

Rubrics

	Category	5	4	3	2	1
	Grooming (5 marks)	Appropriately dressed. Neat and clean formal. Genuine smile Excellent hygiene / appearance. Boys should be clean shaved or beard is finely trimmed/ Girls should not wear heavy make up and have tied hair at the back. Smiles through out. Enthusiastic while answering the question. Respectful towards the interviewer. Does not get distracted by anything. Greets the interviewer after completion of the interview.	Wearing formal. Dressed well. Appearance is good but it can be improved. Smiles through out. Enthusiastic while answering the questions. Respectful towards the interviewer. Does not get distracted by anything. Greets the interviewer after completion of the interview.	wearing formal but not well groomed. Shirt not ironed properly. Respectful towards the interviewer. Gets distracted occasionally. Greets the interviewer after completion of the interview. Does not carry smile.	Poor body posture. Wearing formal but appearance is not hygienic. Not wearing tie/formal shoes/belt/ knee length socks. Boys are not clean shaved and hair not properly cut. Girls not wearing scarf, hair not tied at the back. Does not smile through out. Low in energy while answering the question.	Poor hygiene/appearance. Not wearing formal at all. Does not look presentable. Hair not combed,
	Language Proficiency (5 marks)	Speaks clearly all time. Easy to converse with. Uses proper diction and grammar. Fluent with language. Does not fumble. Uses correct pronunciation and excellent vocabulary.	Fluent with language. Correct pronunciation and grammar. Good vocabulary. Very less pauses in between. Correct sentence formation.	Fumbles occasionally. Minimal "umms" and fidgeting. Fluency can be better. Satisfactory grammar and diction. Vocabulary used is average.	Speaks hesitatingly. Fumbles a lot. Needs to improve pronunciation and grammar. Below average vocabulary. Taking long pauses in between. Excessive usage of slangs or certain words. Having little mother tongue influence.	Voice not audible. Inappropriate language. Lots of "umms" or fidgeting. Poor grammar and diction. Jumbled sentences. Excessive usage of connectors(e.g. and, or, that). Mother tongue influence.
	Category	10-9	8-7	6-5	4-3	2-1
	Comprehending the question and justifying the answer(10 marks)	Able to understand the question. Well-constructed, confident responses with examples. Spontaneous. Consistently relates how skills will contribute to any position.	Confident while answering the question. Understands the questions well. Responses are well constructed. Able to discuss skills but may not be related to the position.	Student is not aware about the job profile. Not confident enough in answering questions. Examples mentioned in support of answers are not specific. Did not state the skills required for the job.	Responses too short or vague. Answers to the questions are not supported with suitable examples. Refers to personal strengths or skills occasionally.	"Yes" or "No" answers. Does not refer to applicable strengths/skills. Uses words like "things" or "stuff". No clarity of questions.
	Category	5	4	3	2	1
	Interview Etiquettes(5 marks)	Has proper etiquette of wishing the interviewer and makes proper eye contact while speaking, has an assertive conversation and closes conversation with showing gratitude to the interviewer.	Wishes the interviewer but eye contact is not too smooth, is a good responder but not too assertive to strike and carry the forward the conversation. Closes with a passive use of thank you.	Wishes the interviewer but not very confidently, answers questions but doesn't work on being open and leading a conversation. Is more reactive than responsive. Closure of interview not to effective.	Shows good efforts to answer questions but doesn't lead to a conversation, misses on basic etiquette like wishing at the start and gratitude at the end is presented but after the interviewer after the interviewer says it. Eye contact is very less.	No eye contact and doesn't wish the interviewer and gratitude at the end is also missing, is highly passive in approach and doesn't work on being assertive to impress the interviewer.
