

BMA116 Assessment Item 4 Evaluation Rubric | Written Employment Application and Video Presentation

Criteria	HD (High Distinction)	DN (Distinction)	CR (Credit)	PP (Pass)	NN (Fail)
<p>Produce a 2-4 page Résumé</p> <p>Weight = 20%</p>	<p>Overall CV content is concise, informative and highly targeted to the position. No irrelevant information is included.</p> <p>Very clear and persuasive personal brand statement.</p> <p>Clear educational qualifications, listed in correct order.</p> <p>Clear employment history (work experience), with concise and considered description of duties or responsibilities.</p> <p>Clear summary of key skills, which are highly targeted to the position.</p> <p>Appealing and engaging presentation with no errors.</p> <p>Recognised format as per the Study Guide.</p> <p>Excellent use of action words and language mirrors terminology used in position description/and or the profession.</p>	<p>Overall CV content is informative and mostly targeted to the position. Contains almost no irrelevant information.</p> <p>Clear personal brand statement.</p> <p>Clear educational qualifications, listed in correct order.</p> <p>Clear employment history (work experience) with good description of duties or responsibilities.</p> <p>Clear summary of key skills, relevant to the position.</p> <p>Appealing presentation; minor errors.</p> <p>Recognised format as per the Study Guide.</p> <p>Very good use of action words and professional language.</p>	<p>Overall CV content is somewhat informative but could be more targeted to the position.</p> <p>Reasonably clear personal brand statement.</p> <p>Relevant educational qualifications.</p> <p>Clear and mostly logical employment history (work experience).</p> <p>Summary of key skills, mostly relevant to the position.</p> <p>Reasonably appealing presentation; some errors or inconsistency.</p> <p>Mostly in recognised format as per the Study Guide; some sections in wrong order.</p> <p>Some action words and mostly professional and positive language.</p>	<p>Most sections of CV are unclear and content is largely irrelevant or generic. More careful consideration of the position and its requirements needed.</p> <p>Basic personal brand statement.</p> <p>Incomplete or irrelevant educational qualifications.</p> <p>Unclear or irrelevant employment history (work experience).</p> <p>Basic summary of key skills.</p> <p>Basic presentation; some errors and inconsistency.</p> <p>Format mostly inconsistent with Study Guide; student may have used format of their own.</p> <p>Limited use of action words and some language may be considered unprofessional or inappropriate.</p>	<p>Almost all CV content is unclear and/or inappropriate to the position.</p> <p>Vague or no personal brand statement.</p> <p>Irrelevant or no educational qualifications.</p> <p>Limited or unclear description of employment history (work experience).</p> <p>Unclear or no summary of key skills.</p> <p>Confused or unprofessional presentation.</p> <p>Multiple errors in format and structure.</p> <p>Language and grammar poor and/or unprofessional.</p>
<p>Prepare a one page employment application Cover Letter</p> <p>Weight = 20%</p>	<p>One page cover letter clearly articulates how the student's skills, experience and qualifications meet position requirements.</p> <p>Student's motivation for the position is clear and suitably justified.</p> <p>Very persuasive and professional language is used, which would encourage the recipient to read other elements of the employment application.</p> <p>Correct use of business letter formatting and structure, no errors.</p>	<p>One page cover letter articulates how the student's skills, experience and qualifications meet position requirements.</p> <p>Letter communicates student's motivation for applying for the position.</p> <p>Language and grammar is somewhat persuasive, and professional.</p> <p>Correct use of business letter structure and formatting; some minor errors.</p>	<p>One page cover letter contains mostly clear explanation of how the student's skills, experience and qualifications meet position requirements.</p> <p>Student's motivation for applying for the position could be more explicit.</p> <p>Language and grammar is persuasive in parts, and of a reasonably professional standard; some room for improvement.</p> <p>Mostly correct use of business letter structure and formatting.</p>	<p>One page cover letter lacking explanation of how the student's skills, experience and qualifications meet position requirements.</p> <p>No communication of student's motivation for applying for the position.</p> <p>Language and grammar is of a basic standard, may be unprofessional or inappropriate</p> <p>Some use of business letter structure and formatting.</p>	<p>One page cover letter substantially lacking explanation of how the student's skills, experience and qualifications meet the position requirements.</p> <p>Language and grammar is indecipherable or difficult to read.</p> <p>Letter lacks sufficient detail and is significantly less than one page requirement.</p> <p>Multiple errors in business letter format and structure.</p>

