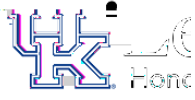


Review Your Resume: How Does it Stack Up?

Use the following rubric to review your resume. Many of the decisions you make on format and content are up to personal preference. However, there are key factors that can make or break the decision to interview you.

	RESUME SHOULD EFFECTIVELY LAND YOU AN INTERVIEW.	RESUME COULD LAND YOU AN INTERVIEW (BORDERLINE CASE).	RESUME IS AVERAGE, NEEDS IMPROVEMENT TO RISE TO THE "TOP OF THE STACK."	RESUME NEEDS SIGNIFICANT IMPROVEMENT AND WOULD BE DISCARDED DURING SCREENING
FORMAT	This resume fills the page but is not overcrowded. There are no grammar or spelling errors. It can be easily scanned.	This resume almost fills the page, but has some uneven white space. There may be a single spelling or grammar error.	The font and spacing of this resume are not appealing and cannot be easily scanned. There are spelling errors and grammatical mistakes.	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling and/or grammar errors.
EDUCATION SECTION	This section is organized, clear, and well defined. It highlights the most pertinent information and includes: institution and its location, graduation date, major, degree, GPA, study abroad (as appropriate), and any relevant course work.	This section is well organized and easy to read. It includes institution and its location, graduation date, major, and degree. GPA and "extra" information, such as study abroad and course work are missing.	Information such as institution and its location, graduation date, and major are included, but degree and GPA are not listed. This section is not well organized and there is no order to how information is formatted.	This section is missing the most crucial information. Institution is listed, but not its location and graduation date is missing. The major is included, but not degree. No GPA is stated.



EXPERIENCE SECTION	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and formatted as bullets beginning with action verbs. (This section could be split into related and other experience.)	Places of work, location, titles, and dates are included for each position. Descriptions are formatted as bullets beginning with action verbs, but are not detailed enough to help the reader understand the experience. Information does not relate 100 percent to the intended career field.	Descriptions are not presented in bulleted lists that begin with action verbs. Instead, complete sentences in paragraph form are used to describe positions. Places of work are included for each position, but not locations, dates, and titles.	There is no order to the descriptions of each position. Descriptions are not detailed and don't illustrate the experience. No locations and dates of employment are listed.
HONORS/ ACTIVITIES	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.	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 missing key information such as leadership positions held or dates of involvement. Organizations are listed; the organization, not individual involvement in each, are described.	This section is missing—or contains very little—information. Organization titles or dates of involvement are not included, and there are no descriptions.

by Amy Diepenbrock. Courtesy of the National Association of Colleges and Employers.