

Cover Letter Rubric

100 POINTS

Name _____
Chapter _____

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Format and General Appearance	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10–12 pt); uses appropriate business format, date and address at top; addressed to appropriate person; appropriate signature block	Does not exceed one page without overcrowding; margins are acceptable; font size and style are readable (10–12 pt); uses appropriate business format, date and address at top; not addressed to appropriate person; inappropriate signature block	Exceeds one page; margins are inappropriate; font style is unreadable; font size is too small or too large; no signature; no date or address; no inside address; not in appropriate business format		X 4	
Introductory Paragraph	Clearly identifies position they are applying for; states how they heard about the position; states why they are interested in the position; uses wording to attract reader's attention	Identifies position they are applying for; does not state how they found the job; vaguely describes why they are interested in the job; introduction is bland and not attention catching	Does not clearly identify position they are seeking; no description of how you heard about the position; does not grab the reader's attention		X 4	
Skills and Experiences	Identifies two to three qualifications for the job; indicates how their education has prepared them for this job; states they are interested in the position; skills and experiences are consistent with resume; refers to resume	Identifies one to two qualifications for the job; indicates how their education has prepared them for this job; provides a vague explanation of why they are interested in the job; skills and experiences are somewhat consistent with resume; refers to resume	Does not identify relevant qualifications for the job; does not indicate how their education has prepared them for this job; does not state why they are interested in the job; skills and experiences are not consistent with resume; does not mention resume		X 4	
Closing Paragraph	Thanks reader for taking time to read their cover letter; provides appropriate contact information; makes appropriate provisions for follow up	Thanks reader for taking time to read their cover letter; provides appropriate contact information, but leaves reader to pursue a follow up	Does not thank reader for reading their cover letter; does not mention a plan for follow up; does not provide any contact information		X 3	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		X 5	
TOTAL POINTS						

Resume Rubric

200 POINTS

Name _____

Member Number _____

Chapter _____

State _____

Indicator	Strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
Contact Information	Includes name, address, email address and phone number; name stands out on resume; provides professional e-mail address	Name does not stand out; email address is too casual	Missing name, address, email address or phone number; email used is inappropriate or unprofessional		X 3	
Education and Relevant Coursework	Contains complete information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; GPA listed in correct format (if appropriate), includes appropriate honors and awards	Contains information (listed in reverse chronological order) with relevant courses listed; dates formatted correctly; inappropriate GPA listed, includes appropriate honors and awards	Information not listed in reverse chronological order; important information missing; information not listed in correct format		X 7	
Relevant Experience and Skills	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; strong action verbs used with correct verb tense; personal pronouns and extraneous words are omitted; bullets are concise, direct and indicate one's impact/accomplishments; results are quantified; bullets are listed in order of importance	Entries are listed in reverse chronological order; company name, job title, location, and employment dates are included; entries have a pattern of one type of error; action verbs are weak; verb tenses are inconsistent; bullets are not concise or direct and do not indicate impact; bullets are written in complete sentences	Entries are not in reverse chronological order; most entries do not include company name, dates, location, or position title; bullets are written in complete sentences; verb tenses are inconsistent; bullets are wordy, vague, or do not indicate one's impact; bullets are not listed in order or importance to the reader; results are not quantified when appropriate; irrelevant or outdated information is listed		X 10	
Achievements and Honors	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; provides specific details related to achievements and honors; listed in reverse chronological order	Appropriate and relevant achievements and honors listed; achievements and honors related to career goal; lacks specific details related to achievements and honors; listed in reverse chronological order	Achievements and honors not listed in reverse chronological order; inappropriate or irrelevant achievements listed; no achievement or honors are listed		X 5	

Indicator	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
References	Listed appropriate references and provided complete contact information for references	References are listed, but not all are appropriate or not all contact information for references is included	Inappropriate references are listed; no references listed; no contact information listed		X 2	
Spelling/ Grammar/ Punctuation	Spelling, grammar, and punctuation are extremely high quality with two or less errors in the document	Spelling, grammar, and punctuation are adequate with three to five errors in the document	Spelling, grammar, and punctuation are less than adequate with six or more errors in the document		X 5	
Format and General Appearance	Does not exceed two pages without overcrowding; margins are acceptable; font size and style are readable (10–12 point); headings reflect content and content substantiates headings; resume is targeted to job	Does not exceed two pages; appears overcrowded; margins are acceptable; font size and style are readable (10–12 point); headings don't necessarily reflect content and content substantiates headings; resume is targeted to job	Exceeds two pages; margins are inappropriate; font style is unreadable; font size is too small or too large		X 8	
TOTAL POINTS						