<p>Prepare a written Selection Criteria Response, addressing one communication based selection criterion</p> <p>Weight = 20%</p>	<p>Selection criteria response contains an opening statement and contains a clear and fluent description of how student meets criteria, using the STAR approach.</p> <p>Response provides specific evidence to support claims.</p> <p>The examples used are carefully considered, relevant to the position and suitable for the level/type of criterion.</p> <p>All elements of the criterion are clearly addressed.</p>	<p>Selection criteria response contains an opening statement and contains a clear description of how student meets criteria, using the STAR approach.</p> <p>Response provides specific evidence to support claims.</p> <p>The examples used are mostly relevant to the position and suitable for the level/type of criterion.</p> <p>All elements of the criterion are addressed.</p>	<p>Selection criteria response contains an opening statement and contains a mostly clear description of how student meets criteria, using the STAR approach.</p> <p>Response provides some evidence to support claims.</p> <p>The examples used are somewhat relevant to the position and suitable for the level/type of criterion, but more consideration needed.</p> <p>Most elements of the criterion are addressed.</p>	<p>Selection criteria response provides a basic description of how student meets criteria, but incorrect or limited use of STAR approach.</p> <p>Limited evidence provided to support claims.</p> <p>Examples are inappropriate or irrelevant.</p> <p>Only part of the selection criterion is addressed.</p>	<p>Selection criteria response provides little if any description of how student meets criteria, and no use of the STAR approach.</p> <p>Response is vague, rushed and/or contains no specific evidence to support claims.</p> <p>Less than half of the selection criterion addressed.</p> <p>Selection criterion NOT based on communication skills.</p>
<p>Deliver a 1 minute oral presentation, demonstrating consideration of situation and audience</p> <p>Weight = 25%</p>	<p>Excellent oral communication skills including appropriate voice inflection, volume, rate/pace and enunciation. Minimal, if any, 'fillers' (e.g. um, ah) are used.</p> <p>Student appears confident, well-rehearsed and presents information using the extemporaneous method, and doesn't read directly from a script.</p> <p>Excellent nonverbal communication, including consistent eye contact, open and upright body posture, positive facial expressions; appropriate dress/clothing.</p> <p>Presentation structure is logical and has a clear beginning, middle and end.</p> <p>Presentation clearly and coherently addresses the interview question and meets specified length requirements.</p>	<p>Very good oral communication skills including voice inflection, volume, rate/pace and enunciation. Some 'fillers' used.</p> <p>Student appears confident and presents information using the extemporaneous method, and doesn't read directly from a script.</p> <p>Very good nonverbal communication, including eye contact, posture, facial expression.</p> <p>Presentation has a clear structure.</p> <p>Presentation addresses the interview question and meets specified length requirements.</p>	<p>Mostly clear voice; some room for improvement and student could use of inflection to project a more enthusiastic tone. Some 'fillers' used.</p> <p>Student appears mostly confident and presents information using the extemporaneous method; too much reliance on reading from a script.</p> <p>Some nonverbal communication, but room for improvement in either eye contact, dress/clothing, facial expression, posture.</p> <p>Presentation could be more logical and clearly structured.</p> <p>Presentation mostly addresses interview question and is close to specified length.</p>	<p>Mostly unclear or subdued voice; poor inflection and pitch. Heavy use of 'fillers'.</p> <p>Student appears unconfident and ill-prepared, relies heavily on reading from a script.</p> <p>Poor nonverbal communication including eye contact, facial expressions, posture.</p> <p>Presentation structure incoherent or incomplete.</p> <p>Video fits within or is close to specified length, but only addresses part of the interview question.</p>	<p>Voice and tone is unprofessional and/or indecipherable;</p> <p>Student very unprepared and unenthusiastic, and relies fully on reading from a script.</p> <p>No nonverbal communication skills portrayed.</p> <p>Presentation structure confused and/or lacking whole sections.</p> <p>Video does not fit within specified length.</p>
<p>Written communication documents contain Australian</p>	<p>Student consistently communicates in a fluent and succinct manner, with clear and concise expression, logical structure, and no grammatical or punctuation errors.</p>	<p>Communicates in a confident manner, with mostly clear and concise expression, logical structure, and few grammatical or punctuation errors.</p>	<p>Student communicates using mostly clear and coherent expression and structure.</p> <p>Some attempt to use professional language but more careful</p>	<p>Student communicates in an incoherent or mostly informal manner, which is inappropriate to nature of employment application.</p> <p>Application is hard to understand</p>	<p>Student communicates in a manner that requires significant effort by reader/audience to interpret and understand meaning.</p> <p>Language is unprofessional,</p>

<p>workplace language and are in prescribed format</p> <p>Weight = 15%</p>	<p>Uses language that is positive, easy to understand and follow, and appropriate to the position.</p> <p>Adhered to all word limit and presentation requirements.</p>	<p>Uses language that is easy to understand and follow.</p> <p>Adhered to the word limit and presentation requirements.</p>	<p>consideration of word choice needed.</p> <p>Adhered to word limit and presentation requirements.</p>	<p>and more careful consideration of word choice is needed.</p> <p>Mostly adhered to word limit and presentation requirements. Some parts of application may have been submitted in the incorrect format.</p>	<p>inappropriate to nature of employment application, and/or illegible.</p> <p>Adhered to some presentation requirements. Application significantly over or under length. Multiple parts of application submitted in incorrect format.</p>
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