**HPAC Rubric for Overall Impression of Student Application Packets**

**Score 5: Superior**

* Application materials were received by the deadline.
* Application directions were followed completely.
* Accurate and complete set of documents.
* Information is professional, relevant and clear.
* Student appears to have taken application seriously.
* Mechanics
  + No capitalization, spelling, grammatical and/or punctuation errors.
* Formatting of the application packet
  + Font style and layout are consistent throughout.
  + White space has been utilized effectively.
* Organization
  + Information is arranged chronologically or functionally.
  + Packet is extremely easy to navigate.

**Score 4: Good**

* Application materials were received by the deadline.
* Application directions were followed completely.
* Accurate and complete set of documents.
* Information is professional, relevant and clear.
* Student appears to have taken application seriously.
* Mechanics
  + No capitalization or spelling errors.
  + Maybe one grammatical and/or punctuation error.
* Formatting of the application packet
  + Font style and layout were inconsistent throughout.
  + White space has been utilized effectively.
* Organization
  + Information is arranged chronologically or functionally.
  + Packet is easy to navigate.

**Score 3: Fair**

* Application materials were received by the deadline.
* Application directions were followed but clarification or corrections had to be asked for by the committee.
* Accurate but incomplete set of documents were initially submitted.
  + incomplete set of documents were submitted before the deadline and corrected before the deadline
* Information has been abbreviated when it should not have been.
* Student appears to have taken application less than seriously.
* Mechanics
  + Contains minor capitalization and/or spelling errors.
  + A handful of grammatical and/or punctuation errors.
* Formatting of the application packet
  + Font style and layout were inconsistent throughout.
  + White space does not break up text, making packet difficult to read.
* Organization
  + Most information is logically arranged
  + Important information is difficult to find.

**Score 2: Weak**

* Application materials were received by the deadline.
* Application directions were followed but clarification or corrections had to be asked for by the committee.
* Accurate but incomplete set of documents were submitted.
  + incomplete set of documents were submitted before the deadline and corrected after the deadline
* Information has been abbreviated when it should not have been.
* Student appears to have taken application less than seriously.
* Mechanics
  + Capitalization and/or spelling errors throughout.
  + More than a few grammatical and/or punctuation errors.
* Formatting of the application packet
  + Use of bold, italics, underlining, or bullet points are distracting instead of helpful.
  + White space does not break up text, making packet difficult to read.
* Organization
  + Most information is logically arranged
  + Important information is difficult to find.

**Score 1: Deficient**

* Application materials were received after the deadline.
* Application directions were not followed.
* Inaccurate and incomplete set of documents were submitted.
* Information is missing.
* Student appears to have taken application superficially
* Mechanics
  + Has significant capitalization, spelling, or grammar errors.
  + A persistent pattern of errors is distracting, making the packet difficult to read.
* Formatting of the application packet
  + Multiple fonts are used.
  + Font size is too small and margins are too narrow.
  + Graphics, borders, distract from the information.
* Organization
  + Missing important information
  + Organization is difficult to follow and unappealing.

**HPAC Rubric for Grades**

Both categories will be scored, but the student will receive only the higher of the two scores in the final calculation. Science GPA will include courses with a BIOL, CHEM, MATH or PHYS designation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rubric for assessing **overall** GPA for HPAC applications | | | | | |
|  | Deficient (1) | Weak (2) | Fair (3) | Good (4) | Superior (5) |
| MD | 2.99 | 3.0-3.39 | 3.4-3.49 | 3.5-3.75 | 3.76 |
| OD/Dental/Vet/PA/DPT | 2.99 | 3.0-3.39 | 3.4-3.49 | 3.5-3.59 |  |
| PharmD/Pre-OT | 2.99 | 3.0-3.19 | 3.2-3.29 | 3.3-3.39 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rubric for assessing **science** GPA for HPAC applications | | | | | |
|  | Deficient (1) | Weak (2) | Fair (3) | Good (4) | Superior (5) |
| MD | 2.89 | 2.9-3.29 | 3.3-3.39 | 3.4-3.65 | 3.66 |
| OD/Dental/Vet/PA/DPT | 2.89 | 2.9-3.29 | 3.3-3.39 | 3.4-3.49 |  |
| PharmD/Pre-OT | 2.89 | 2.9-3.09 | 3.1-3.19 | 3.2-3.29 |  |

**HPAC Essay Scoring Rubric**

**Score 5: Superior**

**Responses at this level demonstrate effective skill in writing.**

The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument’s thesis reflects nuance and precision in thought and purpose. Development of ideas and support for claims deepen insight and broaden context. The response exhibits a skillful organizational strategy. The use of language enhances the argument.

**Score 4: Good**

**Responses at this level demonstrate well-developed skill in writing.**

The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument’s thesis reflects precision in thought and purpose. Development of ideas and support for claims deepen understanding. The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea. The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often.

**Score 3: Fair**

**Responses at this level demonstrate some developing skill in writing.**

The writer generates an argument that responds to multiple perspectives on the given issue. The argument’s thesis reflects some clarity in thought and purpose. Development of ideas and support for claims are mostly relevant but are overly general or simplistic. The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety.

**Score 2: Weak**

**Responses at this level demonstrate weak or inconsistent skill in writing an essay.**

An argument that weakly responds to multiple perspectives on the given issue. Development of ideas and support for claims are weak, confused, or disjointed. Response exhibits a rudimentary organizational structure. Use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear.

**Score 1: Deficient**

**Responses at this level demonstrate little or no skill in writing an essay.**

The writer fails to generate an argument that responds intelligibly to the task. Ideas lack development, and claims lack support. The response does not exhibit an organizational structure. The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear.

**HPAC Rubric for Extracurricular Activities Directly Related to Healthcare**

**Score 5: Superior**

Greater than 25 hours shadowing/observation in multiple settings (two or more) **and** has worked or works in a clinical setting or has an internship that has provided hands-on experience in a clinical setting (occupational therapist assistant, physical therapy assistant, dental assistant, etc.) for more than 6 months

**Score 4: Good**

Greater than 25 hours shadowing/observation in multiple settings (two or more) **and** some (less than 6 months) clinical experience (interaction with patients and health professionals beyond a passive shadowing experience)

**Score 3: Fair**

Shadowing/observation experience (greater than 15 hours total in two or more settings) **or** has clinical experience in a limited setting (for example, has worked in the same office for an extended period)

**Score 2: Weak**

Some shadowing/observation hours (less than 15 hours total); limited setting

**Score 1: Deficient**

No shadowing or observation hours

**HPAC Rubric for Extracurricular Activities not Directly Related to Healthcare**

Extracurricular and leadership experiences not related to healthcare include but are not limited to: participation in student organizations such as Biology, Chemistry, Math or Physics club etc., university events, such as welcoming & orientating incoming students, and community services such as working with youth, senior citizens, or people in need.

**Score 5: Superior**

Serving as a key member (President, Secretary, Treasurer, etc.) of school, local, professional, or academic organizations. Typically, this will entail organizing events and engaging in other activities that demonstrate leadership potential and capacity

**Score 4: Good**

Frequent and on-going participation as a regular member of school, local, professional, or academic organizations. In addition, the applicant has limited experience serving in leadership roles (e.g., President, Event Organizer, Treasurer, Secretary, etc.)

**Score 3: Fair**

Frequent and on-going participation as a regular member of school, local, professional, or academic organizations.

**Score 2: Weak**

Irregular participation as a regular member in school, local, professional, or academic organizations

**Score 1: Deficient**

No participation in school, local, professional, or academic organizations