Initial Screening Interview Rubric

200 POINTS

Name _____

Member Number _____

Chapter _____

State _____

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Appearance and First Impression	Introduced self when joining the video interview or entering room; sat at comfortable distance from camera; background was free from distractions; dressed appropriately; spoke clearly and articulately with no hesitation; used appropriate tone, spoke at right pace to be clear, pronounced words clearly; exhibited confident tone, did not demonstrate nervousness	Incomplete introduction; sat at comfortable distance from camera; background was appropriate with minimal distractions; dressed appropriately; spoke clearly and articulately, but with some hesitation; used appropriate tone, spoke at right pace, but showed some nervousness; pronunciation of words was usually clear, but sometimes vague	Did not introduce self upon joining video interview; sat too far or too close from camera; background was distracting; dressed too casually for interview; did not use appropriate tone, frequently hesitated when speaking; pace was too fast; appeared nervous; pronunciation of words is difficult to understand or was unclear		x 4	
Responses to Questions: Position Knowledge	Used appropriate terms for position; cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position	Seems to know terms associated with position; cited several relevant examples, but list is incomplete; knew about position, but conveyed incomplete picture; unsure of education or experience required for position	Knew some of the terms associated with position, but used incorrectly or did not understand terms; unable to cite or provide relevant examples; position education and requirements not known or does not match applicants' skill set		x 5	
Responses to Questions: Skills Related to Position	Discussed skills gained through school or past jobs and how those skills are relevant to current position applied; abilities described match resume	Described incomplete list of skills gained through school and past jobs and relevance to current position applied; abilities mostly match resume	Unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume		x 5	
Response to Questions: Communication Details	Responses are concise and logically communicated; responses are not "canned"; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a "theme" that describes overall abilities	Responses seem rehearsed and somewhat disorganized; provided some depth to description of skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	Responses were "canned" with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities		X 5	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Communication Skills: Non-Verbal	Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)	Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness	Interview lacked engagement as evidenced by lack of eye contact with camera; appeared very nervous, not poised (cracks under pressure)		x 2	
Communication Skills: Persuasiveness	Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond questions asked.	Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	Answered yes or no to most questions; did not expand on skill set		x 4	
Communication Skills: Verbal	<p>Appropriate volume: Spoke with proper volume to be heard clearly; not too loud, not too soft</p> <p>Enunciation/grammar: Enunciated clearly and avoid informal dialect; used proper words when speaking (didn't use 10-dollar words when a 5-dollar word would do)</p> <p>Concise: Avoided run-on sentences and answered with logical and organized thoughts</p>	<p>Appropriate volume: Did not modulate volume to express answers; could be heard sometimes, but was quiet when unsure of response and was hard to hear</p> <p>Enunciation/grammar: Some language not appropriate for position applied; used some slang and exhibited some dialect.</p> <p>Concise: Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized</p>	<p>Appropriate volume: Volume was either too soft to hear answers or too loud</p> <p>Enunciation/grammar: Used overly complex or simplistic language; sprinkled in slang and exhibited dialect.</p> <p>Concise: Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed</p>		x 4	
Communication Skills: Poise and Confidence	<p>Confident: Exhibited self-confidence with body language and verbal communication</p> <p>Sincere: Expressed true interest in the position they were seeking</p> <p>Poise: Avoids distracting mannerisms, such as drumming fingers or overuse of "um" and "you know"</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>Confident: Exhibited some nervousness, but recovered well; voice and body language showed some uncertainty</p> <p>Sincere: Seemed somewhat interested in the position and was slightly distracted</p> <p>Poise: Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used "um" or "you know"</p> <p>Discretion/tact: Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>Confident: Did not appear comfortable; was nervous; slouched in chair</p> <p>Sincere: Seemed uninterested in the position and was distracted</p> <p>Poise: Demonstrated distracting mannerisms such as drumming fingers, cracking knuckles, etc.; displayed excessive use of "um" and "you know"</p> <p>Discretion/tact: Shared information that may be seen as personal about someone else that created awkwardness; appeared unprofessional</p>		x 4	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Conclusion: Participant Questions	Posed appropriate questions (e.g., when notification of selection will occur and how); clarified next steps, inquired next step in interview process (e.g., if there will be additional interviews, etc.)	Questions posed were somewhat appropriate; some had no relevance to interview; incomplete inquiry of the next steps in the interview process	Did not ask any questions or if questions were asked, questions had no relevance to next steps in the interview process		x 5	
Conclusions: Next Steps	Asked for contact information, ended video interview appropriately and smoothly (thanked interviewers, said good-bye);	Ended video interview somewhat appropriately (not sure what to do) or without thanking interviewers.	Ended video interview awkwardly and abruptly; did not thank interviewers or say good-bye, just ended video session		x 2	
TOTAL POINTS						

