

George Mason University Medical Sciences Advisory Committee Evaluation Rubric

For composite letters written in 2007.

Criteria	Enthusiastically	Strongly	Confidently
Academic accomplishments: <i>Prerequisite</i> Science GPA, Major, Overall coursework taken (including outside of Mason)	Science GPA > 3.50. Successfully completed rigorous upper-level work. Candidate for recognition by department, university or others for accomplishments.	Science GPA > 3.25. Successfully completed challenging coursework beyond prerequisites including upper-level preparatory coursework. Student has addressed and overcome difficulties transitioning to college coursework.	Science GPA > 3.00. Successfully completed prerequisite coursework in science without repeating coursework. Satisfactory performance with minimal "upper level" preparatory coursework.
Intellectual Ability: Including learning and academic skills	Exceptionally strong achievement and commitment to lifelong scholarship through course related projects, mentored research, or teaching.	Satisfactory achievement and commitment to lifelong scholarship through class-related projects, mentored research, or teaching.	Satisfactory achievement and commitment to lifelong scholarship in small class projects and in-class research. Minimal attempt at mentored research or teaching (outside of the classroom).
Social Intelligence: Demonstrates empathy, effective teamwork, and effective leadership	Exceptionally effective interpersonal and teamwork skills appropriate for health professions, including successful interactions serving those in unfamiliar cultures or groups.	Evidence of effective leadership, interpersonal, and teamwork skills. Some professional or service interactions with unfamiliar cultures or groups.	Successful interpersonal skills in a professional setting with peers or supervisors. Inconsistent evidence of leadership or exposure to unfamiliar cultures or groups.
Practical Intelligence: Leadership, time management, project management, financial management	Exceptional mastery of strong critical thinking and skills development. Extremely reliable and self-sufficient, and can handle unanticipated problems confidently.	Strong evidence of successful critical thinking and practical management skills. Generally reliable and self-sufficient, with minimal direction.	Satisfactory evidence of critical thinking and practical management skills. Reliable but needs clear direction or instruction with tasks.
Emotional Intelligence: Professionalism, ability to self-reflect effectively, sense of ethics or morality, emotional stability, spirituality and passion	Exceptionally mature, professional, responsible and moral. Accepts criticism, frustration, or failure maturely, and exhibits self-confidence. Recognizes self-controllable deficiencies and successfully addresses them.	Mature, professional, responsible and moral. Accepts criticism, frustration, or failure while exhibiting some self-confidence. Recognizes self-controllable deficiencies and can present a realistic, logical plan to address them.	Somewhat mature and can demonstrate professional behavior. Lacks ability to self-reflect and self-analyze in-depth. Recognizes self-controllable deficiencies and can suggest simple remedies (some unrealistic).
Aesthetic Intelligence: Observational and diagnostic skills, including appreciation for art/music/literature.	Evidence of exceptional sensitivity and mastery of observational and problem-solving skills. Effectively describes observations clearly and concisely .	Superior sensitivity and successful observational skills. Effectively describes observations clearly .	Satisfactory sensitivity or competency in observational skills. Describes observations with inconsistent clarity .
Kinesthetic Intelligence: Skills dealing with musculoskeletal knowledge, such as laboratory technique or other manipulative skills.	Evidence of exceptional laboratory or manipulative skills.	Evidence of successful laboratory or manipulative skills.	Evidence of satisfactory laboratory or manipulative skills.
Written Communication Skills	Statement exceeds expectations. All statements show the essence of applicant's qualities as future professional.	Extremely well-organized statement that is creative, memorable or scholarly in some way that shows humanistic values.	Well-written and concise essay about personal insight, passion for, and commitment to profession.
Interview and Oral Communication Skills	Candidates oral communications skills are exceptional and exceeds general expectations.	Consistently shows professionalism, empathy, answering/listening skills, and self-confidence.	Occasionally shows professionalism, empathy, answering/listening skills, and self-confidence.
Knowledge of the Profession	Communicates exceptional and mature knowledge of the profession exceeding general expectations. Understands how individual strengths match the career choice. Well-thought out career plan and alternative approaches.	Realistic, professional, and confident in personal role in the health profession and its future, as shown by quality experience in the field, personal experience, and research. Well-thought out career plan with some possible alternatives.	Confident in personal perception and abilities as professional based on occasional quality activities in the field. May have had personal experiences with health care, but may not have sufficiently researched all options. Some clinical exposure, and a career plan is evident.

