Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Career Prep Grading Rubric**

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| **Cover Letter** | Exemplary performance  5-4 points | Adequate performance  3-2 points | Minimal performance  1-0 points | Comments |
| Introduction | The introduction incorporates all elements—the participant, the position or reason for contact, how the opening was discovered, and genuine interest in the position.—and ultimately grabs the employer’s attention. | The introduction describes many of the elements (e.g., participant description, how the position was identified, reason for applying, etc.) and briefly addresses others (e.g., how the position was discovered, interest level, etc.), resulting in an adequate introduction. | The introduction fails to describe the participant, and/or does not clearly identify the position or reason for contact, and/or does not indicate how the position was discovered, and/or it does not indicate interest, and/or it does not grab the employer’s attention. |  |
| Body | Participant provides several strong qualifications and clearly relates these skills to the job at hand; participant clearly explains how his/her interest and skills can benefit the company. | Participant indicates his/her skills, with a general explanation of how the skills relate to the position at hand; participant conveys interest, and briefly connects the skills to benefits for the company. | Participant fails to identify any skills or qualifications, does not explain interest, and does not indicate how his/her skills would provide benefit to the company. |  |
| Conclusion | The conclusion includes a thank you to the employer for his/her time and contact information; it is assertive and mentions a method of follow-up within a given period of time. | The conclusion may or may not include a thank-you and follow-up to the employer with contact information; overall, it is adequate. | The conclusion does not include a thank-you to the employer and/or, does not note contact information, is not assertive, and/or lacks mention of follow-up after a given period of time. |  |
| Overall quality and grammar | The writing flows well, is clear, concise, and gets right to the point; it is convincing and contains minimal spelling or grammatical errors (less than 2). | The writing is adequate, and includes relevant information and content; it is somewhat convincing to an employer; there are minor spelling or grammatical errors (fewer than 5). | The writing does not make sense; participant has written too much or too little; there are multiple spelling and grammatical errors. |  |

Total this section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Resume** | Exemplary performance  5-4 points | Adequate performance  3-2 points | Minimal performance  1-0 points | Comments |
| Presentation and format | The resume follows a reverse chronological format; it uses clear and appropriate headers to organize information; it has a professional appearance. | The resume attempts (and partially succeeds) to use a reverse chronological format; headers are used for a somewhat professional and concise presentation. | The resume does not have a clear design format; headers are not used or are used incorrectly or inappropriately; the resume does not use reverse chronological format. |  |
| Appropriate Information  (x2) | Information is relevant to the position being applied for, it is obvious that research has been done on skills needed and requirements for the position, and all information is appropriate for the position being sought. | Information is somewhat relevant to the position, skills are addressed, job requirements are somewhat taken into consideration when preparing the resume, and some research is evident. | Information is not relevant to the position, and/or it does not convey the necessary skills needed to fulfill job requirements; it is obvious that no research on the position has been done. |  |
| Language and style | Participant consistently uses strong, clear and concise words throughout the resume; clarity of expression is consistent. | Participant uses some action words and some concise and clear words in parts of the resume. | Participant fails to use action words; phrasing is wordy and lacks focus, and/or phrases need revision to make them concise and clear. |  |

Total this section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Interview** | Exemplary performance  5-4 points | Adequate performance  3-2 points | Minimal performance  1-0 points | Comments |
| Introduction and professionalism | Participate introduces themselves while offering to shake hands of interviewer(s). Dress is professional and neat in appearance. | Participate introduces themselves to interviewer(s). Dress is professional or semiprofessional in appearance. | Participate fails to introduce themselves. Dress is not appropriate for an interview in the career field. |  |
| Knowledge | Participant shows clear evidence of a thorough understanding of the job discussed and understands issues of the job in the future. | Participant presents a generalized understanding of the concepts discussed and answers questions fairly well. | Participant shows clear evidence of a thorough understanding of the job discussed and understands issues of the job in the future. |  |
| Articulation | The interview provides a clear, concise, and easy-to-follow description of the project using career correct jargon. | The interview is somewhat logical and easy to understand and follow. | The interview is full of illogical thoughts that indicate lack of understanding. |  |
| Delivery | Delivery is seemingly  extemporaneous, natural,  and confident and enhances  the message; posture, eye  contact, smooth gestures, facial expressions, volume and pace also enhance the interview; commitment to the career and a willingness to communicate are evident; participant is well-spoken,  distinct, and responds clearly, with little or no use of “uhs, ums, hmms,” etc. | Delivery is generally good, with some effective use of volume,  eye contact, vocal control, etc.; some hesitancy may be  observed, however, vocal tone, facial expressions, and/or other nonverbal expressions do not  detract from the message; participant is logical, well-spoken,  and uses only a few “uhs, ums, hmms,” etc. | Delivery detracts from the message; eye contact is limited and participant may look at the floor, mumble, speak inaudibly, fidget or read most of the presentation; gestures and movements may be jerky or excessive; participant is verbose,  illogical, and uses many “uhs, ums, hmms,” etc. |  |

Total this section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total section 1:\_\_\_\_\_\_\_\_\_\_\_\_

Total section 2: \_\_\_\_\_\_\_\_\_\_\_\_ Grand total all sections: \_\_\_\_\_\_\_ out of 60

Total section 3: \_\_\_\_\_\_\_\_\_\_\_\_