CU Career Development Center: Resume Rubric

Name: _____ Critiqued By:_____ Date Reviewed:_____ Review # _____

Content	Score	1 – Fails to Meet Expectations (Unlikely to be considered for an interview)	2 – Meets Minimal Expectations (Unlikely to be offered an interview)	3 – Meets Minimal Expectations (Unlikely to be offered an interview)	4 – Exceeds Expectations (Most likely to be offered an interview!)	5 – Exceeds Expectations (Most likely to be offered an interview!)
Context and Purpose for Writing: • Demonstrated understanding of the employer's purpose for reviewing a resume. • Demonstrated understanding of the need for professionalism in resume development.		❑ Incorporates/features very little content that is relevant to employer's needs. ❑ Creates a resume that is lacks professional language and appearance. ❑ Does not make a professional impression upon first review/glance.	❑ Incorporates/features little content that is relevant to employer's needs. ❑ Creates a resume that uses minimal professional language and appearance. ❑ Makes a minimal professional impression upon first review/glance.	❑ Incorporates half of the content relevant to employer's needs. ❑ Creates a resume that uses some professional language and appearance. ❑ Makes somewhat of a professional impression upon first review/glance.	❑ Incorporates more than half of the content that is relevant to employer's needs ❑ Creates a resume that is mostly professional in language and appearance by using industry jargon and key words. ❑ Makes a positive and professional impression upon first review/glance.	❑ Incorporates all/almost all of the content that is relevant to employer's needs ❑ Creates a resume that is professional in language and appearance by using industry jargon and key words. ❑ Makes a very positive and professional impression upon first review/glance.
Resume Writing Conventions: • Resume is organized logically and easy to read quickly. • Demonstrated understanding conventional formatting guidelines: margins, spacing, content presentation, and style choices.		❑ Does not attempt to organize content; it is very difficult to locate key information quickly. ❑ Does not attempt to use font style/size or text formatting (**bold**, *italics*, underline) to highlight key information. ❑ Demonstrates no attention to conventional guidelines for margins and line spacing to present content in a visually appealing format.	❑ Slightly attempts to organize content; it is difficult to locate key information quickly. ❑ Slightly uses font style/size or text formatting (**bold**, *italics*, underline) to highlight key information. ❑ Demonstrates little attention to conventional guidelines for margins and line spacing to present content in a visually appealing format.	❑ Attempts to organize content, but it is somewhat difficult to locate key information quickly. ❑ Uses font style/size or text formatting to highlight key information, but they are not used consistently throughout resume. ❑ Demonstrates some attention to conventional guidelines for margins and line spacing to present content in a visually appealing format.	❑ Organizes content well so it is easy to locate key information quickly. ❑ Uses font style/size or text formatting to highlight key information, and they are somewhat used consistently throughout resume. ❑ Demonstrates attention to conventional guidelines for margins and line spacing to present content in a visually appealing format.	❑ Organizes content well so it is easy to locate key information quickly. ❑ Uses font style/size or text formatting to highlight key information, and they are used consistently throughout resume. ❑ Demonstrates detailed attention to conventional guidelines for margins and line spacing to present content in a visually appealing format.
Content Development: • Incorporates key areas (contact information, education, honors / achievements, involvement, and experiences) as supporting information		❑ Includes 1 key section but others are missing. ❑ Does not organize sections in order of relevance to position/field. ❑ Includes too much irrelevant content	❑ Includes 2 key sections but others are missing ❑ Does not organize sections well, in order of relevance to position/field. ❑ Includes too little relevant content or too much irrelevant content.	❑ Includes 3 key sections, but 1 section is missing. ❑ Some sections are not organized in order of relevance to position/field. ❑ Includes some irrelevant content; resume should be revised to omit irrelevant content.	❑ Includes 4 key sections. ❑ Most sections are organized in order of relevance to position/field. ❑ Includes mostly relevant content; resume is an appropriate length.	❑ Includes all 5 key sections. ❑ Organizes sections in order of relevance to position/field. ❑ Includes all relevant content; resume is an appropriate length.
Evidence • Demonstrates an understanding of the position's or field's requirements.		❑ Demonstrates no understanding of position's/field's requirements by presenting no or little evidence of qualifications for the position/field ❑ Prompts many questions about ability to perform job.	❑ Demonstrates minimal understanding of position's/field's requirements by presenting limited evidence of qualifications for the position/field ❑ Prompts several about ability to perform job.	❑ Demonstrates somewhat of an understanding of position's/field's requirements by presenting some evidence of qualifications for the position/field ❑ Prompts some questions about ability to perform job.	❑ Demonstrates an adequate understanding of position's/field's requirements by presenting evidence of qualifications for the position/field ❑ Prompts few questions about ability to perform job.	❑ Demonstrates a thorough understanding of position's/field's requirements by presenting a great deal of evidence of qualifications for the position/field. ❑ Prompts no questions about ability to perform job.

