

Résumé Rubric

Résumé Learning Outcomes:

- *Students can produce a résumé that describes their education, skills, experiences and measurable achievements with proper grammar, format and brevity.*
- *Students demonstrate an ability to target the résumé to the presenting purpose.*

	1 – Needs Improvement	3 – Average	5 – Effective	Comments
Objective (Optional) <i>Clarifies career interests to the reader.</i>	Statement is vague and not specific to job type or industry. Does not include specific relevant skills/experiences. Focuses on personal goals such as career progression or salary goals rather than contribution of skills to employer.	States a broad job goal (e.g. Science) vs. specific career objective (e.g. Microbial Research) Includes skills that are very general (e.g. “communication”) or not directly related to the position.	Defines interest in a specific industry and/or job type. May include geographic preference. May includes specific skills the candidate can contribute to the organization.	Note: Career Interests could replace this section; broader goals can be used.
Education <i>Highlights pertinent educational achievements.</i>	Missing information such as location of institution or expected graduation date. Fails to mention appropriate relevant courses or projects.	Provides most basic degree information, but does not elaborate on relevant courses projects, or honors. The section is not well organized.	Includes institution, degree, completion date, major/minor. Describes coursework and/or projects which relate to objective. Includes GPA if appropriate.	
Experience <i>Describes relevant experiences.</i>	Is missing employer name, job title, location or dates. Descriptions are short, not detailed and do not describe activities with clarity. Does not use numbers to depict scope of activities. Does not follow reverse chronological order. Acronyms are not spelled out.	Description of work does not begin with action verbs. Repeated use of the same action verb or use of weak verbs. Descriptions are not detailed enough to fully understand what was done, why, how or for whom. Includes extraneous information which does not relate to the intended career field.	Includes the name of the employer, city, state, job title and dates. Bulleted statements begin with a strong action verb. Experiences are in reverse chronological order. The most relevant action statements are listed first. Defines and quantifies skills and accomplishments.	
Presentation and Format <i>Visually appealing with proper use of grammar.</i>	Layout does not allow white space. Tabs or margins are not aligned on both left and right. Fonts are too large or too small; too few or too many. Name and headings do not stand out from the text. Document is too long or fails to fill out complete pages. Contains punctuation or spelling errors.	Format is technically correct, but does not draw visual interest through use of bolding, italics, attractive font choice, indentation or line use. Uses outdated font styles or fonts that are too large or too small. Does not fill out complete page or spills partially onto a second page.	The résumé fills the page without appearing crowded. Provides adequate white space. Tabs and margins are consistent and aligned. Fonts are coordinated and appropriate size. Uses bold, capitalization and italics for stylized appearance and highlight name and headings. Error free.	
Purpose/Specificity <i>Reflects research and understanding of field.</i>	Description of activities is unrelated to stated objective and fails to illuminate relevant skills. Does not include keywords related to résumé’s purpose. Relevant skills or experiences are not positioned where they will be noticed (near top). Does not use category headings to label related experiences.	Includes extraneous information not related to the position which detracts from key messages. Does not include keywords related to the position or industry. Does not position the most important info where it is likely to be noticed (such as at the bottom).	Related and relevant experiences are grouped and located near the top of the resume to gain notice. Keywords that may be used to search for résumés in a database system are included and help brand the resume. Category headings are targeted to objective. Skills statements are listed in priority order.	

Additional resources can be found at: www.gustavus.edu/careercenter/searching