

RESUME RUBRIC

RESUME LEARNING OUTCOMES

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

	1 - Needs Improvement	3 - Average	5 - Effective	Comments
Objective (Optional)* Clarifies career interests to the reader	<input type="checkbox"/> Vague and not specific to job type or industry <input type="checkbox"/> Does not include specific relevant skills/experiences; instead focuses on personal goals such as career progression or salary goals rather than contribution of skills to employer (Optional)	<input type="checkbox"/> States a broad job goal (e.g. science) vs. specific career objective (e.g. microbial research) <input type="checkbox"/> Includes skills that are very general (e.g. communication) or not directly related to the position (Optional)	<input type="checkbox"/> Defines interest in a specific industry and/or job type <input type="checkbox"/> May include specific skills the candidate can contribute to the organization (Optional)	
Education Highlights pertinent educational achievements	<input type="checkbox"/> Missing information such as location of institution or expected graduation date <input type="checkbox"/> Fails to mention relevant courses or projects (as applicable)	<input type="checkbox"/> Provides most basic degree information <input type="checkbox"/> Lists general courses, does not elaborate on relevant courses, projects or honors (if applicable)	<input type="checkbox"/> Includes institution, degree, completion date, and major/minor, including GPA <input type="checkbox"/> Describes coursework and/or projects which relate to objective (as applicable)	
Experience Describes relevant experiences	<input type="checkbox"/> Is missing employer name, job title, location or dates <input type="checkbox"/> Short, not detailed and does not describe activities with clarity; does not use numbers to depict scope of activities <input type="checkbox"/> Description of work does not begin with action verbs <input type="checkbox"/> Does not follow chronological order	<input type="checkbox"/> Employment heading has most information, but missing some items (e.g. location, title) <input type="checkbox"/> Lacking details to fully understand what was done (why, how or for whom) <input type="checkbox"/> Includes extraneous information which does not relate to the intended career field <input type="checkbox"/> Bullets start with weak repeated action verb or verb is repeated frequently	<input type="checkbox"/> Includes the name of the employer, city, state, job title, and dates <input type="checkbox"/> Defines and quantifies skills and accomplishments <input type="checkbox"/> Bulleted statements begin with a strong action verb; the most relevant action statements are listed first <input type="checkbox"/> Experiences are in reverse chronological order	
Presentation and Format** Visually appealing with proper use of grammar	<input type="checkbox"/> Layout too crowded, does not allow white space; name and headings do not stand out from the text <input type="checkbox"/> Document is too long or fails to fill complete pages <input type="checkbox"/> Contains punctuation and/or spelling errors	<input type="checkbox"/> Layout is technically correct, but does not draw visual interest through use of bolding, italics, attractive font choice, indentation or line use <input type="checkbox"/> Does not fill complete page or spills partially onto a second page <input type="checkbox"/> Few punctuation and/or spelling errors	<input type="checkbox"/> Layout is visually appealing; uses bold, capitalization and italics for stylized appearance and highlight name and headings <input type="checkbox"/> The resume fills the page without appearing crowded; tabs and margins are consistent and aligned <input type="checkbox"/> Free of errors	
Purpose/Specificity Reflects research and understanding of field	<input type="checkbox"/> Description of activities is unrelated to stated objective and fails to illuminate relevant skills <input type="checkbox"/> Does not include keywords related to resume's purpose <input type="checkbox"/> Does not use category headings to label related experiences <input type="checkbox"/> Relevant skills or experiences are not positioned where they will be noticed (near top)	<input type="checkbox"/> Includes extraneous information not related to the position which detracts from key messages <input type="checkbox"/> Does not include keywords related to the position or industry <input type="checkbox"/> Does not position the most important information under category headings <input type="checkbox"/> Skills statements are listed, but not in priority order	<input type="checkbox"/> Related and relevant experiences are grouped and located near the top of the resume to gain notice <input type="checkbox"/> Keywords that may be used to search for resumes in a database system are included and help brand the resume <input type="checkbox"/> Category headings are targeted to the objective <input type="checkbox"/> Skills statements are listed in priority order	

This rubric was generated using NACE (National Association of Colleges and Employers) committee's collective input, and in conjunction with the Minnesota College and University Career Services Association (MCUCSA) collected examples of resume rubrics from member schools and national colleagues in an effort to compile a best practices model for evaluating student resumes. MCUCSA is comprised of career professionals from ~30 colleges and universities across Minnesota and the nearby region. This one-page resume rubric is the outcome of their work.

*Objective (Optional): These "Objective" guidelines are suitable for resumes used at career fairs. Students are expected to know how to write a clear objective, even if an objective isn't always used. Resumes are reviewed according to a specific outcome being sought. Therefore, the NDSU Career and Advising Center typically wants to see a job title and organization name in the objective (i.e., Objective: Patient Access Specialist at Sanford Southpointe Clinic) so that they can provide effective feedback.

**Presentation and Format: The NDSU Career and Advising Center recommends a one-page maximum for undergraduate resumes, 10-12 point font in main body, and 0.5-1 inch margins.