

CTE

CAREER READINESS COMPETITION GUIDE

Learn to create your letter of introduction and resumé. Participate in an interview. Prepare for your future.



Earn a

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AWARD



CTE Career Readiness Competition Guide 2022

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Letter of Introduction

A letter of introduction often accompanies a resume. It is used to give further detail on who you are, what your goals are, and why you are applying for a specific job. Many people these days don't take the time to include a letter of introduction with their resume. In your portfolio the letter of introduction is used for the portfolio viewer to get to know you and your interests and goals. By including a letter of introduction in your portfolio, you are showcasing your business writing skills.

Write your letter in a google doc following the formatting of the letter below. Use 12 pt font size. In your letter of introduction you will write a series of paragraphs following the outline below. It should be professional in nature and showcase your writing abilities. Possible people reading this letter will include portfolio competition judges, scholarship committees, employers, etc.

LETTER OF INTRODUCTION OUTLINE

Paragraph 1: Write a paragraph introducing yourself. This paragraph should include your name, school you are attending and year you are graduating. Talk about what your goal is after graduating from high school.

Paragraph 2: Write about the classes that you have enjoyed most during your education. Write about why you liked those classes. Write about how those classes relate to your future goals.

Paragraph 3: Write specifically about this class and what you have learned by taking this class. Not only technical things such as how to use Adobe Creative Suite or a Macintosh computer, but also job related skills like creative problem solving, working with clients, time management, etc.

Paragraph 4: Talk about your portfolio specifically. "On the following pages you will see my resume, examples of my work, a list of references.... End with something like "I hope you enjoy viewing my portfolio. At the end of the letter type Sincerely, leave room for your signature, then type your name.

John Star
242 Crest St.
Capitola, CA 95010
(831) 553-2323
jostar@yahoo.com

Date

To Whom It May Concern:

I am currently attending Soquel High School where I will be graduating this year in June. I enrolled in CTE classes, which are business-oriented. CTE classes have given me a closer look at the business world and I have learned excellent work skills. My top five work skills are:

- Excellent communication skills with strong listening skills
- Responsible and reliable with attention to detail
- Strong team player who thrives in teamwork situations
- Good computer skills
- Excellent time management skills

I have received special acknowledgement from my employers for strong skills and work ethics.

I recently was accepted to CalPoly and plan to go there in the Fall and pursue a degree in Agribusiness. After receiving my degree, I plan to work in my family's strawberry farming business. Eventually, I hope to be the president of the business. I have many hobbies including surfing, skiing and playing baseball but most of all, I enjoy riding my horse up in the hills. It gives me a sense of freedom and independence.

My portfolio shows some of the skills and abilities I have acquired while attending Soquel High School and throughout my work experience. I have always enjoyed landscaping and have enrolled in the Horticulture class for my last semester of high school. From my past experience you will notice that I enjoy working especially when I leave the job better than it was when I first got there. I have been doing tree work for three years and have worked for commercial and residential customers. Thoroughness and safety are some of my favorite qualities.

Included in this portfolio, is my resume summarizing my schooling, work experience, and skills. In addition I have a list of references, letters of recommendation, and samples of my work. I hope you enjoy reviewing my portfolio.

Sincerely,

John Star

Writing Your Resume

Click here for a video [overview of the resume](#)

Click here for a video on [making a resume with no work experience](#)

Click here for a video on [making a resume with work experience](#)

The resume is a key piece to a successful job search. It should clearly describe who you are, your skills and abilities, educational and extracurricular background and work experience.

The more concise and neatly written your resume is the better chance of you being asked in for an interview. The resume has three major purposes:

1. To help you get a personal interview;
2. To provide the employer with information during the interview;
3. To remind the employer of you after the interview.

