

Category	Sources of Evidence	High	Medium	Low
Overall Academic Preparation	<ul style="list-style-type: none"> <li>• Transcript</li> <li>• For explanations of lower grades and other ways of gaining relevant knowledge: Statement, letters</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial relevant coursework (usually a major) <b>OR</b> if changing fields, evidence other ways of gaining relevant knowledge (e.g., post-bac courses, online certificates, independent reading, etc.)</li> <li>• Mostly As</li> <li>• B+ or better in all psych and other relevant coursework</li> <li>• Took challenging courses</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial relevant coursework (usually a major) <b>OR</b> if changing fields, evidence other ways of gaining relevant knowledge(e.g., post-bac courses, online certificates, independent reading, etc.)</li> <li>• B or better in all psych and other relevant coursework</li> <li>• <b>OR</b> As but took less challenging courses</li> <li>• Concerning grades have reasonable explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Lower than a B in 2 or more psych and other relevant courses</li> <li>• Grades of C or lower in any course do not have a reasonable explanation</li> <li>• <b>OR</b> lacks relevant coursework without evidence of other ways of gaining relevant knowledge</li> </ul>
Research Experience/Potential	<ul style="list-style-type: none"> <li>• CV</li> <li>• Statement</li> <li>• Letters</li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment and enthusiasm for research</li> <li>• Research experience in psychology or a related field</li> <li>• Ideally, at least some experience with relevant methods for lab(s) applied for</li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment and enthusiasm for research</li> <li>• At least some experience with research in any field</li> <li>• <b>BUT</b> lacks experience in psychology or a related field</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence for commitment and enthusiasm for research</li> <li>• <b>AND/OR</b> little to no research experience in any field</li> </ul>
Quantitative Skills	<ul style="list-style-type: none"> <li>• Transcript</li> <li>• GRE (if reported)</li> <li>• Letters (if address)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly As in quantitative coursework</li> <li>• <b>AND</b> took challenging quantitative coursework beyond minimum</li> <li>• High Q GRE score if reported</li> <li>• Ideally evidence for quantitative research experience/skills (e.g., advanced analyses in senior thesis)</li> </ul>	<ul style="list-style-type: none"> <li>• Bs or better in quantitative coursework</li> <li>• <b>OR</b> only took less challenging quantitative courses</li> <li>• Average Q GRE score if reported.</li> <li>• Concerning grades in quantitative courses have reasonable explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Lower than a B in stats</li> <li>• Grades of C or lower in any quantitative course do not have a reasonable explanation</li> <li>• Low Q GRE score if reported</li> </ul>
Writing/Verbal Skills	<ul style="list-style-type: none"> <li>• Transcript</li> <li>• GRE (if reported)</li> <li>• Statement</li> <li>• Letters (if address)</li> </ul>	<ul style="list-style-type: none"> <li>• Strongly written statement which is clear, well organized, and error free.</li> <li>• High V and W GRE scores if reported</li> <li>• For international students, high ESL test cores</li> </ul>	<ul style="list-style-type: none"> <li>• Statement is error free but is less well written</li> <li>• Average V and W GRE scores if reported</li> <li>• For international students, ESL test cores &gt; GSAS cut-offs</li> </ul>	<ul style="list-style-type: none"> <li>• Statement is poorly written</li> <li>• Low V and W GRE scores if reported</li> <li>• For international students, ESL test cores &lt; GSAS cut-offs</li> </ul>
Diversity, Equity, and Inclusion Contributions	<ul style="list-style-type: none"> <li>• Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Has been an active advocate for diversity, equity and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of engagement with</li> </ul>	<ul style="list-style-type: none"> <li>• Limited to no evidence of</li> </ul>

	<ul style="list-style-type: none"> <li>• Letters (if addressed)</li> <li>• underrepresented identities (demographics form, statement)</li> </ul>	<p>inclusion (e.g., has participated in student organizations to support DEI)</p> <ul style="list-style-type: none"> <li>• <b>OR</b> 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.)</li> </ul>	<p>diversity, equity and/or inclusion</p>	<p>engagement with diversity, equity and/or inclusion</p>
<p>Research Interest and Career Goal Fit</p>	<ul style="list-style-type: none"> <li>• Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Clear fit with research of one or more faculty members considering applicants this cycle</li> <li>• <b>AND</b> has developed research interests, even if still exploring different topics</li> <li>• <b>AND</b> stated career goals align with program training</li> </ul>	<ul style="list-style-type: none"> <li>• Only partial fit with research of faculty members considering applicants this cycle</li> <li>• <b>OR</b> research interests are very vague and general</li> <li>• <b>AND</b> stated career goals align with program training</li> </ul>	<ul style="list-style-type: none"> <li>• No fit with research of faculty members considering applicants this cycle</li> <li>• <b>OR</b> does not state research interests or has not identified potential mentors</li> <li>• <b>OR</b> career goals not aligned with program training (e.g., seeking applied/clinical masters)</li> </ul>