

**PhD Applicant Evaluation Rubric**

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: Statement, letters</li> </ul>	<ul style="list-style-type: none"> <li>• Substantial relevant coursework (usually a Psychology or closely related major, e.g., Neuroscience)</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)</li> <li>• B or better in all psych and other relevant coursework</li> <li>• <b>OR</b> has only taken 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</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>• Experience at least equivalent to a senior thesis, master's thesis, OR 2 years of post-bac research experience.</li> <li>• Evidence for intellectual involvement (e.g., contributed ideas to studies, developed own hypotheses etc.)</li> <li>• Experience with relevant methods for lab(s) applied for</li> <li>• Ideally at least one product (professional conference poster/presentation or article authorship)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment and enthusiasm for research</li> <li>• <b>BUT</b> research experience less than a senior thesis or equivalent</li> <li>• Mostly routine tasks (e.g., running participants) • <b>AND/OR</b> lacks experience relevant methods for lab(s) applied for.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence for commitment and enthusiasm for research</li> <li>• Little to no relevant research experience</li> </ul>
Quantitative Skills	<ul style="list-style-type: none"> <li>• Transcript</li> <li>• GRE (if reported)</li> <li>• Letters (if addressed)</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>

<p>Writing/Verbal Skills</p>	<ul style="list-style-type: none"> <li>•Transcript</li> <li>•GRE (if reported)</li> <li>•Statement</li> <li>•Letters (if addressed)</li> <li>•First-author publication(s)</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 scores just over GSAS cut-offs</li> </ul>
<p>Diversity, Equity, and Inclusion Contributions</p>	<ul style="list-style-type: none"> <li>•Statement</li> <li>•Letters (if addressed)</li> <li>•Supplemental essay (if submitted)</li> </ul>	<ul style="list-style-type: none"> <li>•Has been an active advocate for diversity, equity and/or inclusion (e.g., has participated in student organizations to support DEI)</li> <li>• <b>OR</b> contributes to the diversity of the program and field through lived experience and perspectives in reference to any aspects of their identity and/or life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>•Some evidence of engagement with diversity, equity and/or inclusion</li> </ul>	<ul style="list-style-type: none"> <li>•Limited to no evidence of engagement with diversity, equity and/or inclusion</li> </ul>
<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> clearly developed and well-articulated research interests.</li> <li>•<b>AND</b> stated career goals align with program training</li> </ul>	<ul style="list-style-type: none"> <li>•Partial fit with research of faculty members considering applicants this cycle</li> <li>•<b>AND/OR</b> research interests less clearly developed</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>AND/OR</b> research interests very vague and general</li> <li>•<b>OR</b> career goals not aligned with program training (e.g., seeking applied/clinical PhD)</li> </ul>