

9-10th Grade

Mock Interviews

Preparation for Post-High School

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01

Brainstorm

What are the do's and don'ts
of interviewing?



DO'S

Dress Professionally

Talk about your strengths.

Firm handshake greeting.

Research the job beforehand.

Maintain good posture.

Smile!

Have confidence.

Nod from time to time.



DON'TS

Show up in casual wear.

Use too much perfume.

Use slang/cuss words.

Use filler words.
“Stuff, things, um”

Answer w/ vague responses.

Chew gum.

Ramble during answers.

Interrupt the interviewer.



02

Activity

Take a few moments to look over the questions and prepare.



Student-Led Interviews

Interviewer

Ask interviewee questions and score answers.

Interviewee

Use your prepared responses and ask questions.

Swap

After the first round, swap roles and repeat.

Feedback

For both rounds, be sure to give feedback to your partner.



03

Discussion

What do you think you did well? What could you have improved on?



04

Teacher Led-Interviews

Prepare to be interviewed again,
practice what you could improve
on. You will be graded with the
same rubric.



04

Teacher Led-Interviews

Practice and prepare quietly
while other students are
interviewing.



Congrats!

You've officially become
hireable.



Continue to practice these skills
for utilization in the post-high
school world.

Mock Interview Student Activity

Rubric for Teachers

Student's Name: _____

Missouri Department of Elementary and Secondary Education
6-12 English Language Arts Grade-Level Expectations

Verbal Delivery K-5 Correlation SL4A

Performance Level	Description
4	Student speaks audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.
3	Student speaks audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
2	Student speaks clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
1	Student speaks clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.

Nonverbal K-5 Correlation SL4A

Performance Level	Description
4	Student makes consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.
3	Student makes consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
2	Student positions body to face the audience when speaking, and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
1	Student positions body to face the audience when speaking, and makes eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

Mock Interview Student Activity

Name: _____

Partners Name: _____

Questions	1	2	3	4	5	score
#1: Tell me a little bit about yourself.						
#2: What does success look like for you? How have you used your personal strengths in order to be successful in school, on a team, or at work?						
#3: What would make you a better fit for our team than other applicants?						
#4: Tell me about a time when you made a mistake or something did not go as planned. Explain how you handled it.						
#5: When have you felt it was necessary to break a rule or policy in order to accomplish a goal?						
#6: If your experience and schooling were not relevant, what position would you want to hold in a company and why?						
#7: Question of your choice.						
#8: What questions do you have for me before we conclude the interview?						

Scoring Guide & Rubric

Competency	1 - Needs Work	2	3 - We're considering you	4	5 - You're hired!
<u><i>First Impression</i></u> What was your first impression of this student?	<ul style="list-style-type: none"> - Does not shake hands - Minimal eye contact - Does not smile 		<ul style="list-style-type: none"> - weak handshake - poor posture - weak smile 		<ul style="list-style-type: none"> - Firm handshake - Genuine smile - Confident body language
<u><i>General Attitude</i></u> What are you passionate about? What are your greatest accomplishments?	<ul style="list-style-type: none"> - Passive/Indifferent - Extremely shy/nervous 		<ul style="list-style-type: none"> - Seems interested but could be better prepared - Somewhat shy/nervous 		<ul style="list-style-type: none"> - Interested and enthusiastic - Asked original/thoughtful questions
<u><i>Content of Answers</i></u> What are some specific examples that support your answers? What personal attributes do you feel give you an edge?	<ul style="list-style-type: none"> - "Yes" or "No" answers - Does not refer to strengths or skills - use words like "things" or "stuff" 		<ul style="list-style-type: none"> - Responses too short or vague - Only occasionally refers to personal strengths and skills 		<ul style="list-style-type: none"> - Well-constructed, confident responses with examples - consistently relates how skills will contribute to any position
<u><i>Speaking Ability</i></u> How well did this student communicate?	<ul style="list-style-type: none"> - Speaks too quietly or loudly - Inappropriate language - lots of "umms" or fidgeting - Poor grammar and diction 		<ul style="list-style-type: none"> - Mumbles occasionally - Minimal "umms" and fidgeting - Conversation stops and starts at times - Satisfying grammar and diction 		<ul style="list-style-type: none"> - Speaks clearly at all times - No distracting mannerisms - Easy to converse with - Uses proper diction and grammar

Overall Feedback and Notes;