Resume
2008 Transition Fair

Category_____ **Student** _____
Teacher _____ **School** _____

Criteria	1	2	3	4	Score
Resume Organization/ Appearance #1-Shawana Udey #2-Leslie Ann Smith	▪ The writer demonstrates a lack of understanding of the correct form for a resume. ▪ The writer did not use one of the required resume templates. ▪ The resume is disorganized and hard to understand; section headings may be used inconsistently or may be missing entirely. ▪ Paper is not white or off white ▪ Printed on both sides ▪ Paper has folds and creases ▪ Type is messy	▪ The writer tries to arrange the resume on the page; attempts to align text. ▪ The resume contains accurate facts, but these may not be arranged in a logical way. ▪ Resume may unnecessarily run onto second page. ▪ Appearance may lack appropriate use of bold/italics, font, bullet points or margins ▪ Resume format is not appealing ▪ White copy paper ▪ Printed on one side only ▪ Paper has creases ▪ Type is clear	▪ Sections are organized in a sensible way according to one of the required resume formats. ▪ The resume has identified sections which contain accurate facts. ▪ Resume almost fills the page but has some uneven white space; minor mistake with aligning text ▪ Important information may not stand out clearly to reader ▪ White copy paper ▪ Printed on one side only ▪ Paper is smooth ▪ Type is clear and dark	▪ The writer uses a clear and organized resume format. ▪ The resume has identified sections, which contain complete and accurate facts ▪ Resume fills the page but is not overcrowded ▪ Resume is centered on page; all text is aligned ▪ Font size is either 10, 11, or 12. ▪ Font is either Arial or Times. ▪ Paper is white or off-white ▪ Printed on one side only ▪ Paper is smooth ▪ Type is crisp, clear and dark	
Format *Follows basic resume format:* Heading, Objective, Education, Work or Volunteer Experience, Skills/Abilities, Activities/Awards ***References*** **<u>(are omitted or are given on a separate sheet of paper)</u>** *Work is original to student.*	**Complies with 50% or less of the requirements for a resume (3 out of 6 or less).** ▪ No organization is apparent. The resume is difficult to read and does not contain section headings. ▪ No job objective given. ▪ **Education Section includes:** institution is listed without a location. Anticipated graduation date is not listed. GPA, if given, is below 3.0. ▪ "References available upon request" or "References" section listed in body of resume	**Complies with several of the requirements of a resume (4 out of 6).** ▪ The resume is typed, contains headings but some may be hard to follow. There are few action words in the resume. It does not cause the readers eye to flow down the page easily. ▪ The employment objective may be vague or pertain to a job not on the list of J&TF jobs. ▪ **Education Section includes:** institution with its location, anticipated graduation date is not listed. GPA may be listed even if below 3.0; unrelated coursework may be listed. ▪ **No** section of references or notation of "References available upon request" is included in body of resume	**Complies with most of the requirements for a resume (5 out of 6).** ▪ The resume is typed, contains headings and action word statements but may need some organization. It does not cause the readers eye may follow the resume with some hesitation. ▪ Contains an objective that identifies the employment goal. ▪ **Education Section includes:** institution with its location, anticipated graduation date, GPA, if listed, may be below 3.0; relevant coursework may be given. ▪ **No** section of references or notation of "References available upon request" is included in body of resume	**Complies with all requirements for a resume (6 out of 6).** ▪ The resume is typed, well organized and moves the reader's eye easily down the page. Each section has a clear heading. ▪ Contains an effective objective that identifies the employment goal. ▪ **Education Section includes:** institution, location (city, state & zip code; no abbreviations), and anticipated graduation date, GPA if over 3.0 and any relevant coursework. ▪ **No** section of references or notation of "References available upon request" is included in body of resume	
Work Experience (Paid or Unpaid; Volunteer or Competitive)	**Work experience not listed or attempts to make a list of work experience, unclear of duties.** ▪ Work experiences are not well defined and there is no order to the descriptions of each position. ▪ Descriptions are not detailed and offer no illustration of what was done. ▪ No locations and dates of employment are listed.	**Makes a list of work experience, but may be out of order with limited job duties included.** ▪ Work descriptions are vague and may not begin with action verbs. ▪ Complete sentences in paragraph form are used to describe previous positions. ▪ Places of work are included for each position but not locations, dates and titles.	**Makes a list of work experience(s) with most recent listed first; a list of job duties is included but lack of details is evident.** ▪ Work experience descriptions are clear and may be in form of bulleted statements beginning with action verbs. ▪ Descriptions are not detailed enough to fully understand what was done. ▪ Information does not relate 100 percent to the intended career field. ▪ Places of work, location, titles and dates are included for each position.	**Makes a list of work experience(s) with most recent listed first; a detailed list of job duties are included.** ▪ This section is well defined & information relates 100% to the intended career field. ▪ Places of work, location, titles & dates are included for each position. ▪ Work descriptions are clear and of sufficient detail to understand what was done; action verbs are used; may use bulleted statements beginning with action verbs	

Skills and Abilities	**None listed**	**Some (more are unrelated) of the listed skills are related to the job sought** ▪ Fewer than 2 skills are listed or no action statements are included.	**Majority of the listed skills are related to the job sought** ▪ Contains a list of 2-3 of student's skills/abilities ▪ Contains a one line action statement explaining the skill and when it was used in the past ▪ Action words were used to describe ALL skills.	**All of the listed strengths, accomplishments, skills are related to the job sought** ▪ Contains a very thorough list (3-4) of student's skills/abilities/ accomplishments ▪ Contains a one line action statement explaining the skill and when it was used in the past ▪ Strong action words were used to describe ALL skills (show results).	
Honors/Activities	▪ This section is missing or contains very little information. ▪ Organization titles or dates of involvement are not listed ▪ No descriptions are listed.	▪ This section is missing key information such as leaderships positions held or dates of involvement. ▪ Organizations are listed describing the organization, not individual involvement.	▪ This section includes all necessary information but is difficult to follow. ▪ Leadership roles within organizations are listed but skills are not defined. ▪ Dates of involvement are listed.	▪ This section is well organized and easy to understand. ▪ Activities and honors are listed and descriptions include skills gained and leadership roles held. ▪ Dates of involvement are listed.	
Grammar Punctuation Capitalization Spelling	**Writer makes more than 4 errors in grammar, punctuation, capitalization *and/OR* spelling**	**Writer makes 3-4 errors in grammar, punctuation, capitalization *and/OR* spelling**	**Writer makes 1-2 errors in grammar, punctuation, capitalization *and/OR* spelling**	**Writer makes *no errors* in grammar, punctuation, capitalization or spelling**	
				Total	