
- Extra resumes
- Copies of your reference list
- Work Study certificate (if applicable)
- Days and hours you are available to work

Dress: Make sure your interview clothes fit, have no stains and feel comfortable for sitting and talking. Try to find out ahead of time what would be considered appropriate dress for this particular organization/office.

During the Interview

- Arrive early- ten to fifteen minutes before the scheduled appointment time.
- Do not chew gum or candy.
- Make eye contact and shake hands firmly.
- Focus on what you can do for the organization/office, not vice versa.
- Explain how your unique skills will help them meet their goals.
- Never answer with just a "yes" or "no". Elaborate!
- Show an eagerness to work.
- Be positive and energetic.
- Stay calm and cool-headed.
- Be serious and professional.
- Don't discuss your personal life.
- Avoid slang and pause words (umm, well, etc.)
- Maintain eye contact.

Nod, smile and let your face show interest.

Supervised Career Experience Out-of-Class Packet



Department
of
AGRICULTURAL SCIENCES
WATERFORD UNION HIGH SCHOOL

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Experience Planning Guide



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

1. Which of the following do you intend to complete as part of your 15 hours? Check all that apply.

- Have a part-time job** **Start your own business** **Conduct an experiment**
 Become an educator **Job shadow** **Volunteer** **10+ Page Paper**

2. Briefly summarize what you intend to do as part of this experience. If you don't know what your experience will be yet, describe what you'd like to have for a career experience in an ideal world (in other words, ignore the limitations and describe the perfect scenario for career preparation outside of school for you personally):

3. Below are a list of possible obstacles that may affect your ability to complete this project. There may be others that affect you. Circle or underline the obstacles that you think will affect your ability to complete this assignment:

Time Money Location/Distance Motivation People/Connections

For the obstacles you circled or underlined, how will you overcome these obstacles? Explain in complete sentences using the space below. You may need to speak with your instructor to come up with an answer.

4. What are 3 measurable goals you hope to accomplish in your project this semester? A *measurable* goal is one that is specific, applicable, realistic, and has a deadline. It might involve obtaining specific career skills, learning details about a specific occupation, making money, gaining valuable experience for a college application, completing specific tasks, increasing your likelihood of a specific future career, etc.

1) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

2) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

3) I hope to be able to _____
_____ by _____ . I intend to meet this goal at _____
Date Location

To accomplish this goal, I will need to do the following: _____

I might encounter the following problems or obstacles as I try to accomplish this goal: _____

Hours Verification Sheet



(To be submitted at time of presentation)

Signatures of Adult Supervision:

I confirm that the student completed their project under my supervision. I confirm that the times and activities listed in their logs are accurate. Note: There may be multiple signatures below depending on your project. If your project was completed in the agricultural science department, then you may have your instructor's signature as one of them. Note: You may have one OR more signatures depending on your project.

<u>Date</u>	<u>Hours & Minutes</u>	<u>Name Printed</u>	<u>Phone Number</u>	<u>Signature</u>
TOTAL TIME →				

RESEARCH PAPER OPTION ONLY

If completing a research paper, you will need to have your paper reviewed by an English teacher. They will need to sign below to verify that you have had your paper corrected and revisions should be made for your final draft.

Name (printed): _____ Room Number: _____

Performance Review Form #1 – Page 1 (completed by the adult supervisor)

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
-	They sometimes lacked motivation; they only did what was asked and nothing more.
4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
✓	They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work.
-	They often needed reminders to get back on task in order to finish on time and/or to meet expectations.
5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
8	Written Communication.
+	Their writing always has perfect spelling, punctuation, capitalization, and grammar.
✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
-	Their writing often lacks perfect spelling, punctuation, capitalization, and grammar.
9	Verbal Instructions.
+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #1 – Page 2 (completed by the adult supervisor)