Steps to Writing Your Resume

You will include this information:

1. Your personal information; name, city and state, and professional e-mail address.
2. Your job objective; the work you want to do. Be specific.
3. Special skills – identify those skills that would be important to the job objective.
4. Your education – list the high school you are attending, the city and state and note your year of graduation. List courses you have completed that might be useful for the job you are applying for.
5. Your work experiences – include both paid and volunteer work. Use reverse chronological order. Start with your current or most recent job and work backwards to your first job. Use action verbs to describe your work like “Managed the shop; Assisted in the development of.....”
6. Extracurricular Activities – write those special activities that you participated in or are currently involved in either at school or in the community. Indicate name of organization and dates.
7. Awards & Achievements– Recognition or awards you have received.
8. References – Talk to those people who know your work and ask them if they will be a reference for you. Include the person’s name, title, and email address

How to Write the Objective

The objective statement tells readers the purpose of your resume. Are you trying to get a waitressing job? A retail sales job? A college scholarship? State it in your objective along with your qualifications and experiences. The ideal resume and objective are tailored to a specific position and employer. You should modify a resume to emphasize different skills and experience for different opportunities. So remember, you can change your objective each time you apply for a different job to more closely align with the position for which you are applying.

Sample Job Objectives

- Highly energetic person seeking a position in retail sales.
- Hardworking, detail oriented person seeking a position as a construction intern.
- Seeking an entry-level office assistant position, offering excellent computer skills.
- Seeking an internship as a health aide helping medical personnel assist patients and provide quality health care.
- Avid writer seeking a challenging, entry-level position in Journalism.
- Creative web designer seeking an internship at a graphic design agency.
- Seeking a position as a preschool aide in a childcare facility.

How to Write About Your Experience

Here is a link to a resume [template with no work experience](#)

Here is a link to a resume [template with WITH work experience](#)

Writing a Resume With No Experience

Many students think that because they haven't worked an official job, they have no experience. But this isn't true. Let's go over what kind of experience is beneficial to include on your resume.

So what types of experiences can you include on your high school resume? Of course, if you have work experience—even if it's for your family business and you weren't an "official" employee—you should showcase it. But if not, don't worry. Instead, you can share information about your **volunteer work, community service, club involvement, participation in sports, or role on the yearbook staff.**

These types of activities are impressive to potential employers and colleges, so don't be nervous if you're writing a high school resume with no work experience. Be proud of the unique experiences you've had. You can even change the title of the section from "Work Experience" to "Relevant Activities" or "Major Achievements."

Tips for Writing About Your Experience

Once you've identified two to four experiences or activities to showcase on your high school resume, you will want to use between three and five bullet points to describe each experience. Here are a few guidelines to ensure your experience descriptions have the greatest impact:

- Begin each bullet point with an [action verb](#)—such as created, completed, or managed. Try not to use the same verb more than once.
- Use condensed language. Exclude pronouns, conjunctions, and any unnecessary words.
- Tailor your descriptions by using specific keywords. If your high school resume is for a job application, sprinkle in keywords used in the job description to represent yourself as the ideal employee for the position. If you're applying to a college or scholarship, add

keywords from their mission and values statements to prove you're exactly the type of student they want.

- Add numbers and results whenever possible. You might include the hours per week you devoted to the activity, how many customers you served, or the number of products you created.

Here is an example for formatting work experience or volunteer experience:

Retail Associate — Old Navy, Inc.

November 2018 - January 2020

- Provided exceptional customer service to 200 guests daily, which included giving tailored product recommendations and answering questions about store policies.
- Processed cash and card payments for products equalling over \$3,000 per shift, while maintaining a balanced register.
- Designed, executed, and maintained attractive product displays that increased sales of featured items by 15%.