CU Career Development Center: Resume Rubric

Mechanics/Phrasing: • Uses correct mechanics, such as spelling, grammar and punctuation. • Uses phrases that clearly and concisely communicate information to the reader.		❑ Includes many (4 or more) instances of spelling and/or grammar errors. ❑ Demonstrates no use of phrases; uses complete sentences or paragraphs. ❑ Does not use actions verbs to begin phrases ❑ Does not format descriptions as a bulleted list.	❑ Includes several (3) instances of spelling and/or grammar errors. ❑ Demonstrates very little use of phrases. ❑ Uses actions verbs to begin phrases, but all are in the incorrect tense. ❑ Formats descriptions as a bulleted list, but all are lengthy or difficult to read	❑ Includes a few (2) instances of spelling and/or grammar errors. ❑ Demonstrates some use of phrases, but they are excessively wordy. ❑ Uses actions verbs to begin phrases, but a few (more than 2) are in the incorrect tense. ❑ Formats descriptions as a bulleted list, but many (more than 3) are lengthy or difficult to read	❑ Includes at least 1 spelling or grammar error. ❑ Demonstrates use of concise phrases, and uses some quantitative information, where appropriate. ❑ Uses actions verbs to begin phrases, but at least 1 is not in the correct tense ❑ Formats descriptions in bulleted list but some (less than 2) are lengthy or difficult to read	❑ Includes no instances of spelling or grammar errors. ❑ Demonstrates use of concise phrases, and uses quantitative information, where appropriate. ❑ Uses actions verbs to begin phrases, and all are in the correct tense. ❑ Formats descriptions as a bulleted
Education Employers read this section to: • Determine if applicants have the degree required • To assess educational background • Learn how well a candidate has done academically.		❑ The resume includes no information regarding collegiate educational background.	❑ The resume is missing 3 or more components of the education section: ❑ Missing institution name. ❑ Missing institution city and state. ❑ Missing degree / major ❑ Missing graduation date ❑ Missing GPA / scale	❑ The resume is missing 2 components of the education section OR has 2 or more components not written in the appropriate format:: ❑ Missing institution name or written incorrectly ❑ Missing institution city and state or written incorrectly ❑ Missing degree / major or written incorrectly ❑ Missing graduation date or written incorrectly ❑ Missing GPA / scale or written incorrectly	❑ The resume lists all educational information but at least one component is not written in the appropriate format: ❑ Institution name written incorrectly. ❑ Institution city and state written incorrectly. ❑ Degree / major written incorrectly ❑ Graduation date written incorrectly ❑ GPA / scale written incorrectly	❑ The resume lists all educational information, and includes all key information written in the appropriate format:
Honors/Achievements Employers read this section to: • Assess a candidate's academic achievements • Learn about his/her accomplishments • Determine if others recognize his/her abilities.		❑ The resume includes no information regarding achievements.	❑ The resume includes information regarding achievements, but it is missing all 3 key features: ❑ Missing dates of honor/achievement ❑ Uses acronyms only, rather than writing out achievements ❑ The information is not presented in a recommended format	❑ The resume includes information regarding achievements, but it is missing 2 of the key features: ❑ Missing dates of honor/achievement ❑ Uses acronyms only, rather than writing out achievements ❑ The information is not presented in a recommended format	❑ The resume includes information regarding achievements, but it is missing 1 of the key features: ❑ Missing dates of honor/achievement ❑ Uses acronyms only, rather than writing out achievements ❑ The information is not presented in a recommended format	❑ The resume lists achievements, and they include all the key information. ❑ Writes out each achievement, rather than just using an acronym. ❑ Includes dates of achievements, and they are presented in a recommended format
Involvement Employers read this section to: • See if your involvement extends beyond the classroom or campus community • To assess special skills • Determine if your interest areas may be beneficial to the employer and assess your level of commitment to your college or community.		❑ This section includes no information regarding campus or community involvement.	❑ This section includes information regarding campus or community involvement, but is missing at least 4 of the key components: ❑ Missing organization name or only uses the acronym ❑ Missing dates of involvement. ❑ Missing leadership roles or descriptions of responsibilities. ❑ Involvement is not organized in order of importance to intended position/field ❑ Does not include leadership roles and/or brief descriptions of responsibilities.	❑ This section includes information regarding campus or community involvement, but is missing at least 3 of the key components: ❑ Includes organization name, but acronyms are used and not described. ❑ Dates of involvement are included, but they are not complete or presented in a recommended format. ❑ Involvement is not organized in order of importance to intended position/field ❑ Includes leadership roles and/or brief descriptions of responsibilities, but it is not clear about the skills developed/experience gained.	❑ This section includes information regarding campus or community involvement, but is missing at least 2 of the key components: ❑ Includes organization name, but acronyms are used and not described. ❑ Dates of involvement are included, but they are not complete or presented in a recommended format. ❑ Involvement is not organized in order of importance to intended position/field ❑ Includes leadership roles and/or brief descriptions of responsibilities, but it is not clear about the skills developed/experience gained.	❑ This section includes all relevant information regarding involvement: ❑ Includes full organization name, rather than just an acronym. ❑ Includes dates of involvement, and they are presented in a recommended format. ❑ Involvement is organized in order of importance to intended position/field ❑ Includes leadership roles and/or brief descriptions of responsibilities, and it is clear about the skills developed/experience gained.