	CV (Headline, contact details , LinkedIn & Github (URL customized), Formatting, Profile summary / short description other content, Structuring and Formulating content on the resume (5 marks)					
	Criteria	Excellent (5-4 points)	Average (3 points)	Needs Improvement (2-1 point)		
	Personal Information	<input type="checkbox"/> Complete address and phone <input type="checkbox"/> Includes professional email and/or LinkedIn URL <input type="checkbox"/> Contact information is single spaced. <input type="checkbox"/> Contact information is balanced with heading within the document	<input type="checkbox"/> Contains complete contact <input type="checkbox"/> Email is not professional <input type="checkbox"/> Heading is single spaced <input type="checkbox"/> Name is not in a larger font	<input type="checkbox"/> Incomplete address, phone number <input type="checkbox"/> Unprofessional email <input type="checkbox"/> Heading is not single spaced or hard to read <input type="checkbox"/> Name is not in larger font		
	Profile/ Professional Summary	<input type="checkbox"/> Resume includes a Profile/Professional Summary as <input type="checkbox"/> Profile/Summary effectively captures the attention of the reader by <input type="checkbox"/> Focuses on the need of the company and no first person was used	<input type="checkbox"/> Resume includes a Profile, but <input type="checkbox"/> An objective is used, but not <input type="checkbox"/> No first person, the objective	<input type="checkbox"/> The resume includes and Objective instead of a Profile/Professional Summary. <input type="checkbox"/> Objective that focuses on the needs of the candidate and does not focus on the job description. <input type="checkbox"/> First person is used.		
	Education	<input type="checkbox"/> Degrees are listed correctly (AAS or AAA spelled out and includes <input type="checkbox"/> Includes date of graduation or anticipated graduation. <input type="checkbox"/> Includes city and state.	<input type="checkbox"/> The resume includes the college <input type="checkbox"/> Includes the dates of attendance, <input type="checkbox"/> Includes City and state.	<input type="checkbox"/> The resume does not include college attended and/or the degrees are not listed properly. <input type="checkbox"/> Includes high school information. <input type="checkbox"/> College is listed, but does not include city and state.		
	Skills	<input type="checkbox"/> Skills listed are technical competencies and are specific to the <input type="checkbox"/> The skills are then supported later in the document in the Experience	<input type="checkbox"/> Skills are technical, but not <input type="checkbox"/> Skill are not supported later in	<input type="checkbox"/> Skills listed include characteristics or subjective, or claims of greatness. <input type="checkbox"/> Skills are not supported in the Experience section.		
	Overall Appearance	<input type="checkbox"/> The document is balanced with adequate white space. Dates are <input type="checkbox"/> Bold, italics, and capitalization effectively draw attention to key areas. <input type="checkbox"/> Margins are no less than .75 all the way around the page. <input type="checkbox"/> Font size is 10-12, with headings and name in a larger font. <input type="checkbox"/> Headings and content size is consistent throughout the document. <input type="checkbox"/> The candidate uses a professional font such as Arial, Tahoma, <input type="checkbox"/> Name appears in a larger font at the top of the page.	<input type="checkbox"/> Document is balanced and <input type="checkbox"/> Bold, italics, and capitalization are <input type="checkbox"/> Margins are not appropriate width, <input type="checkbox"/> Headings and content size are the <input type="checkbox"/> Some inconsistencies in <input type="checkbox"/> Font is Times New Roman, <input type="checkbox"/> Name is at the top of the page, but	<input type="checkbox"/> Document is not balanced or consistent. Dates are not aligned on the document or format is <input type="checkbox"/> Bold, italics, underlining, font sizes and capitalization is inconsistent. <input type="checkbox"/> Margins are less than .75 or are too large. <input type="checkbox"/> Graphics, pictures, and logos are used. <input type="checkbox"/> Font used is a script, gothic, comic, etc. <input type="checkbox"/> Headings are not in the proper order. <input type="checkbox"/> Name does not include any contact information.		
	Format	<input type="checkbox"/> The sections are in appropriate order and headings fit the content <input type="checkbox"/> The Education section appears in the appropriate order. <input type="checkbox"/> The document is the appropriate length fitting the candidate's level of <input type="checkbox"/> The employment history only includes relevant information. <input type="checkbox"/> References are not included. This is a separate document.	<input type="checkbox"/> The sections are not ordered so that <input type="checkbox"/> The Education section appears at <input type="checkbox"/> The document could be condensed <input type="checkbox"/> The employment history includes <input type="checkbox"/> A notation, "References"	<input type="checkbox"/> A template is used. <input type="checkbox"/> There is no Education section. <input type="checkbox"/> The document goes over two pages. <input type="checkbox"/> The employment history goes back more than 10 years and contains info <input type="checkbox"/> Document includes a references list.		