Graphic Design Teacher's Aide — Harbor High School

Aug 2020 - May 2021

- Tutored students individually on computer techniques
- Trouble-shooted technology problems
- Emptied recycling and checked mail on a daily basis

Examples of Volunteer Job Experience

- Blood Drive Worker
- Camp Counselor
- Church Group Member
- Coach
- Fund Raising Worker
- Library Aide
- Life Guard
- Nursing Home Assistant
- Recreational Aide
- Recycle Helper
- Teacher's Aide
- Telethon Helper
- Voter Registrar
- Wildlife Rescuer
- Youth Group Leader

Possible Extracurricular Activities

- Girl or Boy Scouts
- High School Sports
- Church Choir / Church Group
- School Clubs
- School Honor Societies
- Mock Trial
- Speech and debate team
- Yearbook
- Community Sports

If you have no work, extracurricular, or volunteer experience, do not include that section in your resume, but make sure you focus on a strong section of strengths. Here are some examples of strengths below.

A List of Skills, Strengths and Abilities

Listening	Customer Service	Communication
Resolving Conflict	Friendly	skills (both written and oral)
Communication	Good Listener	Highly Organized
Time Management	Presentation	Inventive
Problem-Solving	Reading	Adept at Conflict Resolution
Team-Player	Verbal communication	Exceptional Listener
Attention to Detail	Written communication	Curious
Flexible	Bookkeeping	Diplomatic
Collaborative	Budgeting	Responsible
Experienced Leader	Tutoring	Punctual
Microsoft Office	Scheduling	Reliable
Google Office	Sales	Takes initiative
Applications	Project management	Persistent
Adobe Creative Suite	Editing	Enthusiastic
Bike Repair	Video Editing	Adaptable
Auto Repair	Event promotion	Detail Oriented
Graphic design	Event planning	Organized
Social media	Management experience	Deadline Driven
Fundraising	Adaptable	Quick Learner
Budgeting		
Research		
Bilingual		

Interpersonal Skills

Able to interact successfully with a wide range of people. Know how to interpret and use body language.

Oral communication skills

Presents information and ideas clearly and concisely, with content and style appropriate for the audience.

Public speaking skills

Able to make formal presentations and present ideas in an interesting way.

Counseling skills

Responds to what others have said in a non-judgmental way. Builds trust and openness with others.

Mentoring skills

Gives feedback in a constructive way. Helps others to increase their knowledge or skills.

Training skills

Able to help others gain knowledge and skills. Able to create an effective learning environment.

Supervising skills

Delegates responsibilities and establishes an appropriate system of accountability. Able to monitor progress and assess the quality of job performance of others.

Leadership skills

Motivates and empowers others to act. Inspires trust

and respect in others.

Persuading skills

Communicates effectively to justify a position or influence a decision. Able to sell products or promote ideas.

Negotiation skills

Able to negotiate skillfully. Knows how and when to compromise.

Mediation skills

Able to resolve conflicts that stem from different perspectives or interests. Able to deal with conflict in an open, honest, and positive way.

Customer service skills

Able to build a relationship of mutual trust with clients.

Able to handle complaints and concerns sensitively.

Care-giving skills

Able to empathize with others. Able to give sensitive care to people who are sick or elderly or who have severe disabilities.

Critical thinking skills

Able to review different points of view or ideas and make objective judgements. Investigates all possible solutions to a problem, weighing the pros and cons.

Creative thinking skills

Able to generate new ideas, invent new things, create new images or designs. Find new solutions to problems.

Problem solving skills

Able to clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of various options.

Decision-making skills

Able to identify all possible options, weigh the pros and cons, assess feasibility and choose the most viable option.

Planning skills

Able to plan projects, events, and programs. Establish objectives and needs, evaluate options.

Organization skills

Able to organize information, people, or things in a systematic way. Able to establish priorities and meet deadlines.

Advanced writing skills

Able to select, interpret, organize and synthesize key ideas. Able to edit written text to ensure that the message is clear and concise.

Research skills

Knows how to find and collect relevant background information. Able to analyze data, summarize findings and write a report.

Financial skills

Able to work within a determined budget. Able to work a cash register.

Language skills

Bilingual. Able to translate or interpret in a given language.

Advanced computer skills

Able to use a variety of software programs. Knowledgeable about Graphic Design and Adobe Applications.