CU Career Development Center: Resume Rubric

Experience Employers read this section to: • Determine if (or how much) work experience you have • Obtain evidence of your ability to do the job effectively • Evaluate core characteristics of an "excellent worker" • Ascertain your work ethic • Assess your time management skills.		❑ Includes no experiential learning (internship, student teachings, etc.) or employment (part-time or summer jobs, etc.) information.	❑ Includes experiential learning (internship, student teachings, etc.) or employment (part-time or summer jobs, etc.) information, but there are concerns with at least 4 of the key areas: ❑ Easily being able to determine the skills developed or the tasks/projects undertaken ❑ Missing job title. ❑ Missing employer/organization name, city, and state. ❑ Missing dates of employment/ experience. ❑ Missing job responsibilities.	❑ Includes some experiential learning (internship, student teaching, etc.) or employment information, but there are concerns with 3 or more of the key areas: ❑ Easily being able to determine the skills developed or the tasks/projects undertaken. ❑ Missing a job title, <u>or</u> it is not presented in an appropriate format. ❑ Missing employer/organization city and state, <u>or</u> it is not presented in an appropriate format. ❑ Missing dates, <u>or</u> they are not presented in an appropriate format. ❑ Includes descriptions of responsibilities, <u>but</u> leaves many questions about the skills developed/experience gained.	❑ Includes some experiential learning (internship, student teaching, etc.) or employment information, but there are concerns with 2 or more of the key areas: ❑ Easily being able to determine the skills developed or the tasks/projects undertaken ❑ Missing job title, <u>or</u> it is not presented in an appropriate format. ❑ Missing employer/organization city and state, <u>or</u> it is not presented in an appropriate format. ❑ Missing dates, <u>or</u> they are not presented in an appropriate format. ❑ Includes descriptions of responsibilities, <u>but</u> leaves some questions about the skills developed/experience gained.	❑ Includes experiential learning (internship, student teaching, etc.) or employment information and all of the key areas are present: ❑ It is easy to determine the skills developed or the tasks/projects undertaken. ❑ Includes job title, <u>and</u> it is presented in an appropriate format. ❑ Includes employer/organization city and state, <u>and</u> it is presented in an appropriate format. ❑ Includes dates, <u>and</u> they are presented in an appropriate format. ❑ Includes descriptions of responsibilities, <u>and</u> leaves no questions about the skills developed/experience gained.
Total:			**Comments:**			