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
✓	They use appropriate technology but may need encouragement or reminders from time to time.
-	They need regular encouragement or reminders to seek technology to make their work more efficient.
13	Optimism.
+	They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant.
✓	They are usually optimistic and pleasant; on occasion they are negative or pessimistic.
-	They have been negative or pessimistic on multiple occasions.
14	Perfection of Work.
+	They are a perfectionist when it comes to their work without compromising their ability to finish on time.
✓	They are mostly a perfectionist but may cut or a corner or two without realizing it.
-	They have missed opportunities to improve the caliber of their performance on multiple occasions.
15	Likelihood of Promotion & Retainment.
+	Based on their performance, an employer would likely go out of their way to ensure they kept this individual.
✓	Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them.
-	Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose.
16	Professionalism.
+	This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves.
✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position (\leq 60%).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Performance Review Form #2 – Page 1 (completed by the adult supervisor)

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
-	They sometimes lacked motivation; they only did what was asked and nothing more.
4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
✓	They usually had a strong work ethic; they maybe needed a reminder once or twice to find work or didn't seek extra work.
-	They often needed reminders to get back on task in order to finish on time and/or to meet expectations.
5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
8	Written Communication.
+	Their writing always has perfect spelling, punctuation, capitalization, and grammar.
✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
-	Their writing often lacks perfect spelling, punctuation, capitalization, and grammar.
9	Verbal Instructions.
+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #2 – Page 2 (completed by the adult supervisor)

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
✓	They use appropriate technology but may need encouragement or reminders from time to time.
-	They need regular encouragement or reminders to seek technology to make their work more efficient.
13	Optimism.
+	They are always optimistic and pleasant; they are always a joy to be around and make any situation more pleasant.
✓	They are usually optimistic and pleasant; on occasion they are negative or pessimistic.
-	They have been negative or pessimistic on multiple occasions.
14	Perfection of Work.
+	They are a perfectionist when it comes to their work without compromising their ability to finish on time.
✓	They are mostly a perfectionist but may cut or a corner or two without realizing it.
-	They have missed opportunities to improve the caliber of their performance on multiple occasions.
15	Likelihood of Promotion & Retainment.
+	Based on their performance, an employer would likely go out of their way to ensure they kept this individual.
✓	Based on their performance, an employer would hire them but wouldn't necessarily pay extra to keep them.
-	Based on their performance, an employer would hire them but might find reason to replace them if the opportunity arose.
16	Professionalism.
+	This individual has always been professional in the manner in which they speak, act, dress, and conduct themselves.
✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position (\leq 60%).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Performance Review Form #3 – Page 1 (completed by the adult supervisor)

Student Name: _____ Duties: _____

1	Ability to Get Things Done.
+	They always get things done on time and by when it needs to be done (or make appropriate arrangements).
✓	They get most things done on time, but sometimes they fell behind when it could have been avoided.
-	They repeatedly missed a deadline or needed extra time.
2	Dependability.
+	They are dependable - if asked to do something, they always get it done without a second request.
✓	They are usually dependable; occasionally they needed a reminder but it was rare.
-	Repeated reminders were needed throughout this experience.
3	Intrinsic Motivation.
+	They are motivated - they take initiative every time and always do more than what is asked.
✓	They are pretty motivated; they did what was needed to be done, and sometimes a little more.
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4	Work Ethic.
+	They have a strong work ethic - they always seem busy. They're always on the job. They find things to do.
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5	Problem Solving.
+	They are problem solvers - they always find a way to make their objectives happen regardless of obstacles.
✓	They can figure things out when obstacles occur, but they may need help or intervention.
-	When obstacles occur, they are not always likely to find a solution.
6	Real-world Application of Math.
+	When they encounter a problem in which math is needed, they can always find a solution.
✓	They can solve problems using math but may need assistance or extra encouragement.
-	They avoid the usage of math to solve problems or may not effectively use it.
7	Communication.
+	They can communicate effectively in multiple formats; confusion from either party is rare because of this.
✓	They can effectively communicate but sometimes there may be miscommunication on rare occasions.
-	Their communication often requires multiple attempts or clarifying questions to determine the actual message.
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✓	Their writing usually has perfect spelling, punctuation, capitalization, and grammar.
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+	They have no trouble with verbal instructions - they can follow them and/or ask appropriate questions.
✓	They can effectively respond to verbal instructions but may need repeats occasionally and/or may not ask clarifying questions.
-	Verbal instructions have posed problems in the past for this individual. Re-clarification has been needed on occasion.
10	Social Skills.
+	They always work well with others and have demonstrated they can effectively obtain help from people they don't know.
✓	They work well with others but have had an occasional issue and/or may be reluctant to seek help from people they don't know.
-	They have had more than one social problem and/or will not seek help from others unless encouraged to do so by another.