Technological Skills

Reads and follows technical manuals with ease.

Mechanical skills

Able to install, operate, repair and monitor the performance of equipment and mechanical devices.

Adaptability skills

Capacity to adapt to new situations and settings and to tolerate change well. Flexible to adapt to the needs of the moment.

Clerical skills

Able to use computer software and effectively organize digital information

Curiosity

the ability to apply a sense of wonder and a desire to learn more.

Taking initiative

the ability to be resourceful and work without always being told what to do

Multi-disciplinary thinking

find solutions to complex problems from several perspectives.

Empathy

ability to sense other people's emotions

Jane Doe

Mobile: (831) 528-2226 | janedoe@gmail.com

EDUCATION

Harbor High School

Santa Cruz, CA, 2021

GPA: Weighted: 4.16 / Unweighted: 4.0

Relevant Coursework: American Government Honors, Yearbook, AP Lit & Comp, AP Calculus

EXPERIENCE

Theater Member

SCHS Theater / HHS Theater / CMTSJ, CA

Performer & Stage Manager

2017-2021

- Performed in leading roles in ten plays and musicals throughout high school. Demonstrated and honed singing, dancing, and acting skills.
- Stage managed a tech crew of over eight people at Santa Cruz High. Called the show from backstage, including directing set changes and cueing lights and sound.

Yearbook Editor

Harbor High School, CA

Design Editor

2021

- Developed the school yearbook as well as collaborated with and managed other yearbook staff. Created over ten original two-page spreads in addition to editing and proofing all other pages in the 176 page book to create a cohesive design.
- Used journalism skills including photography and interviewing to virtually research and investigate school activities. Also connected with the student body to produce a yearbook that accurately represented school life during the pandemic.

AWARDS / HONORS

• **Best New Runner Award**

2017-2018 Season

Received award from Coach Greg Brock for filling in as a Varsity Cross Country runner, earning the girls team first place in Central Coast Sectionals.

• **Santa Cruz Art League**

2018

Awarded 2nd Place for crafting a metal butterfly pendant and necklace. Showcased exceptional jewelry and metalworking skills.

ADDITIONAL SKILLS

- Proficient in graphic design programs such as Adobe Illustrator, Photoshop, and InDesign.
- Well versed in arts and crafts including advanced sewing, knitting, crocheting, embroidery, cross stitching, painting, jewelry design and metalworking, and wire wrapping.
- Tennis, Piano, Guitar, Skiing, and Roller Skating

How to prepare for an interview

If this is your first job interview, no need to worry. Employers who hire teens aren't expecting you to have a proven track record of success. All they usually care about can be summed up in two words: positive attitude. They want you to be willing to listen, able to learn, to be trustworthy, reliable, and punctual. As long as you can clearly demonstrate these qualities in your interview, you will be an easy hire.

Here are a few more tips to help you prepare.

1. **Know yourself:** put yourself under a microscope. The more self aware you are the more comfortable you will be in job interviews. Make a few lists: Your top strengths; your best skills, your biggest achievements (school, extracurricular, volunteering, etc.); and your hobbies and pastimes. Once you are done, ask a few other people (family, friends, teachers, etc) for their thoughts on those things too. This confidence building exercise will help direct you towards jobs you more likely to enjoy and succeed at, while also getting you used to talking about yourself with others.
2. **Understand what employers are looking for:** The primary concerns for most employers talking to teens are: Will you be here as scheduled? If we are willing to teach you, are you willing to learn? With this in mind, respond to the interview questions with frequent reassurance of reliability and capability to learn quickly. The interviewer is looking for a person with ordinary qualifications who has the attitude to do an extraordinary job.
3. **Conduct practice interviews:** Ask friends or family members to conduct a practice interview with you. Use the interview questions provided in this guide. Make sure to think about body language and practice your handshake too.
4. **Put your phone on airplane mode:** The last thing you want is for a good interview to be interrupted.
5. **Always write a thank you note after your interview:** Do this will put you way ahead of your competition.

