

Resume Rubric

Component	Guideline	Meets Expectations	Needs Improvement
Formatting	1. Accessible font style and size	Uses one sans-serif font throughout (such as Calibri or Arial) in an appropriate size (11-12).	Does not consistently use one sans-serif font and/or font is not an accessible size.
	2. Appropriate page length	Uses 1 or 2 approximately full pages.	Under 1 page or exceed 2 pages.
	3. Consistent use of bullet points	One level of bullet points is used and is consistently aligned.	Paragraphs or multiple levels of bullet points are used, and/or not consistently aligned.
	4. Plain document	A “resume template” (e.g., from Canva, Word) was not used and the contents are organized using one column.	The use of multiple columns, textboxes, invisible tables, graphics and/or templates was applied to organize the contents.
	5. No references	No mention of references.	References or “References upon request” statement included.
	6. Grammar, spelling and appropriate capitalization	No grammar or spelling errors found, and all employers, institutions and position titles are capitalized.	Some grammatical errors, spelling errors and inconsistencies with capitalization were found.
Heading	7. Name appropriately stands out	Name is in its own line, bolded, and approximately 4-8 font sizes bigger than the regular contents.	Name is same size as regular contents, too big, or not in an appropriate spot.
	8. Contact information	Contact information is in one line, including: City, Province email cell number LinkedIn Profile (as a hyperlink and not copied as an URL).	Required information is missing and/or the LinkedIn profile is not included as a hyperlink (the URL is displayed).
Education Section	9. Effectively displayed education information	Degree is bolded and listed first on its own line, followed by name of institution and location (city and province) and the start and end dates of study (start date – Present).	Information is presented in the incorrect order or details are missing; the start and end dates are missing, or the expected graduate date was added; unnecessary details were included (e.g., level of study).
	10. Degree is accurately specified	Degree of study is listed first followed by specialization. No acronyms are used, and the correct spelling is applied. For example: Honours Bachelor of Science, Life Sciences	Degree is incorrectly specified, missing, misspelled or an acronym was used.
	11. Academic accomplishments	2-5 accomplishment statements are formatted in bullet points. Examples of what you may include are: 1. Awards, entrance awards or honour roll with dates. 2. relevant course work with course titles listed not course codes.	Academic achievements are not formatted in bulleted points, or use of 2 levels of bulleted points, includes course codes instead of course titles, includes information repeated in another section of the resume, or have not been included.

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		3. relevant lab skills if not included in skills section. 4. notable extracurriculars, if not included in an Experience section.	
	12. Inclusion of post-secondary education only	Only includes post-secondary degrees, diplomas, and certificates (e.g., Bachelor of Science, College Diploma).	High School Diploma, non-academic certificates or other training is included.
Experience Section(s) Sample heading options: - Experience - Work Experience - Volunteer Experience or Extracurricular Experience - Research Experience - Relevant Experience	13. Effectively displayed experience information	Title of role listed first and bolded, followed by the employer's name and location (city and province) and start and end dates (e.g., June 2023-Present).	Information is presented in the incorrect order or details are missing.
	14. Effective titles for job and volunteer roles	Title of roles are specific and clear for the reader to understand your position and gauge possible skills gained from the experience (e.g., Office Assistant, Program Coordinator, Research Assistant)	Title of roles are non-specific and unclear for the reader to understand your position (e.g., "Volunteer", "Student Intern", "Co-op Student").
	15. Order of experience entries	Experiences are in reverse chronological order (the most recent listed first and the oldest last).	Experiences are not in reverse chronological order.
	16. Quantity of accomplishment statements	2-5 statements are drafted for all experiences listed.	Less than 2 or more than 5 statements are created for the experiences listed.
	17. Use of action words to begin statements	All accomplishment statements begin with a strong, past-tense action word. Refer to courseware for a list of examples.	Statements do not consistently begin with an effective, past-tense action word.
	18. Quality of accomplishment statements	Statements are 1-2 lines long and include what you did, how you did it, and why you did it or a measure of the impact of your work (#, \$, %).	Statements are too short, too long or use multiple sentences. Statements do not effectively include what, how and why/ impact of your accomplishments in the role.
Skills and Certifications Section	19. Relevant technical skills	Skills section includes relevant technical skills only, such as Python, Microsoft Word and CRP.	Skills section is missing, displays repeated information or includes transferable skills, such as communication, organization and leadership.
	20. Organization of skills	Skills are effectively categorized and presented, making easier for the hiring manager to identify desired skills.	Skills are ineffectively presented, making it difficult to find desired skills. Use of a long list of skills or included 1 skill per bullet point.