

Objective

To develop a résumé that may be forwarded to a potential employer.

Process

The student will develop a résumé using the correct format. The résumé may be used to introduce the student to the employer at a work place site prior to an interview.

Teachers are encouraged to work with other staff members to ensure that résumé preparation is taught. Résumé writing is suggested in English Language Arts 20 and A30, Information Processing 10, 20, 30, and the current Work Experience Education 20 guidelines. Students should save the résumé on a computer disk and update it during the course as changes need to be made and references are added. Students should be encouraged to design/alter a résumé to correspond to the intended purpose for that résumé.

Determine if any students have begun work on a resume in any other class. If so, encourage them to build from what they have, emphasizing the theatrical side.

Have the students begin to research resumes using the internet. As they research have them identify common sections of every resume and develop an outline or structure to use for their own.

Students should use the outline or structure they develop to construct a resume that may be forwarded to a potential employer. See template and tips.

Assessment

See Résumé Evaluation Rubric on the next page.

9.4 Résumé Evaluation Rubric

Theatre Arts 20

Name _____

Date _____

<p>___/5</p>	<p>5 - Completely organized. Follows class-instructed format, legible font style and size, appropriate size and style headings.</p> <p>4 - Somewhat organized. Generally follows class-instructed format, acceptable font style and size and acceptable size and style headings.</p> <p>3 - Somewhat organized. Minimally conforms to class-instructed format, some problems in font style and size and/or general sizing or style headings.</p> <p>2 - Somewhat organized. Minimally conforms to class-instructed format, many problems in font style and size and with general sizing and style headings.</p> <p>1 - Poorly organized. Does not conform to class-instructed format, many problems in font style and size and with general sizing and style headings.</p>
<p>___/5</p>	<p>5 - No grammar or spelling errors. Demonstrates use of various active verbs. Uses past tense for past experiences and present for the current ones.</p> <p>4 - Few grammar or spelling errors. (at least one grammatical or spelling error)</p> <p>3 - Few grammar or spelling errors. (more than one spelling or grammatical errors)</p> <p>2 - Some grammar and spelling errors. (more than two spelling or grammatical errors)</p> <p>1 - Many grammar and spelling errors.</p>
<p>___/5</p>	<p>5 - Information is interesting and relevant. Important details.(concentration, expected date of graduation, projects, courses}</p> <p>4 - Information is relevant. (but not necessarily interesting)</p> <p>3 - Information is relevant but is lacking in detail.</p> <p>2 - Information is relevant but incomplete.</p> <p>1 - Information does not make sense.</p>
<p>___/5</p>	<p>5 - At least 5 skills and abilities are listed. Shows uptrend and growth.</p> <p>4 - At least 3 skills and abilities are listed.</p> <p>3 - At least 2 skills or abilities are listed.</p> <p>2 - At least 1 skill and ability is listed.</p> <p>1 - No skills or abilities listed.</p>
<p>___/5</p>	<p>5 - At least 5 experiences are listed. Emphasis is on accomplishments and achievements, rather than on duties.</p> <p>4 - At least 3 experiences are listed.</p> <p>3 - At least 1 experience is listed.</p> <p>2 - At least 1 experience is listed but lacks detail.</p> <p>1 - No experience listed.</p>
<p>___/25</p>	