CTE Mock Interview Questions

1. Why did you enroll in your CTE class? Are you interested in this as a career option? Why or why not?
2. Tell me about a skill that you learned in your CTE class that will be an asset no matter what job you are in and explain why that skill is valuable in any job.
3. What do you consider your greatest strengths?
4. What do you consider your greatest weaknesses and how do you work to overcome this challenge?
5. Why should we hire you over any other candidate?
6. Would you like to ask me any questions about my job?

CTE LETTER OF INTRODUCTION RUBRIC

Primary CTE Standards for Career Ready Practice Assessed: 1. Apply appropriate technical skills and academic knowledge. 2. Communicate clearly, effectively, and with reason 3. Develop an education and career plan aligned with personal goals. 4. Apply technology to enhance productivity. 7. Act as a responsible citizen in the workplace and the community. 10. Demonstrate creativity and innovation.

Evaluation Levels	Exceeded	Met	Nearly Met	Not Met	Points Earned
Point Value	4	3	2	1	1-4
Formatting	<p>Neatly formatted letter with address aligned to the left with space between each paragraph. All paragraphs align to the left with no indentation.</p> <p>Proper formatting of signature including space for handwritten signature.</p> <p>Extra attention paid to formatting a letterhead design.</p>	<p>Neatly formatted letter with address aligned to the left with space between each paragraph. All paragraphs align to the left with no indentation.</p> <p>Proper formatting of signature including space for handwritten signature.</p>	<p>Formatting missing some proper conventions such as: address aligned to the left with space between each paragraph.</p> <p>All paragraphs align to the left with no indentation.</p> <p>Proper formatting of signature including space for handwritten signature.</p>	<p>No attention is paid to proper formatting of paragraph alignment, address, or signature.</p>	
Intro paragraph	<p>Includes date, greeting, your name, school you are attending and year you are graduating. Talks about what your goal is after graduating from high school.</p> <p>Includes additional information aside from requirements listed above.</p>	<p>Includes date, greeting, your name, school you are attending and year you are graduating. Talks about what your goal is after graduating from high school.</p>	<p>Missing 1-2 items from this list:</p> <ul style="list-style-type: none"> • Date • Greeting • Your name and school you are attending • Year you are graduating • Goals. 	<p>Missing more than 2 items from this list:</p> <ul style="list-style-type: none"> • Date • Greeting • Your name and school you are attending • Year you are graduating • Goals. 	

<p>Central Paragraph</p>	<p>Includes the classes that you have enjoyed most during your education. Includes why you liked those classes. Includes an explanation about how those classes relate to your future goals.</p> <p>Specifies what you have learned by taking a CTE class. Not only technical things but also job related skills like creative problem solving, working with clients, time management, etc.</p> <p>Includes additional information aside from requirements listed above.</p>	<p>Includes the classes that you have enjoyed most during your education. Includes why you liked those classes. Includes an explanation about how those classes relate to your future goals.</p> <p>Specifies what you have learned by taking a CTE class. Not only technical things but also job related skills like creative problem solving, working with clients, time management, etc.</p>	<p>Missing 1-2 items from this list:</p> <ul style="list-style-type: none"> • Classes that you have enjoyed most during your education. • Why you liked those classes. • Includes an explanation about how those classes relate to your future goals. • What you learned by taking a CTE class including both hard and soft skills. 	<p>Missing more than 2 items from this list:</p> <ul style="list-style-type: none"> • Classes that you have enjoyed most during your education. • Why you liked those classes. • Includes an explanation about how those classes relate to your future goals. • What you learned by taking a CTE class including both hard and soft skills. 	
<p>Concluding Statements</p>	<p>Concludes in a brief paragraph of 2-3 sentences that restates your goal and states a way to contact you. At the end of the letter type Sincerely, leave room for your signature, then type your name.</p> <p>Includes additional information aside from requirements listed above.</p>	<p>Conclude in a brief paragraph of 2-3 sentences that restates your goal and states a way to contact you. At the end of the letter type Sincerely, leave room for your signature, then type your name.</p>	<p>Missing 1-2 items from this list:</p> <ul style="list-style-type: none"> • Restate your goal. • State a way to contact you. • Formatting includes room for your signature. 	<p>Letter ends with no concluding statements.</p>	
<p>Spelling, Grammar, Capitalization and Punctuation</p>	<p>There are no spelling errors.</p> <p>The same tense is used throughout the resume.</p> <p>All proper nouns are capitalized.</p> <p>Periods are used consistently.</p>	<p>There are no spelling errors.</p> <p>The same tense is used throughout the resume.</p> <p>All proper nouns are capitalized.</p> <p>Periods are used inconsistently.</p>	<p>There are some spelling errors.</p> <p>Some capitalization errors are found.</p> <p>Periods are used inconsistently.</p>	<p>There are many spelling errors.</p> <p>Some capitalization errors are found.</p> <p>Periods are used inconsistently.</p>	
<p>Total Score ___ points</p>					
<p>Comments:</p>					

