

Category	Sources of Evidence	High	Medium	Low
Overall Academic Preparation	<ul style="list-style-type: none"> • Transcript • For explanations of lower grades: Statement, letters 	<ul style="list-style-type: none"> • Substantial relevant coursework (usually a Psychology or closely related major, e.g., Neuroscience) • Mostly As • B+ or better in all psych and other relevant coursework • Took challenging courses 	<ul style="list-style-type: none"> • Substantial relevant coursework (usually a major) • B or better in all psych and other relevant coursework • OR Has only taken fewer challenging courses • Concerning grades have reasonable explanation 	<ul style="list-style-type: none"> • Lower than a B in 2 or more psych and other relevant courses • Grades of C or lower in any course do not have a reasonable explanation • OR lacks relevant coursework
Research Experience/Potential	<ul style="list-style-type: none"> • CV • Statement • Letters 	<ul style="list-style-type: none"> • Clear commitment and enthusiasm for research • Experience at least equivalent to a senior thesis, master's thesis, OR 2 years of post-bac research experience. • Evidence for intellectual involvement (e.g., contributed ideas to studies, developed own hypotheses etc.) • Experience with relevant methods for lab(s) applied for • Ideally at least one product (professional conference poster/presentation or article authorship) 	<ul style="list-style-type: none"> • Clear commitment and enthusiasm for research • BUT research experience less than a senior thesis or equivalent • Mostly routine tasks (e.g., running participants) • AND/OR lacks experience relevant methods for lab(s) applied for. 	<ul style="list-style-type: none"> • Limited evidence for commitment and enthusiasm for research • Little to no relevant research experience
Quantitative Skills	<ul style="list-style-type: none"> • Transcript • GRE (if reported) • Letters (if address) 	<ul style="list-style-type: none"> • Mostly As in quantitative coursework • AND took challenging quantitative coursework beyond minimum • High Q GRE score if reported • Ideally evidence for quantitative research experience/skills (e.g., advanced analyses in senior thesis) 	<ul style="list-style-type: none"> • Bs or better in quantitative coursework • OR only took less challenging quantitative courses • Average Q GRE score if reported. • Concerning grades in quantitative courses have reasonable explanation 	<ul style="list-style-type: none"> • Lower than a B in stats • Grades of C or lower in any quantitative course do not have a reasonable explanation • Low Q GRE score if reported
Writing/Verbal Skills	<ul style="list-style-type: none"> • Transcript • GRE (if reported) • Statement • Letters (if address) • First-author publication(s) 	<ul style="list-style-type: none"> • Strongly written statement which is clear, well organized, and error free. • High V and W GRE scores if reported • For international students, high ESL test cores 	<ul style="list-style-type: none"> • Statement is error free but is less well written • Average V and W GRE scores if reported • For international students, ESL test cores > GSAS cut-offs 	<ul style="list-style-type: none"> • Statement is poorly written • Low V and W GRE scores if reported • For international students, ESL test cores just over GSAS cut-offs

Diversity, Equity, and Inclusion Contributions	<ul style="list-style-type: none"> • Statement • Letters (if addressed) • underrepresented identities (demographics form, statement) 	<ul style="list-style-type: none"> • Has been an active advocate for diversity, equity and/or inclusion (e.g., has participated in student organizations to support DEI) • OR contributes to program diversity through lived experience as a member of a group underrepresented in the field (e.g., racial/ethnic group, sexual/gender identity, first generation college student, immigrant, veteran, etc.) 	<ul style="list-style-type: none"> • Some evidence of engagement with diversity, equity and/or inclusion 	<ul style="list-style-type: none"> • Limited to no evidence of engagement with diversity, equity and/or inclusion
Research Interest and Career Goal Fit	<ul style="list-style-type: none"> • Statement 	<ul style="list-style-type: none"> • Clear fit with research of one or more faculty members considering applicants this cycle • AND clearly developed and well-articulated research interests. • AND stated career goals align with program training 	<ul style="list-style-type: none"> • Partial fit with research of faculty members considering applicants this cycle • AND/OR research interests less clearly developed • AND stated career goals align with program training 	<ul style="list-style-type: none"> • No fit with research of faculty members considering applicants this cycle • AND/OR research interests very vague and general • OR career goals not aligned with program training (e.g., seeking applied/clinical PhD)