Performance Review Form #3 – Page 2 (completed by the adult supervisor)

11	Demeanor.
+	They are never disrespectful and can handle adversity with a calm demeanor.
✓	They have been disrespectful, terse, or noticeably annoyed on one or two occasions.
-	They have been disrespectful, terse, or noticeably annoyed on multiple occasions.
12	Use of Technology.
+	They have actively sought opportunities to improve their performance using appropriate technology.
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✓	This individual has almost always been professional in the manner in which they speak, act, dress, and conduct themselves.
-	This individual has usually been professional in the manner in which they speak, act, dress, and conduct themselves.
17	Overall Performance
+	This individual exceeded pre-existing expectations for this position (100%).
✓	This individual met all pre-existing expectations for this position (80%).
-	This individual failed to meet one or more expectations for this position ($\leq 60\%$).

Student Name: _____ Student Signature: _____ Date: _____

Reviewer Name: _____ Reviewer Signature: _____ Date: _____

Experience Journal



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the entries below to record your experiences outside of the classroom. The hours and dates below should correspond to the hours and dates you submitted on the Hours Verification Form. If you are completing the paper option, see your instructor for your options for substituting this requirement. Use complete sentences and accurate spelling & grammar where appropriate; be sure that your writing is legible. **Note: you do not have to use all of these blanks offered** – for example, if you had four experiences, you would complete four of these sections (one for each experience).