CTE RESUME RUBRIC

Primary CTE Standards for Career Ready Practice Assessed: 1. Apply appropriate technical skills and academic knowledge. 2. Communicate clearly, effectively, and with reason 3. Develop an education and career plan aligned with personal goals. 4. Apply technology to enhance productivity. 7. Act as a responsible citizen in the workplace and the community. 10. Demonstrate creativity and innovation.

Evaluation Levels	Exceeded	Met	Nearly Met	Not Met	Points Earned
Point Value	4	3	2	1	1-4
Formatting	<p>Neatly formatted with consistent use of font style, size, bold headings, and alignment of information.</p> <p>Detailed and creative attention was paid to formatting.</p> <p>Resume does not have excessive empty or blank areas.</p> <p>Only headings are included where appropriate experience can be listed. For example you do not include the heading "Work Experience" then say "I have no work experience"</p>	<p>Neatly formatted with consistent use of font style, size, bold headings, and alignment of information.</p> <p>Resume does not have excessive empty or blank areas.</p> <p>Only headings are included where appropriate experience can be listed. For example you do not include the heading "Work Experience" then say "I have no work experience"</p>	<p>Some inconsistencies with use of font style, size, bold headings, and alignment of information.</p> <p>Resume has some excessive empty or blank areas.</p> <p>Only headings are included where appropriate experience can be listed. For example you do not include the heading "Work Experience" then say "I have no work experience"</p>	<p>Formatting is messy with no attention paid to alignment, consistent fonts and sizes of type.</p> <p>Resume has excessive empty or blank areas.</p> <p>Headings are included with no associated information. For example the resume includes "work experience" as a heading and lists "no experience" under the heading.</p>	
Experience Content	<p>Volunteer, extra curricular, or work experience are listed.</p> <p>Each experience includes the date, and has more than the minimum of two bullet points listing duties.</p>	<p>Volunteer, extra curricular, or work experience are listed.</p> <p>Each experience includes the date, and has a minimum of two bullet points listing duties.</p>	<p>Volunteer, extra curricular, or work experience are listed.</p> <p>Each experience includes the date, but has no bullet points listing duties.</p>	<p>No experience is listed.</p>	

