

ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC SPRING & FALL 2023

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.

Academic assessment process:

1. Determine initial assessment based on prerequisite subject area grades:
 - a. Find the most **recent graded** course for each prerequisite subject area (Computer Science, English Composition/Writing, Math, Science).
 - i. See list of approved prerequisite subject area courses in the training document
 - ii. For transfer only: Do not calculate grades for natural science lab courses
 - 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: (Computer Science + English Composition/Writing + Math + 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
 - iii. 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.
 - iv. 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 + flag.
 - v. If they have letter grades: First convert letter grades using the UW GPA chart:

A	4.0	C+	2.4
A-	3.8	C	2.1
B+	3.4	C-	1.8
B	3.1	D+	1.4
B-	2.8	D	1.1

- c. Choose an initial assessment based on *recent prerequisite subject area grades only*
2. Review transcript(s) to assess for adjustment factors & make an adjustment (**final adjustments can be no more than -1 or +0.5**)
3. Determine final Academic Assessment score
4. Flag any applicants that do not fit this scoring rubric, you are concerned about, and/or want to discuss

Assessment guidelines:

Recent Prerequisite Subject Area GPA	Assessment
Recent prerequisite subject area GPA score is <2.59	1
Recent prerequisite subject area GPA score is 2.59-2.99	1.5
Recent prerequisite subject area GPA score is 3.0 - 3.19	2
Recent prerequisite subject area GPA score is 3.2 - 3.39	2.5

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Recent prerequisite subject area GPA score is 3.4 - 3.54	3
Recent prerequisite subject area GPA score is 3.55 - 3.69	3.5
Recent prerequisite subject area GPA score is 3.7 - 3.84	4
Recent prerequisite subject area GPA score is 3.85-3.99	4.5
Recent prerequisite subject area GPA score is 4.0	5

Adjustment considerations:

Assessment Categories	Adjustment Considerations	
	Weakness (-0.5)	Typical / Neutral (+0)
Prerequisite subject area grade consistency	<p>Look at the most recent prerequisite subject area grade for each subject and compare to all previous courses in that subject.</p> <p>Overall grades in prerequisite subject areas are <i>inconsistent</i> compared to most recent prerequisite subject area grades; difference of a -0.5 for any one area, including a repeat of a prereq course.</p>	<p>Look at the most recent prerequisite subject area grade for each subject and compare to all previous courses in that subject.</p> <p>Prerequisite subject area grades are consistent and/or stronger than recent prerequisite subject area grades.</p>
Grades in unrelated subjects	<p>Two or more unrelated subject area grades are inconsistent compared to average prerequisite subject area grade; difference of a -0.5.</p>	<p>Unrelated subject area grades are consistent and/or stronger than average prerequisite subject area grade.</p>
Consistency in course completion (i.e. limited withdrawals (including RD),	<p>Two or more grading irregularities (withdrawals, repeats of more than one</p>	<p>One or no grading irregularities.</p>

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repeats, incompletes, NS, NC grades)	course, NS/NC grades, etc.).		
	Weakness (-0.5)	Typical / Neutral (+0)	Strength (+0.5)
Strength of schedule & completion of college coursework	<p>Two or more quarters of part-time credit (less than 12 credits) loads (pay attention to part-time loads with prerequisite subject area grades); ignoring summer quarter enrollment.</p> <p>and/or</p> <p><i>Transfer only:</i> Less than 40 graded college transferable quarter credits at the time of application (from community college and/or UW).</p>	<p>Full-time credit loads with strong schedules (2 prerequisite subject area courses per quarter; 1 general education course).</p> <p><i>Transfer only:</i> More than 40 transferable quarter credits at the time of application (from community college and/or UW).</p>	<p>Full-time credit loads every quarter; multiple quarters of very high credit loads (18+ credits) and/or multiple honor courses (e.g. MATH 13X series)</p> <p>and</p> <p><i>Transfer only:</i> Must also have more than 40 transferable quarter credits at the time of application (from community college and/or UW) to get a +0.5 bump</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 and whether they have the potential to succeed in our major.

Personal scoring process:

1. Read the essay & activities section
2. Score based on the below criteria
3. Add up your scores and divide by 2
4. Determine final personal score
5. Add comments to the application file
 - a. We need to understand how you determined your final score!
6. Flag any applicants that do not fit this scoring rubric and/or that you are concerned about

	Personal Qualities Assessment		
Assessment Categories			
	+0	+1	+2

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<p>Commitment to Community (Required)</p> <ul style="list-style-type: none"> • Our communities (clubs, employment, hobbies, extracurricular activities, etc) often prepare us to solve problems in diverse teams and for a diverse world. • Tell us about any significant communities that you are actively involved with or have recently been a part of within the past two years, and your role in them. • Why are you involved in these communities? • How did these communities benefit from your involvement? • What perspectives, skills, or insights will you bring to the Allen School community or future work as a result of your participation in these communities? 	<p>No evidence/discussion of commitment to any community and work history section is empty.</p>	<p>Answers the question; response is more list-like/descriptive than reflective.</p> <p>Lists the communities that they are part of (either in their essay or in the work history section) but no reflection.</p>	<p>Strong response; clear commitment to their community including discussion/reflection on their role in the community while in college and/or the impact that community has had on them.</p> <p>Clearly demonstrates how they will contribute to the diversity of the Allen School community.</p>
	+0	+1	+2
<p>Additional Elements (Optional)</p> <ul style="list-style-type: none"> • Tell us about how any of your identities, perspectives, or life experiences would help you contribute to the Allen School community and the computing field. This could include but is not limited to: race, ethnicity, national origin, sex, gender identity, religion, sexual orientation, ability/disability, age, socioeconomic background, academic experience, and veteran status. • Describe any significant responsibilities you may have in addition to being a student (e.g. parenting responsibilities, work, familial responsibilities). What impact has this had on your college experience? • Provide any additional comments you would like to share with the committee. 	<p>All relevant content is considered in the above score.</p> <p>The applicant may have an answer for this section but the information shared was not significant enough to bump their score.</p>	<p>Shares additional information that was not included in the rest of the scoring rubric that you would like to account for (i.e. applicant discusses significant responsibilities while pursuing education or provides additional perspectives/information you would like to account for) should mention impact of responsibilities vs. just 'what happened'</p>	<p>Shares significant additional information that is not included in the rest of the rubric that you would like to account for.</p> <p>This is meant to only be used to account for <i>exceptional cases</i>.</p>
	+0	+1	+2

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	+0	+1	+2
<p>Writing Quality</p> <ul style="list-style-type: none"> • Form • Spelling • Grammar • Punctuation • Length (250 words per prompt) <p>Formatting instructions given to applicants: "Please address all the required topics below. Your responses must be formatted in sections with these exact headings. The response under each heading should be no more than 250 words."</p>	<p>The essay is very poorly written throughout; extensive errors related to grammar, spelling, and punctuation.</p> <p>and/or</p> <p>Poorly constructed and organized. (Including they did not follow formatting instructions)</p> <p>and/or</p> <p>Significantly (>100 words) longer than the 250 limit for any section. We assume that we aren't checking every word count, but if responses are obviously long you can check by pasting into a document that counts words.</p>	<p>Essay is properly formatted with limited/no issues with grammar, spelling, and punctuation.</p> <p>and</p> <p>Typical essay; essay is constructed and organized well.</p>	<p>Essay is properly formatted with limited/no issues with grammar, spelling, and punctuation.</p> <p>and</p> <p>Essay is constructed and organized in a way that demonstrates a strong ability to communicate their narrative through writing.</p> <p>This is meant to only be used to account for <i>exceptional cases</i>.</p>