

	High	Medium	Low	Things to note in assessment
<b>Academic preparation</b>	<ul style="list-style-type: none"> <li>A- or better in all core Developmental coursework AND B or better in non-STEM courses</li> <li>Received at least one academic honor</li> <li>Significant developmental coursework</li> <li>Research methods and statistics coursework</li> </ul> <p>-----</p> <p>For MS:</p> <ul style="list-style-type: none"> <li>B or better in Developmental and non-STEM courses</li> <li>At least some developmental coursework</li> </ul>	<ul style="list-style-type: none"> <li>B or better in all core Developmental courses</li> <li>Concerning grades have reasonable explanation</li> <li>Limited developmental coursework</li> <li>Research methods but no statistics</li> </ul>	<ul style="list-style-type: none"> <li>Lower than a B in 2 or more core Developmental courses</li> <li>Grades of C or lower do not have a reasonable explanation</li> <li>No developmental or methods coursework</li> </ul>	<ul style="list-style-type: none"> <li>Rigor of institution</li> <li>Change of major</li> <li>Non-traditional progress through higher education</li> </ul>
<b>Scholarly Potential/Relevant research experience</b>	<ul style="list-style-type: none"> <li>Clear commitment to and enthusiasm for research</li> <li><i>Independent</i> research experience at least equal to a senior thesis</li> <li>Additional research experience outside of UG program</li> <li>Writing sample is high quality and demonstrates understanding of scientific thinking and communication</li> </ul> <p>-----</p> <p>For MS:</p> <ul style="list-style-type: none"> <li>May not have independent research experience but should articulate appreciation and enthusiasm for learning about research</li> </ul>	<ul style="list-style-type: none"> <li>Clear commitment to an enthusiasm for research</li> <li><i>Independent</i> research experience less than a senior thesis (e.g. RA experience with evidence of attainment of relevant research skills)</li> </ul>	<ul style="list-style-type: none"> <li>Signals that a PhD is more of a next step than a clear passion</li> <li>Limited or no <i>independent</i> research experience (e.g. Standard RA experience)</li> </ul>	<ul style="list-style-type: none"> <li>Availability of research opportunities at institution</li> <li>Graduate preparation program</li> <li>Specific training relevant to field (fMRI, ERP, quantitative, etc.)</li> <li>Evidence that the candidate sought out research experiences to advance their training for graduate school</li> <li>Letter writers' ratings of the candidate in addition to contents of the letter speaking to potential</li> <li>Non-research experiences that add value to their research interests (e.g. home visitor for families with child with autism; worked with a program for high risk families; bilingual speaker)</li> </ul>
<b>Perseverance/Overcoming obstacles</b>	<ul style="list-style-type: none"> <li>Clear evidence or example of persistence toward goals, even in the face of challenges</li> <li>Talks about how they learned from experience of failure</li> </ul>	<ul style="list-style-type: none"> <li>Can identify experience with challenges and obstacles but cannot describe how they overcame the challenge</li> <li>Limited evidence of learning from failure</li> </ul>	<ul style="list-style-type: none"> <li>Has little experience with failure/obstacles. Does not provide an example or describe a response</li> <li>Does not give indications of learning from experiences</li> </ul>	<ul style="list-style-type: none"> <li>Notable family or lived circumstances</li> <li>Letter writer comments concerning persistence and evidence of learning from experience</li> </ul>
<b>Alignment with program</b>	<ul style="list-style-type: none"> <li>Research interests align with multiple faculty</li> <li>Stated career goals strongly align with program training</li> <li>Evidence they took time to research the program</li> <li>Program is capable of ensuring candidate will develop as a researcher in area of interest</li> </ul> <p>-----</p> <p>For MS:</p> <ul style="list-style-type: none"> <li>If have applied goals: Articulate clear understanding of how the research training will be an advantage</li> <li>If have PhD goals: Articulate how the research training will leverage/strengthen their current training to help prepare them for a PhD program</li> </ul>	<ul style="list-style-type: none"> <li>Research interests align with one or two faculty members</li> <li>Stated career goals align at least minimally with program training</li> </ul>	<ul style="list-style-type: none"> <li>Limited alignment with faculty research interests</li> <li>Limited evidence of alignment between career goals and program training</li> <li>Evidence a lack of program knowledge that is readily available (e.g. program website)</li> </ul>	<ul style="list-style-type: none"> <li>Faculty most suitable for candidate are accepting students</li> <li>Fit with student in the lab to which they will likely work</li> </ul>
<b>Non-cognitive competencies: Realistic self-appraisal</b>	<ul style="list-style-type: none"> <li>Clearly and realistically delineates strengths and weaknesses</li> <li>Clear evidence of effort on self-development</li> <li>Evidence of maturity needed to succeed in program</li> </ul>	<ul style="list-style-type: none"> <li>Basic statements about strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Over or understates abilities</li> <li>Does little to no self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Notable non-academic experiences that add value to scholarly potential</li> <li>Letter writers' comments concerning openness to learning and feedback</li> </ul>