Personal Interview Rubric

500 POINTS

Name _____

Chapter _____

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Appearance	Professionally dress/groomed: Follows standard dress code, polished shoes, clothes pressed, conservative accessories	Dress appropriately: Just not as professional and “put together”; shoes clean, but not polished; conservative accessories	Very disheveled: Dirty shoes, not wearing black shoes, inappropriate accessories		x 8	
First Impression	Greeting: Appropriate salutation and firm handshake Introduction: States name Body language: Smiling and pleasant, does not sit until invited, confident in manner	Greeting: Confident but uneasy, soft handshake Introduction: States name only when asked Body language: Rarely smiles, cologne or perfume is distracting	Greeting: Does not use salutation, very informal Introduction: Fails to introduce self, fails to shake hands with interviewer Body language: Obnoxious cologne or perfume, chewing gum		x 13	
Responses to Questions: Position Knowledge	Used appropriate language for position; cited relevant examples; knowledge of career field evident (talk the talk); knows education and experience required for position	Seems to know terms associated with position; cited several relevant examples, but list is incomplete; knew about position, but conveyed incomplete picture; unsure of education or experience required for position	Knew some of the language of position, but used incorrectly or did not show understanding of terms; unable to cite or provided few relevant examples; position education and requirements not known or does not match applicants' skill set		x 10	
Responses to Questions: Skills Related to Position	Discussed skills gained through school or past jobs and how they are relevant to current position applied; abilities described match the resume	Described incomplete list of skills gained through school and past jobs and relevance to current position applied; abilities mostly match resume	Unable to relate skills learned in school or past jobs and relevance to position applied; abilities hardly match resume		x 10	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Response to Questions: Communication Details	Responses are concise and logically communicated; responses are not “canned”; provided in-depth description of skills, not just a list; provided in-depth response to questions, not yes/no responses to questions; established a “theme” that describes overall abilities	Responses seem rehearsed and somewhat disorganized; provided some depth to description of skills; provided some depth to responses to questions; provided some yes/no responses; was able to tie some abilities together to form a picture of qualifications.	Responses were “canned” with little logical progression; mainly provided list of skills with little explanation; provided yes/no responses; unable to see an overall theme of persons' abilities		x 10	
Communication Skills: Non-Verbals	Maintained optimal eye contact; used appropriate nonverbal communication cues (nods and smiles) to demonstrate level of engagement; exhibited poise (cool under pressure)	Maintained appropriate eye contact; seemed nervous under pressure, which impacted poise, pleasantness	Interview lacked engagement as evidenced by lack of eye contact; appeared very nervous, not poised (cracks under pressure)		x 4	
Communication Skills: Persuasiveness	Persuasive: Led the interview in a direction that enabled them to expand so their skills were expressed, took initiative to add information beyond question asked.	Persuasive: Expanded somewhat on skills that are a fit for the position, volunteered some additional information to questions asked.	Persuasive: Answered yes or no to most questions; did not expand on skill set		x 5	
Communication Skills: Verbal	Appropriate volume: Spoke with proper volume for room to be heard clearly; not too loud, not too soft Enunciation/grammar: Enunciated clearly and avoided informal dialect; used proper words when speaking (didn't use 10-dollar words when a 5-dollar word would do) Concise: Avoided run-on sentences and answered with logical and organized thoughts	Appropriate volume: Did not modulate volume to express answers; could be heard sometimes, but was quiet when unsure of response and was hard to hear Enunciation/grammar: Some language not appropriate for position applied; used some slang and exhibited some dialect. Concise: Some questions were answered in a rambling fashion, but made point; thoughts were logical but somewhat disorganized	Appropriate volume: Volume was either too soft to hear answers or too loud for the room Enunciation/grammar: Used overly complex or simplistic language; sprinkled in slang and exhibited dialect. Concise: Rambled and used run-on sentences; answers were poorly organized and thoughts not clearly expressed		x 13	

INDICATOR	Strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
Communication Skills: Poise and Confidence	<p>Confident: Exhibited self-confidence with body language and verbal communication</p> <p>Sincere: Expressed true interest in the position they were seeking</p> <p>Poise: Avoids distracting mannerisms, such as drumming fingers or overuse of “um” and “you know”</p> <p>Discretion/Tact: Shared appropriate information and did not create an awkward situation through responses</p>	<p>Confident: Exhibited some nervousness, but <i>recovered</i> well; voice and body language showed some uncertainty</p> <p>Sincere: Seemed somewhat interested in the position and was slightly distracted</p> <p>Poise: Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used “um” or “you know”</p> <p>Discretion/tact: Most professional in tone and shared information that created little, if any, awkwardness</p>	<p>Confident: Did not appear comfortable; was nervous; slouched in chair</p> <p>Sincere: Seemed uninterested in the position and was distracted</p> <p>Poise: Demonstrated distracting mannerisms such as tapping foot, drumming fingers, cracking knuckles, etc.; displayed excessive use of “um” and “you know”</p> <p>Discretion/tact: Shared information that may be seen as personal about someone else that created awkwardness; appeared unprofessional</p>		x 12	
Conclusion: Participant Questions	Posed appropriate questions (e.g., when notification of selection will occur and how); clarified next steps, inquired next step in interview process (e.g., if there will be additional interviews, etc.)	Questions posed were somewhat appropriate; some had no relevance to interview; incomplete inquiry of the next steps in the interview process	Asks no questions or if questions were asked, questions have no relevance to next steps in the interview process		x 10	
Conclusions: Next Steps	Asked for business card, thanked interviewer, confidently stood and shook hands prior to exiting room	Asked for business card, thanked interviewer, and shook hands, but seemed uncertain how to end the interview and exit	Did not ask for business card; ended interview abruptly or awkwardly; exited without expressing thanks or shaking hands		x 5	
TOTAL POINTS						