

University Honors Program Admission Evaluation Rubric - Traditional Student

Student Name						CLEAR
Intended Entry Term						
Intended Major						
		3	2	1	0	SCORE
ACT/SAT		Student far surpasses ACT/SAT requirement (34-36 ACT composite; 1510-1600 combined SAT (M+CR))	Student exceeds ACT/SAT requirement (31-33 ACT composite; 1380-1500 combined SAT (M+CR))	Student meets ACT/SAT requirement (30 ACT composite; 1330-1370 combined SAT (M+CR))	Student does not meet ACT/SAT requirement.	
	ACT/SAT Score					0
Academic Excellence		Student demonstrates extraordinary academic ability. Transcript shows stellar performance in challenging courses throughout the student's high school career (e.g. Honors, Advanced Placement, International Baccalaureate, etc.) Letter writers discuss student's exceptional academic qualities and/or remark on how student measurably contributes to a positive learning environment.	Student demonstrates noteworthy academic achievement. Transcript shows above average performance in a curriculum marked by challenging courses throughout. Letters contain examples of academic achievement, but lack the depth and impressiveness of other candidates.	Transcript shows above average performance in a standard college preparatory curriculum or average performance in a more challenging curriculum with extensive Honors, Advanced Placement, or International Baccalaureate courses. Letter writers speak highly of the student, but in general terms.	Transcript shows below average performance throughout a student's high school career. Letters offer little to no distinguishable praise.	
	Academic Excellence Score					0
Essay	Adherence to Prompt	Student clearly articulates an original question in line with the prompt and provides a compelling description of his/her reasoning for this line of inquiry.	Student articulates a question in line with the prompt, but may not provide adequate rationale for the choice (or vice versa) OR student unevenly addresses prompt by clearly favoring or emphasizing one aspect.	Student addresses prompt in a perfunctory manner (e.g. an unoriginal or uncritical question) with limited or uneven detail provided for each section.	Student fails to address the prompt.	
	Adherence Score					0
	Quality	Essay exhibits exemplary writing style characterized by flawless grammar, spelling, and organization. The essay is creative, insightful, and professional.	Essay is well-written and characterized by sound grammar, spelling, and organization. While technically proficient, the essay lacks creativity and insight to distinguish it among other student submissions.	Essay exhibits reasonable command of mechanics but offers little insight or creativity.	Essay suffers from multiple grammatical errors and lacks consistent tone and/or quality.	
Quality Score					0	
Extracurricular Interests and Leadership Potential	Leadership Potential	Student has distinctive, diverse, and extensive leadership experience (e.g. president of multiple clubs/organizations, captain of varsity sports team, founder of meaningful club or activity, organizer of substantial community activity).	Student has strong leadership experience in a few select activities.	Student has average to below average leadership experience.	Student displays no extracurricular leadership of any kind.	
	Leadership Score					0
	Range of Extracurricular Interest	Student participates in a variety of clubs and activities that span discipline and type (e.g. athletics, fine arts, service, etc.)	Student has substantial participation in one to two core activities, but may lack diversity in extracurricular involvement.	Student demonstrates average participation in extracurricular activities	Student demonstrates little to no extracurricular involvement of any kind.	
Extracurricular Range Score					0	
						0
Composite Score	Recommended Decision	Notes:				
15-18	Automatic Admit					
11-14	Secondary Review					
≤10	Deny					