

**CV Grading Rubric**

**Marked by:**

**Faculty of Pharmacy – Partnerships Committee**

Student Name/ ID:

|  |  |  |  |  |  |
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| Grading | **4** | **3** | **2** | **1** |  |
| **Skill** | **Outstanding** | **Good** | **Average** | **Unsatisfactory** | **Total** |
| PRESENTATION/ **FORMAT** |  Balanced margins with eye appeal; includes white space   Appropriate fonts and point size used (main text 11 or 12 pt)   No use of acronyms or acronyms explained   Dates, headings, etc. are clear and consistent across sections |  Balanced margins   Appropriate fonts and point size used   No use of acronyms or acronyms explained   Dates, headings, etc. are clear and consistent across sections |  Somewhat balanced margins   Fonts distract from readability   Minimal use of acronyms   Dates, headings, etc. are fairly clear and consistent across sections |  Unbalanced margins   Fonts distract from readability   Use of unexplained acronyms   Dates, headings, etc. are inconsistent or not included |  |
| **SPELLING & GRAMMAR** |  No spelling or grammar errors |  1 spelling or grammar error |  2 spelling or grammar errors |  3+ spelling or grammar errors |  |
| **CONTACT INFORMATION** |  Includes name, address(es), telephone number(s), email address, and web page/blog (optional)   Includes academic level, plan name, and student ID number |  Most information is included and correct |  One or two pieces of information are missing or include errors |  Does not include address(es), telephone number(s), email address, or web page/blog (optional)   Does not include academic level, plan name, and student ID number   Includes date of birth, marital status, Social Insurance Number (SIN), or photo |  |
| **SKILLS SUMMARY** |  4-6 points   Includes (if applicable) number of years experience in relevant paid or unpaid work   Points targeted to potential employer and elaborated on throughout résumé, including key words commonly used in desired industry   Use of relevant knowledge, skills, abilities and characteristics   At least one point includes how skill developed |  4-6 points   Points targeted to potential employer, elaborated on throughout résumé   Use of relevant knowledge, skills, abilities and characteristics |  Some points targeted to potential employer, elaborated on throughout résumé   Some use of relevant knowledge, skills, abilities and characteristics |  Fewer than 3 or more than 6 points   Points not targeted to potential employer or elaborated on throughout résumé   No use of relevant knowledge, skills, abilities and characteristics   No indication of how skill(s) developed |  |
| **EDUCATION**  **Relevant**  **Assignments** |  Postsecondary education includes: Candidate for, Degree, Plan, University, Location and Year beginning program   Degree listed unabbreviated   Relevant courses included (if applicable)    1-3 substantive projects and/or assignments completed in high school or university that are relevant   Includes the project or assignment title, the class or lab the project or assignment was completed in, and dates   Several bullet points describe what accomplished; each bullet point begins with an action verb   Points listed in reverse chronological order |  Postsecondary education includes: Candidate for, Degree, Plan, University, Location and Year beginning program   Degree listed unabbreviated   1-3 substantive projects and/or assignments completed in high school or university that are relevant    Includes the project or assignment title, the class or lab the project or assignment was completed in, and dates   Points listed in reverse chronological order |  Postsecondary education missing 1 of the following: Candidate for, Degree, Plan, University, Location and Year beginning program   Degree listed unabbreviated    Some projects and/or assignments listed are not relevant   Sometimes action verbs are not used to describe what accomplished   Some points not listed in reverse chronological order |  Postsecondary education missing 2 or more of the following: Candidate for, Degree, Plan, University, Location and Year beginning program   Degree listed abbreviated   No relevant courses included   Projects and/or assignments listed are not relevant   Action verbs are not used to describe what accomplished   Points not listed in reverse chronological order   Use of vague expressions such as "responsible for" or "duties included |  |
| **WORK/ VOLUNTEER EXPERIENCE** |  Action verbs (appropriate tenses) used to describe qualifications/skills   Points listed in order of importance to work being sought   Points demonstrate ability to perform the job being sought (relevant experience, transferable skills)   Some points include qualification, results and/or tools used |  1-2 qualifications/ skills lack action verbs or verbs are repetitive and/or incorrect tense   Points listed in order of importance to work being sought   Points demonstrate ability to perform the job (relevant experience, transferable skills) |  3+ qualifications/ skills lack action verbs or verbs are repetitive and/or incorrect tense   Some points demonstrate ability to perform the job (relevant experience, transferable skills)   Includes “what I learned/developed” summary statement(s) |  Action verbs not used   Use of vague expressions such as "responsible for" or "duties included"   Use of personal pronouns such as "my" and "their"   Use of definite and indefinite articles: "a," "an," or "the"   Points do not demonstrate ability to perform the job   Includes “what I learned/developed” summary statement(s) |  |
| **AWARDS & SCHOLARSHIPS**  **PROFESSIONAL MEMBERSHIPS/**    **ACTIVITIES & INTERESTS** |  Name of award/institution/ organization and importance (if unclear) of award listed   No unexplained acronyms   Role played is clear (includes bulleted points with action verbs if appropriate)   Dates included (except general interests/hobbies) (includes bulleted points with action verbs if appropriate) |  Name of award/institution/ organization and importance (if unclear) of award listed   Role played is somewhat clear and includes description, if appropriate   Dates included (except general interests/hobbies) |  Name of award/institution/ organization listed; importance of award not   Role played is somewhat clear   Dates included (except general interests/hobbies) |  Name of award/institution/ organization incomplete; importance of award not listed   Unexplained acronyms used   Role played is not clear   Dates not included   Unexplained acronyms used |  |
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| **TOTAL SCORE:**  **Out of 28** |  | | | |  |

**Comments:**