

LinkedIn Profile Review Rubric for Undergraduates

Directions: For each skill, start at “incomplete” and work your way to the left. Once you find a statement that is accurate, mark that level with an X.

| Skill | Professional | Proficient | Developing | Incomplete | Comments |
|---|---|---|--|---|----------|
| 30 SECOND REVIEW | Profile seems targeted for a specific purpose/industry. Profile should effectively appeal to employers. | Profile seems targeted for a specific purpose/industry. Profile might appeal to employers. | Profile does not seem targeted for specific purpose/industry. Profile might appeal to employers. | Profile does not seem targeted for a specific purpose/industry. Profile would not appeal to employers. | |
| PHOTO | Business Professional Headshot or other appropriate to industry. Headshot is not blurred and clearly shows face. A plain backdrop is used. | Business Professional Headshot. May include more than headshot. Distracting background. | Picture is casual in nature. A group shot or other individual is included in photo. Clothing is not appropriate to industry. Quality of Photo is lacking, e.g. focus, contrast etc. | Picture is missing. | |
| HEADLINE | Brief, informative and use of keywords, skills, or interests that relate to the industry or related career goals and/or interests Connects current position to career goals | Brief, informative and use of keywords, skills, or interests Does not related to career goals and/or interests | Default to Current Title and Organization Default of Student at University of Illinois Thoughtfully considered use of default | Default of Student at University of Illinois or Current position unrelated to career goals | |
| SUMMARY | Describes current status, relevant skills, interests, coursework or experiential experiences e.g., internships, student leadership roles, campus activities etc. Connects background to position, goals or industry of interest Concise and confident manner Use of action words, job or industry specific key words | Describes current status, skills and interests Career goals or interests may not be evident | Describes academics, skills and activities List of skills without validating experience | Summary is missing | |
| EDUCATION (Includes: School, Dates Attended, Degree, Field of Study, and Activities and Societies. GPA optional) | All appropriate information included. Presented in a balanced manner | All appropriate information is included with 1-2 incorrect items. (ex: abbreviations) | 1-2 pieces of content missing. | 3+ pieces of content are missing. | |
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| Skill | Professional | Proficient | Developing | Incomplete | Comments |
|---|---|---|--|---|----------|
| DESCRIBED EXPERIENCE (any work and/or activities with bullet points to describe tasks and accomplishments or summary narrative of experience) | All appropriate information included (Company Name/Organization Name, Title, Location, Time Period, and Description.) Statements clearly describe tasks and duties of position. Action statements demonstrate a variety of transferrable skills. Accomplishments / results quantified where appropriate. | All appropriate information included with 1-2 incorrect items (ex: abbreviations) Statements clearly describe tasks and duties of position. Action statements demonstrate some transferrable skills. Accomplishments / results are not quantified where appropriate. | 1-2 pieces of content missing Statements could more clearly describe tasks and duties of position. Action statements do not demonstrate transferrable skills. Accomplishments / results are not quantified where appropriate. | 3+ pieces of content are missing Statements do not describe tasks and duties of position. There are no action statements utilized and it is difficult to discern transferrable skills. Accomplishments / results are not quantified where appropriate. | |
| OPTIONAL SECTIONS (courses, honors and awards, skills and endorsements, organizations, volunteer, recommendations, groups, endorsements etc.) | 5+ relevant pieces of information is given to further validate skills, interests and abilities | 3-4 relevant pieces of information given to further validate skills, interests and abilities | 1-2 relevant pieces of information given to further validate skills, interests and abilities | No relevant pieces of information given to further validate skills, interests and abilities | |
| POSITIVE PROFESSIONAL LANGUAGE | Positive, engaging, and enthusiastic language throughout profile that helps demonstrate the writer's achievements. Action verbs are varied, and well-chosen to demonstrate tasks, duties, transferrable skills and accomplishments related to career goals. No negative or unprofessional content is expressed | Language is neutral throughout profile Action verbs are varied, yet the selection is conventional or homogenous. Not offering much space to describe tasks, duties, transferable skills and accomplishments in a detailed way. No negative or unprofessional content is expressed | Language is neutral throughout profile Action verbs are not varied. 1-2 negative or unprofessional content is expressed | Language is negative throughout profile Action verbs are not varied. 3+ unprofessional content expressed | |
| SPELLING / GRAMMAR | No errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation. | 1-2 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation. | 3-4 errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation. | 5+ errors in spelling, grammar, verb tense, personal pronouns, and/or punctuation. | |
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