

| Category  | 0   | 1  | 2   | 3   | Score |
|---|---|--|---|---|-------|
| <b>Transcript (30%)</b>   | Cumulative GPA < 2.7 (0)  | Cumulative GPA: 2.7-3.0 (1)  | Cumulative GPA: 3.0-3.5 (3)   | Cumulative GPA: 3.5-4.0 (5)   |       |
|   | Program GPA < 2.7 (0)   | Program GPA: 2.7-3.3 (1)   | Program GPA: 3.3-3.7 (3)  | Program GPA: 3.7-4.0 (5)  |       |
|   | Failure to prosper in pertinent courses, no electives to aid in graduate program (0)                    | Struggled in pertinent courses, very few electives to aid in graduate program (1-7)  | Adequately passed in pertinent courses and had a few electives to aid in graduate program (8-14)  | Thrived in pertinent courses, showed initiative with interesting electives to aid in graduate program (15-20)   |       |
| <b>Recommendation Letters (20%)</b>   | Poor letters with explicit and significant reservations about applicant (0)                             | Weak letters with some minor reservations about applicant (1-7)  | Strong letters with clear supporting evidence (8-14)  | Excellent letters with specific references to pertinent competencies, aptitudes, and experiences (15-20)  |       |
| <b>Personal Statement (10%)</b>   | Unclear intent; not relevant to Geosciences program (0)   | Fair statement of somewhat unclear goals (1)   | Good, clear statement of goals (2-3)  | Excellent, compelling, and clear statement of goals (4-5)   |       |
|   | Poor writing quality and statement is either too short (a few sentences) or too long (over 2 pages) (0) | Fair writing quality and statement is of appropriate length or just outside the acceptable limits (1)                            | Good writing quality and statement is of appropriate length (2-3)   | Excellent writing quality and statement is of appropriate length (4-5)  |       |
| <b>Communication &amp; Fit (30%) – copied from Faculty Score</b>                                    | Does not see a fit/match within the department (0)  | Faculty might be able to tell if the student could fit into the department, but would not choose them as their own student (1-5) | Faculty could see a potential fit within the department and would choose them as their student if needed (6-10)   | Faculty can confidently stand behind the student's future graduate career and would choose this student (11-15)   |       |
|   | No communication with program coordinator or faculty (0)  | Very minimal correspondence, but still reached out to faculty for advising and research possibilities (1-5)                      | Reached out to faculty and continued correspondence regarding advising and research opportunities; faculty understands some goals and interests from the student (6-10) | Communication with faculty provided insight to the student and their goals, faculty can pinpoint how they can help the student with their needs (11-15) |       |
| <b>CV/Resume (research, work experience, extracurriculars, development as a professional) (10%)</b> | No research or work experience; no known involvement (0)  | Some research or work experience; very little involvement in extracurriculars (1-4)  | Considerable research or work experience in the field of study; participated in extracurriculars (5-7)  | Extensive research or work experience; showed initiative and leadership in extracurriculars (8-10)  |       |
| <b>Total:</b>   |   |  |   |   |       |