

Rubric for Career Goals Summary

Criteria	Level 4	Level 3	Level 2	Level 1	Criteria Score
Required elements included	All elements included (full name, bio, photos, values, career goals and interests)	1 required element missing	2 required elements missing	3 required elements missing	/4
Design elements and use of visuals	Homepage professionally prepared with concisely written language and integrated visual elements. Visual elements are highly relevant and illustrate who you are and what is important to you.	Homepage is professionally prepared with concisely written language and integrated visual elements. Visual elements are mostly relevant and illustrate who you are and what is important to you.	Homepage is somewhat professionally prepared. Visual elements are relevant and illustrated who you are and what is important to you	Homepage lacks professional appearance, detail or does not include visual elements.	/4
Clarity	Language is clear and expressive. Reader can create a mental picture of the situation being described. Explanation of concepts makes sense to an uninformed reader.	Language is mostly clear and expressive. Reader can create a mental picture of the situation being described. Explanation of concepts mostly make sense to an uninformed reader	Minor, infrequent lapses in clarity and accuracy	Several lapses in clarity and accuracy	/4
Relevance and meaning of values, goals, and reflection on experiences	Values statement and career goals show a clear, meaningful connection to the student. The student reflects thoughtfully on how specific undergraduate experiences (e.g., courses, placements, work, volunteering, mentors) have influenced their values and career direction. Experiences are relevant and clearly connected to values and goals.	Values statement and career goals mostly show a clear, meaningful connection to the student. The student reflects on how undergraduate experiences have influenced their values and career direction, though some connections could be developed further. Experiences are mostly relevant and connected to values and goals.	Values statement and career goals somewhat show a connection to the student. Reflection on undergraduate experiences is limited or mostly descriptive, with little explanation of their influence. Experiences are somewhat relevant and connected to values and goals.	Values, goals, and experiences show little connection or meaning. There is little or no reflection on how undergraduate experiences have influenced the student's career direction.	/4