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| **Writing a Resume - Assessment Rubric** |

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| **Criteria** | **Excellent** | **Average** | **Unacceptable** |
| **Style, Appearance and Tone** | * Is appropriate length relevant to the position (no more than 3 pages) * Font style and size are readable and consistent * Formatting is consistent * Section headings reflect content and are relevant to the position * The first page highlights the applicants key claims for the position * Information fills the page(s) without overcrowding | * Page(s) appear crowded but total length doesn’t exceed 3 pages * Minor formatting errors | * Exceeds 3 pages * Font style is difficult to read * Font size is less than 11 or more than 12pt |
| **Grammar, spelling & Punctuation** | * Error free spelling * Error free grammar * Error free punctuation | * Contains 1-2 minor errors (punctuation) * Shows repetition of a single error (some bullet points have full-stops while some do not) | * Has a pattern of two or more errors of the same type * Resume contains 3 or more individual errors |
| **Contact/Personal information** | * Includes name, address, email address, phone * Professional email address * Name stands out from other content | * Email address is too informal * Name does not stand out from other content | * Missing name, address, email address or phone number * Email address in inappropriate |
| **Education Section** | * Entries are in reverse chronological order * Qualifications and institutions are listed correctly * Additional information eg GPA, study abroad, thesis topic are in the correct format (if included) | * Degree or institution name is abbreviated (eg B. Eng.) is abbreviated | * Entry(ies) is missing some detail (eg name, institution, date) * Outdated information is listed (eg Primary School education) * Entries are not in reverse chronological order * Additional information is not clearly linked to a particular entry |
| **Experience Section(s)** | * Heading Title(s) relate to the content (eg Work History, Professional Experience etc) * Entries are in reverse chronological order * Organisation name, position title and dates are included and easily identified * Bullet points are concise, direct and indicate impact/achievement * Bullet points begin with an action verb and are in the correct verb tense * Achievements/results are quantified * Bullet points are listed in order of importance/relevance to the position * Where there is evidence of mix of experience (some relevant to the position and some not) an effort has been made to group relevant experience together under one sub-heading and non-relevant experience under another | * Entries have a pattern of one type of error (eg, * Action verbs are weak * Verb tense is incorrect in one entry * Bullet points are not concise, direct and do not indicate impact/achievement * Where there is evidence of mix of experience (some relevant to the position and some not) details are listed together in reverse chronological order under a single sub-heading. | * Entries are not in reverse chronological order * Verb tense is incorrect in more than one more than one entry * Bullet points are vague and do not indicate impact/achievement * Bullet points are not listed in order of importance/relevance to the position * Achievements/results are not quantified |
| **Skills Summary** | * Heading Title(s) is relate to the content (eg Professional Skills Summary, Skills Summary, Relevant Skills Summary) * Sub-headings used relate to the skills required for the position (eg Communication Skills, Team Skills, Analytical and Problem Solving Skills) * Level of proficiency is indicated for language or computer skills * For each skill sub-heading there are 3-4 bullet point statements that give examples that clearly demonstrate competency in the skill area * Bullet points begin with an action verb and are in the correct verb tense * Bullet points are concise, direct and indicate achievement/impact * Achievements/Results are quantified | * For each skill sub-heading there are 1-2 bullet point statements that give examples that demonstrate competency in the skill area | * Heading Title(s) do not relate to the content * The sub-headings used do not relate to skills required for the position * There are no bullet point statements that give examples that demonstrate competency in the skill area * The bullet points are too wordy, vague or irrelevant * The level of proficiency is not indicated for languages or computer skills |
| **Other Sections (eg Career Objective, Career Summary, Professional Memberships, Extra-curricular Activities, Hobbies)** | * The heading title(s) is related to the content * The information included in these sections strengthens the applicant’s claims for the position * Information is presented in a clear and concise format |  | * The headings used are not related to the content * The content is irrelevant or out of date * Information is not in a clear or concise format |
| **Referees** | * Referees are clearly identified (name, position title, organisation, contact details) * Where referees are not listed then the alternative “Available Upon Request” is included |  | * There is no “Referee” section included in the resume * Where referees are listed, contact details have been omitted |