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Criteria	Generally	With Concern	Not qualified
Academic accomplishments: <i>Prerequisite</i> Science GPA, Major, Overall coursework taken (including outside of Mason)	Science GPA > 3.00. Successfully completed prerequisite coursework in science, with some minor difficulty . May not have addressed transitional difficulties in coursework rigor.	Science GPA < 3.00. Some difficulty with prerequisite coursework , with some improvement when retaking classes.	Science GPA < 3.00. Difficulty with prerequisite coursework, minor improvement when retaking courses.
Intellectual Ability: Including learning and academic skills	Minimal evidence for an interest in lifelong scholarship to pursue academic inquiries. Inconsistent satisfactory completion of academic projects or assignments. Minimally prepared for pursuing mentored research or teaching.	Lacks clear motivation for or interest in lifelong scholarship. Consistent unsatisfactory effort when completing academic assignments. Insufficiently prepared for pursuing mentored research or teaching.	Little recognition of the importance of lifelong learning to career success. No interest in teaching or independent inquiry.
Social Intelligence: Demonstrates empathy, effective teamwork, and effective leadership	Demonstrates sensitivity towards others and satisfactory interpersonal skills with peers or supervisors. Minimal evidence of exposure to unfamiliar cultures or groups. Minimal demonstration of initiative or leadership skills.	Demonstrates minimal empathy or interpersonal skills with peers or supervisors. Insufficient evidence of leadership or concern with unfamiliar cultures or groups.	Insufficient experience working with peers or supervisors.
Practical Intelligence: Leadership, time management, project management, financial management	Some evidence of success in critical thinking of practical management. Not very self-sufficient, needing repeatedly clear instruction before task is properly completed.	Inconsistent evidence of competency in practical management or critical thinking. Needs occasional supervision in overseeing tasks.	Little evidence of competency or underdeveloped critical thinking or practical management skills. Needs constant training or attention.
Emotional Intelligence: Professionalism, ability to self-reflect effectively, sense of ethics or morality, emotional stability, spirituality and passion	Responsible with great character, but lacks ability to self-reflect and self-analyze. Can recognize self-controllable deficiencies but does not present remedies .	Somewhat emotionally and personally stable. Inconsistent ability to self-reflect. Some questionable ethical or moral positions. Lacks ability to accept responsibility .	Lacks professionalism or sense of personal ethics and strength needed for the profession.
Aesthetic Intelligence: Observational and diagnostic skills, including appreciation for art/music/literature.	Has some sensitivity and competency of observational skills. Describes observations but may be overwhelmed or distracted with detail .	Has foundational sensitivity and basic observational skills. Describes observations in general terms without managing details effectively .	Insufficient evidence to demonstrate sensitivity, and lacks critical observational skills.
Kinesthetic Intelligence: Skills dealing with musculoskeletal knowledge, such as laboratory technique or other manipulative skills.	Evidence of some laboratory or manipulative skills , but needs some improvement.	Laboratory or manipulative skills needs further record of success.	Lacks sufficient evidence of laboratory or manipulative skills.
Written Communication Skills	Well-written statements that reflect personal interest and commitment to profession.	Simple, general statements about and commitment to profession. Some difficulty with proper English communication.	Poorly written and organized, tangential. Limited or no documentation of commitment to medicine OR well written, but nothing special, trite or cliché.
Interview and Oral Communication Skills	Establishes a clear rapport with interviewer, but lacks demonstrating evidence of professionalism, empathy, answering/listening skills, or self-confidence.	Shows some interest in interviewer, but skills need some improvement.	Unable to establish a satisfying rapport with interviewer.
Knowledge of the Profession	General understanding of disease and service to humanity. May have had personal experiences with health care, but have done minimal research or clinical exposure. Generally confident though not always self-reflective of the challenges of the profession. A career plan is not fully developed.	Idealistic understanding of the challenges facing the profession. Minimal significant experience, but has not considered other health professional options. A career path is not clearly thought out.	Completely unrealistic understanding of the principles of human service or the profession. Little experience, or no definite career plan.