Education Content	<p>Nothing earlier than high school education is listed.</p> <p>Name of high school, location, and year of graduation is included.</p> <p>Rigorous courses or courses related to the resume objective are bulleted out.</p> <p>GPA is listed if a 3.5 or above.</p>	<p>Nothing earlier than high school education is listed.</p> <p>Some High School information about location or year of graduation is missing</p> <p>Rigorous courses or courses related to the resume objective are bulleted out.</p> <p>GPA is listed if a 3.5 or above.</p>	<p>Education earlier than high school education is listed.</p> <p>All High School information about location or year of graduation is missing</p> <p>No information on courses are bulleted out.</p>	<p>No information on education listed.</p>	
Skills Content	<p>A minimum of eight skills are listed. The skills are listed in sentence form with additional information.</p> <p>Skills relate to your objective.</p>	<p>A minimum of eight skills are listed.</p> <p>Skills relate to your objective.</p>	<p>A minimum of 4 skills are listed.</p> <p>Skills might not relate to your objective.</p>	<p>Less than 4 skills are listed.</p> <p>Skills might not relate to your objective.</p>	
Contact Information	<p>Your first and last name is listed</p> <p>Your city and state is listed</p> <p>Your professional email is listed. (email should just include your first and last name with no nicknames, jokes, slang, etc.</p>	<p>Your first and last name is listed</p> <p>You did not list your city and state</p> <p>Your professional email is listed. (email should just include your first and last name with no nicknames, jokes, slang, etc.</p>	<p>Your first and last name is listed</p> <p>You did not list your city and state</p> <p>Your email is unprofessional (email should just include your first and last name with no nicknames, jokes, slang, etc.</p>	<p>You are missing contact information.</p>	
Spelling, Grammar, Capitalization and Punctuation	<p>There are no spelling errors.</p> <p>The same tense is used throughout the resume.</p> <p>All proper nouns are capitalized.</p> <p>Periods are used consistently.</p>	<p>There are no spelling errors.</p> <p>The same tense is used throughout the resume.</p> <p>All proper nouns are capitalized.</p> <p>Periods are used inconsistently.</p>	<p>There are some spelling errors.</p> <p>Some capitalization errors are found.</p> <p>Periods are used inconsistently.</p>	<p>There are many spelling errors.</p> <p>Some capitalization errors are found.</p> <p>Periods are used inconsistently.</p>	
Total Score: _____ points (comment in space below)					

CTE MOCK INTERVIEW RUBRIC

Primary CTE Standards for Career Ready Practice Assessed: 1. Apply appropriate technical skills and academic knowledge. 2. Communicate clearly, effectively, and with reason 7. Act as a responsible citizen in the workplace and the community.

Name of Student: _____

Name of Interviewer: _____

Instructions for filling out rubric: Please circle content in each column and fill in points earned for each category. Please provide overall feedback at the bottom of the rubric.

Evaluation Levels	You're Hired!	We Are Considering You.	Don't Call Us, We Will Call You.	Points Earned
Point Value	3	2	1	
Speech (taking into account English Language Learners)	Always articulate and speaks, clearly, Interviewer can easily comprehend student's answers. No use of the words "um" or "like"	Mumbles only occasionally. The interviewer can easily comprehend student's answers. Some use of "um"/ "like"	The interviewer sometimes has difficulty understanding/hearing student answers.	
Professionalism	Student came to interview with resume. Displayed polite and professional attitude.	Student came to interview with resume. Attitude was lacking enthusiasm.	did not come with resume. Student did not seem alert or engaged.	
Non Verbal Communication	Consistent eye contact Good posture Genuine smile No fidgeting such as knee shaking, hair twirling, etc. Showed enthusiasm and interest.	Eye contact inconsistent Student sometimes fidgets with knee shaking, hair twirling, etc. Showed some enthusiasm and interest.	no eye contact. slouched in chair. Student did not smile. fidgeting often Lacked interested.	
Content of Answers and Closing	Thoughtful responses with relevant examples. Answers were clear and concise and focused on strengths. Asked a question to the interviewer. Thanked the interviewer.	Responses sometimes short and/or lacked relevant examples. Answers sometimes too long or too short. Did not ask question to the interviewer. Thanked the interviewer.	Responses were too short and did not include examples. Answers did not focus on strengths. Did not ask a question to the interviewer. Did not thank interviewer.	
Total Score ___ out of 15 points				
Comments				