

# Transfer & Current UW Admissions

## 2025 Rubric

This document contains the Transfer and Current UW Student rubric for the 2025 admissions cycle.

### ACADEMIC ASSESSMENT

The academic assessment is based on information available in the academic record. Extenuating circumstances should **not be** inferred or considered in establishing the assessment.

#### Initial Academic Assessment Score:

**The Initial Academic Assessment Score is calculated automatically in the Application Review Tool for Current UW applications and is calculated by the admissions readers for Transfer applications.**

1. Determine initial assessment based on prerequisite subject area grades:
  - a. Find the most **recent graded** course for each prerequisite subject area (Math, Computer Science, English Composition/Writing, Science).
    - i. For transfer only: Do not calculate grades for natural science **lab** courses or courses below prerequisite level work.
  - b. Sum the recent **graded** courses from each prerequisite subject area and divide by the number of subject areas. Scenarios:
    - i. If they have a graded course for all subject areas your formula will be: (Math + Computer Science + English Composition/Writing + Science) / 4
    - ii. If they **only** have AP credit for one of the subject subject areas: do not use that subject area in your calculation. For example, if a student only has an AP score for Science your formula will be: (Computer Science + English Composition/Writing + Math) / 3
      1. If this is the case for **transfer applicants**, enter **NONE** in the appropriate Most Recent Grade Field on the scoring sheet
    - iii. If one of their most recent subject area grades is an S/NS: use the prior most recent graded course (if available) or (if not available) calculate without that subject area.
    - iv. If they have 2+ recent courses in the same subject area during the same quarter: use the average of those scores for your subject area grade.
    - v. If they have letter grades: First convert letter grades using the UW GPA chart:

|    |     |    |     |
|----|-----|----|-----|
| A  | 4.0 | C+ | 2.3 |
| A- | 3.7 | C  | 2.0 |
| B+ | 3.3 | C- | 1.7 |
| B  | 3.0 | D+ | 1.3 |
| B- | 2.7 | D  | 1.0 |
|    |     | F  | 0.0 |

- vi. This score will be a student's *Initial Academic Assessment Score*.

#### Adjusted Academic Assessment Score:

**Academic Adjustments are calculated by the admissions readers for Transfer admissions; for Current UW Admissions it will be automatically calculated but should be reviewed for accuracy.**

1. Review transcript(s) to assess for adjustment factors & make an adjustment
2. Determine the student's *Adjusted Academic Assessment Score*
3. Flag any applicants that do not fit this scoring rubric, you are concerned about, and/or want to discuss

#### Academic Adjustment Considerations

## [INTERNAL] TRANSFER & CURRENT UW ADMISSIONS RUBRIC

| Assessment Categories                     | Inconsistency (Transfer - yes or no; Current UW -0.1)   |
|---|---|
| Prerequisite subject area inconsistencies | <p>For each prerequisite subject area (Math, Computer Science, English/Writing, Science), look at the most recent grade; compare it to all<sup>1</sup> previous grades in that subject area.</p> <p>Mark “yes” in the column if <b>one or more</b> prerequisite subject area grades are <b>inconsistent</b> (-.5 or more below) compared to the course used in the initial calculation for <b>that</b> area. Do not make more than one deduction for multiple inconsistencies. NS grades <u>are</u> considered inconsistent.</p> <p><sup>1</sup> <b>Note:</b> Ignore courses below prerequisite level - see <a href="#">reader training</a> guide for a list of courses</p> |
|   | Inconsistencies (Transfer - yes or no; Current UW -0.1)   |
| Unrelated subject area inconsistencies    | <p>For each unrelated subject area grade<sup>1</sup> (i.e., not a prerequisite subject area), compare that grade to the Recent Prerequisite Subject Area GPA (calculated by the tool).</p> <p>Mark yes if <b>two or more</b> unrelated subject area grades are <b>inconsistent</b> (-.5 or more below) compared to the calculated <b>Initial Academic Assessment Score</b>. NS grades are considered inconsistent.</p> <p><sup>1</sup> <b>Note:</b> Courses that are somewhat related to, but not part of, our prerequisite subject areas (e.g. STAT or IT courses) <u>should be</u> considered with unrelated coursework.</p>  |
|   | Irregularities (Transfer - yes or no; Current UW -0.1)  |
| Grading irregularities                    | <p>Mark yes if there are <b>two or more</b> grading irregularities (withdrawals including RD, course repeats, incompletes, NS/NC grades, etc.). Every occurrence counts as “one” irregularity.</p> <p>Do not reuse NS grades that have previously been used in an academic deduction.</p>   |
|   | Strength (Transfer - yes or no; Current UW +0.1)  |
| Strength of schedule or honors coursework | <p>Mark yes if there are multiple quarters (at least 2) of very <b>high credit loads</b> (18+ credits) or multiple (at least 2) <b>honors courses</b> across their schedule (e.g. MATH 13X series).</p>   |