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

Date: _____ Time began: _____ AM/PM Time ended: _____ AM/PM

Location: _____ Who supervised you? _____

What did you do during this time? _____

Skills/Knowledge gained: _____

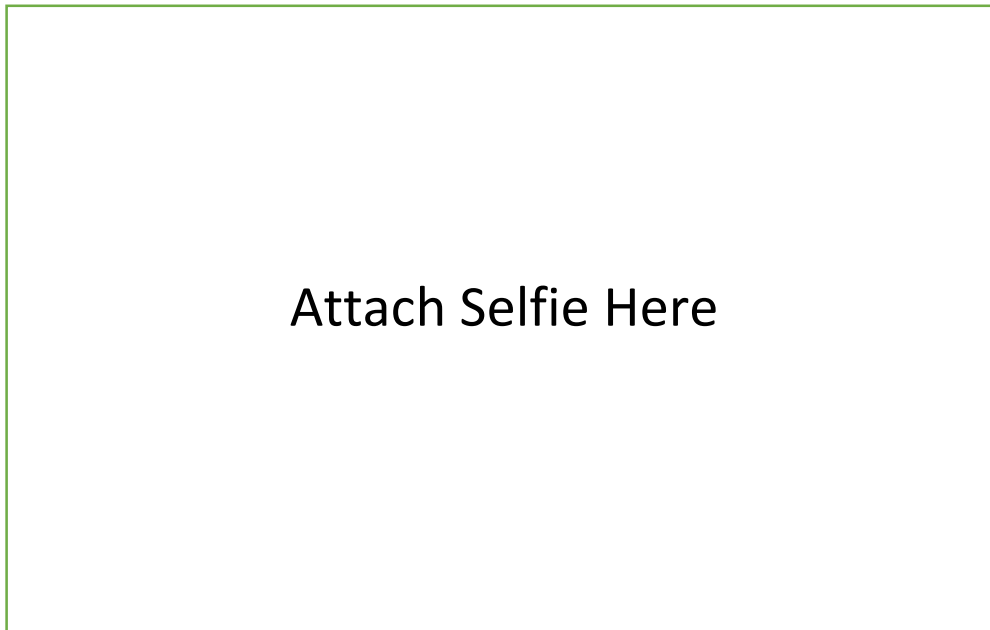


Photos (i.e. *selfies of your experiences*)

Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the space below to include three “selfies” of you taking part in activities that were a part of your 15 hours. The photographs should relate to skills, abilities, or knowledge gained as a part of this experience. Describe what the photographs show using the space below. If you have video or need to submit your photos digitally, speak with your instructor before taking any action to determine the best way to meet these objectives.



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____



In this photograph, I am _____

This experience enabled me to acquire the following skills and abilities: _____

Reflection



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Instructions: use the questions below to guide your reflection on this semester.

1. What career do you intend to have some day? _____
2. Is this different or the same as what you had in mind at the start of the semester? _____
3. Are you more or less likely to pursue this career as a result of what you experienced this semester? More Less

Explain: _____

4. What are the three most important things that you learned as a result of the in-class work (college/career profile, resume, cover letter, job interview)? Respond using complete sentences and correct grammar:

First item learned: _____

Explain why this was important to you: _____

Second item learned: _____

Explain why this was important to you: _____

Third item learned: _____

Explain why this was important to you: _____

5. What are the three most important things that you learned as a result of the out-of-class work (as part of your 15 hours of experience)? Respond using complete sentences and correct grammar:

First item learned: _____

Explain why this was important to you: _____

Second item learned: _____

Explain why this was important to you: _____

Third item learned: _____

Explain why this was important to you: _____

6. What are 3 strengths you discovered as a result of this project that will make it more likely that you will acquire the career you want.

Strength: _____ How this will help: _____

Strength: _____ How this will help: _____

Strength: _____ How this will help: _____

Portfolio Grade



Name: _____ Hour _____ Date: _____

Date Assignment is due: _____ Why late? _____ Score: + ✓ -
Day of Week Date If your project was late, describe why

Grading Rubric

	Plus (100%)	Check (80%)	Minus (60% or less)
Experience Planning Guide	All questions were answered fully and accurately.	All questions were answered but there is room for improvement.	Not all questions were answered.
Hours Verification	15+ hours were verified by the supervising adult(s).		Less than 15 hours were recorded.
Performance Reviews	The student received mostly +'s on multiple review forms that were signed by the supervising adult.	Only one form was completed but the student had mostly +'s.	One or fewer forms were completed or the student received mostly -'s for scores.
Experience Journal	All experiences were recorded and included insightful reflection and plenty of detail.	All experiences were recorded but room remains for more detail and reflection.	Not all experiences were recorded and room remains for more detail.
Photo/Video Verification	3 or more photos or videos of their work have been submitted.	Only 2 photos were received or a photo does not verify the work completed.	Multiple photos/videos were not received or do not verify the work completed.
Reflection	Reflection was accurate, complete, honest, and valuable.	Reflection was valuable but a few problems were noticed.	Reflection has noticeable problems in multiple places.
Resume & Cover Letter	Resume & cover letter were included that could be used successfully in an interview without modification.	Resume & cover letter are of acceptable quality but need modification before being used.	Resume & cover letter need major modification before being used or no resume or cover letter was included.
Value of Experience(s)	Experiences directly relate to the content of the course and/or to the career intentions of this individual.	Experiences remotely relate to the content of the course and/or to the career intentions of this individual.	Experiences do not relate to the course content or career aspirations in any legitimate way.

Final Grade: _____

Comments: