

### UVA Engineering PhD Application Review Rubric

DATE: \_\_\_\_\_ APPLICANT: \_\_\_\_\_

PROGRAM: \_\_\_\_\_ REVIEWER: \_\_\_\_\_

APPLICANT RESEARCH INTERESTS: \_\_\_\_\_

| Primary Holistic Factors: Holistic predictors of graduate school success |   |  |   |  |  |          |
|--|---|--|---|--|--|----------|
| Category   | Criterion   | 1  | 2   | 3  | 4  | Score    |
| Letters of Evaluation  | Knowledge of applicant  | <i>Writer does not know applicant</i>              | <i>Writer does not know applicant well</i>  | <i>Writer knows applicant well</i>   | <i>Writer knows applicant well and describes skills that align with success in graduate school</i> |          |
|  | Overall evaluation scores   | <i>Poor</i>  | <i>Fair</i>   | <i>Good</i>  | <i>Excellent, Outstanding</i>  |          |
|  | Clear demonstration of research potential and vision  | <i>Not indicated</i>                               | <i>Vague details; indicated potential and vision insufficient</i>                     | <i>Indicated with detail, potential and vision are good</i>                    | <i>Indicated with detail, potential and vision are outstanding</i>                                 |          |
| Personal Statement   | Clear research goals and interest in solving real-world problems, alignment with program  | <i>No goals or interest indicated</i>              | <i>Goals and interest evident but not well articulated, do not align with program</i> | <i>Clear goals and interest are evident but do not align with program</i>      | <i>Clear goals and interest are evident and align with program</i>                                 |          |
|  | Writing ability   | <i>Poor writing skills</i>                         | <i>Fair writing skills</i>  | <i>Good writing skills</i>   | <i>Excellent writing skills</i>  |          |
|  | Clear evidence of applicant's motivation, persistence, character, ability to overcome obstacles (also found on Letters of Eval) | <i>Not indicated</i>                               | <i>Vague details; indicated evidence insufficient</i>                                 | <i>Indicated with detail and evidence is good</i>                              | <i>Indicated with detail and evidence is outstanding</i>   |          |
|  | Clear demonstration of or potential for leadership & engagement (also found in CV and Letters of Eval)                          | <i>Not indicated</i>                               | <i>Vague details; indicated potential insufficient</i>                                | <i>Indicated with detail and potential is good</i>                             | <i>Indicated with detail and potential is outstanding</i>  |          |
| Research Potential (CV)  | Quantity of prior research experience in academia and beyond  | <i>No experience</i>                               | <i>Little experience</i>  | <i>Some experience</i>   | <i>Large amount of experience</i>  |          |
|  | Quality of prior research experience in academia and beyond   | <i>No experience</i>                               | <i>Time spent in lab with no demonstrated outcomes</i>                                | <i>Secondary author on publication(s) and/or prior presentation experience</i> | <i>Peer-reviewed conference presenter; First-author publication(s)</i>                             |          |
|  | Evidence of passion for research (also found in Personal Statement, and Letters of Eval)  | <i>No evidence</i>                                 | <i>Little evidence</i>  | <i>Some evidence</i>   | <i>Large amount of evidence</i>  |          |
| Academic Performance   | Academic preparation for discipline (or the potential to take preparatory courses). Use of transcripts needed.                  | <i>No preparation or potential for preparation</i> | <i>Little preparation or potential for preparation</i>                                | <i>Some preparation or potential for preparation</i>                           | <i>Well-prepared or high potential for preparation</i>   |          |
|  | GPA<br><i>Tip: Consider undergraduate institutional environment and academic progression over time as seen on transcripts</i>   | <i>2.4 or below</i>                                | <i>2.5 – 2.8</i>  | <i>2.9 – 3.4</i>   | <i>3.5 or above</i>  |          |
|  | GRE (Sum of verbal + quantitative)  | <i>300 or below</i>                                | <i>301 - 309</i>  | <i>310 - 319</i>   | <i>320 or above</i>  |          |
| <b>Holistic Factors Total</b>  |   |  |   |  |  | <b>0</b> |
| Applicant Interview Results (if applicable)                              |   |  |   |  |  |          |
| Reviewer Comments  |   |  |   |  |  |          |

|  |
|--|
| Admission Decision Based on the Scoring Above: |
|  |

(Dropdown options for Admissions Decision)

|   |
|---|
| If the applicant will not be offered admission, please confirm the reason why the applicant was declined admission: |
|   |

(Dropdown options for Reason for Denial)

If other, please explain: \_\_\_\_\_