## PERSONAL SCORE

The personal score reviews a student’s experiences and their personal traits. We are assessing how well the student will contribute to a diverse cohort of students.

Initial Personal Qualities Assessment Score:

**The Initial Personal Qualities Assessment Score is evaluated by admissions readers.**

1. Read the personal statement and activities section
2. Using the rubric below, assign a personal score.

Last update: 1/24/2025 CRDM

## [INTERNAL] TRANSFER & CURRENT UW ADMISSIONS RUBRIC

3. In the comments, provide a very brief bullet point explanation of your score
  - a. Flag any applicants that need discussion:
    - i. ACAD seems too high
    - ii. ACAD seems too low
    - iii. Other Information
    - iv. USST staff may need to follow up
    - v. Strong Reason to Transfer to UW
  - b. Add an explanation of any flags in the comments

| Initial Personal Qualities Assessment Scores |   |   |   |  |
|--|---|---|---|--|
|  | 1   | 2   | 3   | 4  |
| <b>Personal Statement &amp; Activities</b>   | <b>Missing/Concerning</b> <ul style="list-style-type: none"> <li>• Limited or no compelling information provided</li> <li>• Multiple sections missing</li> <li>• Essay is <i>very</i> poorly written and difficult to understand</li> <li>• Offensive or concerning themes</li> </ul> | <b>Typical</b> <ul style="list-style-type: none"> <li>• All sections completed satisfactorily</li> <li>• Typical experiences and reflections</li> </ul> | <b>Strong</b> <ul style="list-style-type: none"> <li>• Shares outstanding personal experiences or perspectives</li> </ul> and/or <ul style="list-style-type: none"> <li>• Explains barriers that impacted academics; must explain impact not just 'what happened'</li> </ul> and/or <ul style="list-style-type: none"> <li>• Identifies significant responsibilities</li> </ul> | <b>Truly Exceptional</b> <ul style="list-style-type: none"> <li>• The essay content is <i>exceptional</i>. The student shares outstanding personal experiences or perspectives, reflecting on the impact that they have had on them and/or the actions that they've taken</li> </ul> |
|  |   |   | <p><b>Note:</b> Transfer applicants from a non-WA Community College must have a compelling reason to transfer to receive an initial score of 3 or above</p>   |  |

### Adjusted Personal Qualities Assessment Score:

#### Personal Qualities Adjustments are calculated by the Admissions Admin Team

1. Award the additional factors based on information provided through the UW Office of Admissions

| Personal Qualities Adjustment Considerations |                       |                                      |   |
|--|-----------------------|--------------------------------------|---|
|  |                       | TBD                                  | TBD   |
| <b>Additional Factors</b>                    | No additional factors | Student is either a first-generation | Student is both a first generation college student and from a low-income background |

# [INTERNAL] TRANSFER & CURRENT UW ADMISSIONS RUBRIC



|  |  |   |  |
|--|--|---|--|
|  |  | college student or<br>from a low-income<br>background |  |
|--|--|---|--|