

RESUME RUBRIC
Name on Resume:
Reviewer:

Categories	Excellent 4	Above Average 3	Average 2	Needs Improvement 1
Overall Appearance, Format, & Style Goal: <i>The resume is neat and easy to read; conveys a good first impression</i>	-Fills one page without overcrowding -Font style and type size are consistent and readable -Spacing is appropriate and consistent -Margins are acceptable and information is aligned on the page - Consistent & strategic use of bold/italics, bullet points, font, type size, and/or spacing -Appears attractive and professional	-Page appears either too crowded or too bare, may contain uneven white space -Contains one error or inconsistency in font style, type size, or spacing	-Information runs onto second page or fails to fill one page -Contains more than one error or inconsistency in font style, type size, or spacing -Important information does not immediately stand out to the reader	-Lack of consistent use of bold/italics, bullet points, font, type size, and/or spacing - Margins are less than ½ inch or more than 1 inch -Multiple errors and inconsistencies in font style, type size, or spacing -Lacks structure, clarity, and/or visual appeal
Grammar, Spelling, Punctuation, & Vocabulary Goal: <i>The resume is polished, clear, and error-free</i>	-Error-free capitalization, spelling and punctuation -No typos -Appropriate use of grammar (e.g. past-tense verbs, pronouns) -Good use of vocabulary (i.e. word choice) -Clarity of expression -Concise and readable	-Error-free capitalization, spelling and punctuation -No typos -Appropriate use of grammar (e.g. past-tense verbs, pronouns) -Weak use of vocabulary (i.e. word choice) -May be too wordy	-Contains one minor error in capitalization, spelling, punctuation, or typo OR -Contains one error in grammar (e.g. past-tense verbs, pronouns) -Poor use of vocabulary -May lack clarity or conciseness	-Contains two minor errors in capitalization, spelling, punctuation, or typos -Contains at least one error in grammar (e.g. past-tense verbs, pronouns)
Category Selection, Content, Structure & Order Goal: <i>The resume is separated into relevant, readable sections</i>	-Excellent choice of subject headers -Structure and order of sections and information is easy to follow -Categories include enough information within each to substantiate the need for a heading -Does not provide irrelevant information and/or sections	-Good choice of subject headers -Categories include enough information within each to substantiate the need for a heading -Does not provide irrelevant information and/or sections -Most important information does not stand out to the reader	-Choice of subject headers may be more effective -Structure and order of information may be difficult to follow -Categories may not include enough information within each to substantiate the need for a heading -Most important information may not stand out to the reader	-Lacks appropriate subject headers -Category selection may be unclear -Structure and order of information is difficult to follow -Categories do not include enough information within each to substantiate the need for a heading -May provide irrelevant information
Education Section Goal: <i>The resume conveys relevant academic qualifications and training</i>	-Contains complete degree title and major with graduation month and year only, as well as full name and location of the school -Highest level of education listed first -GPA is listed if it is over a 3.0; alternatively, major GPA is used if it is over 3.0 -Important information stands out	-Contains abbreviated degree, major, or school information -Highest level of education is listed first -GPA is listed if it is over a 3.0; alternatively, major GPA is used if it is over 3.0 -Important information stands out to reader	-Contains abbreviated degree, major, or school information -Highest level of education is listed first -GPA is not listed, is lower than a 3.0, or is otherwise listed inappropriately -Important information stands out to reader	-Contains missing or inaccurate degree, major, graduation, or school information -Entries are not in reverse chronological order -GPA is not listed, is lower than a 3.0, or is otherwise listed inappropriately

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Experience Section Goal: <i>The resume conveys relevant skills and past work/volunteer experience</i>	-Relevant experience listed with organization name, title, dates, and location -Uses chronological order -Uses bullet points and sentence fragments (not paragraphs) listed in order of importance -Uses concise, direct, accomplishment/result /impact oriented language -Uses industry specific language -Contains quantifiable results	-Relevant experience listed with organization name, title, dates, and location -Uses chronological order -Uses bullet points and sentence fragments (not paragraphs) listed in order of importance Uses concise, direct, accomplishment/result /impact oriented language -Language may be vague, wordy, or weak -May lack quantifiable results or industry specific language	-Too much or too little experience included -May not be in bullet point format -Language may be vague, wordy, or weak -May lack quantifiable results or industry specific language -Uses bullet points and sentence fragments (not paragraphs) listed in order of importance -Uses concise, direct, accomplishment/result /impact oriented language	-Lacks detail, offers little or no illustration of what was done -Important information does not stand out to reader -Contains irrelevant experiences -Language is vague, wordy, or weak -May lack quantifiable results or industry specific language -May not be in bullet point format
Additional Sections (e.g. Activities, Achievements, Honors, Interests) Goal: <i>The resume conveys relevant and/or interesting information that does not appear elsewhere on the resume</i>	-Section is relevant, well-organized, and easy to understand -Contains organization name, title, dates, and location as appropriate -Important information stands out to reader -Language is concise, direct, and skill-oriented	-Contains organization name, title, dates, and location as appropriate -Language is concise, direct, and skill-oriented -Important information may not stand out to reader	-Section is relevant, but missing key information -Language is vague, indirect, or weak	-Section includes information that is weak, incomplete, and/or irrelevant

Comments: