

OVERALL SCORE (not a simple average of all scores, as categories/individual scores may be weighted differently)

Only use the score options below (i.e., 0.5 increments only):

4.0 (Outstanding) 3.5 3.0 (Excellent) 2.5 2.0 (Good) 1.5 1.0 (Poor)

MOST IMPORTANT

| CATEGORY | WHERE TO FIND EVIDENCE | OUTSTANDING (4) ^{***} | EXCELLENT (3) | GOOD (2) | POOR (1) |
|-----------------------------------|---|--|---|--|---|
| Engagement in research | Research statement, letters of recommendation, CV*, personal statement | At least one <u>in-depth</u> research experience, demonstrated <u>independence</u> and <u>self-driven</u> intellectual engagement in the research question(s), <u>actively sought out</u> and took advantage of available opportunities | At least one <u>in-depth</u> research experience, demonstrated <u>independence</u> and intellectual engagement in the research question(s), took advantage of available opportunities | At least one research experience, demonstrated intellectual engagement in the research question(s), took advantage of available opportunities | Little research experience, not intellectually engaged, did not take advantage of available opportunities |
| Resilience/grit/work ethic | Research statement, letters of recommendation, personal statement | <u>Self-driven</u> , persistent behaviors; taking extra steps/having initiative <u>in a self-directed manner</u> ; a positive outcome from a personal or research challenge <u>through self-motivated actions</u> ; actively seeking out opportunities <u>on their own initiative</u> (e.g. funding, work experience, tutors); <u>self-driven</u> in finding resources & mentors | Persistent behaviors; taking extra steps/having initiative; a positive outcome from a personal or research challenge; actively seeking out opportunities (e.g. funding, work experience, tutors); finding resources & mentors | Persistent behaviors; a positive outcome from a personal or research challenge | Little evidence of persistent behaviors |
| Readiness/fit for program | Personal statement, research statement, transcript, letters of recommendation | N/A | <u>Problem-driven</u> rather than technique-motivated; future research interests <u>aligned with CMB faculty</u> ; grounding in biology and chemistry (coursework*, teaching or other work experience) | Grounding in biology and chemistry (e.g., coursework in biochemistry, organic chemistry, advanced courses in either chemistry or biology coursework); interdisciplinary practical experience (teaching, work experience) | Limited preparation for interdisciplinary coursework & research |
| Why UW-Madison & CMB? | Personal statement, research statement, "motivation to attend UW-Madison" statement | N/A | Specific statements about UW-Madison & CMB scientific environment; specific mention of names and research area of CMB faculty; mention of Madison atmosphere in other respects beyond science | General statements about UW-Madison & CMB scientific environment | No mention of UW-Madison scientific environment |

*Publication(s) in and of themselves are not meaningful unless there is clear indication that the candidate played a significant role in the published study.

*****Reserved for candidates who stand out among "excellent" candidates in "Engagement in research" and "resilience" categories. Specifically, there should be evidence that behaviors/accomplishments are independently driven/self-motivated (as opposed to stimulated by PI/mentor).**

NOTE: This rubric was modified from a sample rubric provided by Anna Mapp & Ehriam Brammer (both from the University of Michigan in Ann Arbor) during the Workshop on Holistic Graduate Admissions Practices on 9/29/2023.