

**Please Note: this is an old rubric**  
**Students should consult new documents for future cycles.**

## 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 at the end of this 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 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. 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.
    - iv. 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

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

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:

	Adjustment Considerations		
Assessment Categories	Weakness (-0.5)	Typical / Neutral (+0)	
<b>Prerequisite subject area grade consistency</b>	<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 <b>prerequisite subject areas</b> are <i>inconsistent</i> compared to most recent prerequisite subject area grades; difference of a -0.5 for <b>any one area</b>, 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>	
	<b>Weakness (-0.5)</b>	<b>Typical/Neutral (+0)</b>	
<b>Grades in unrelated subjects</b>	<p><b>Two or more</b> 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>	
	<b>Weakness (-0.5)</b>	<b>Typical / Neutral (+0)</b>	
<b>Consistency in course completion (i.e. limited withdrawals (including RD),</b>	<p><b>Two or more</b> grading irregularities (withdrawals, repeats of more than one</p>	<p>One or no grading irregularities.</p>	

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

repeats, incompletes, NS, NC grades)	course, NS/NC grades, etc.).		
	<b>Weakness (-0.5)</b>	<b>Typical / Neutral (+0)</b>	<b>Strength (+0.5)</b>
<b>Strength of schedule &amp; completion of college coursework</b>	<p><b>Two or more</b> 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) or multiple honor courses across their schedule (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			
	<b>+0</b>	<b>+1</b>	<b>+2</b>

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

<p><b>Academic History &amp; Major Choice (Required)</b></p> <ul style="list-style-type: none"> <li>Tell us about your college career to date, describing your performance, educational path, and academic choices.</li> <li>Share what led you to choose to study Computer Science or Computer Engineering.</li> <li>Explain any situations that may have had a significant positive or negative impact on your academic progress or curricular choices. What happened, and what was the impact for you?</li> <li><i>Transfer applicants only:</i> What are the specific reasons you wish to leave your most recent college/university or program?</li> </ul>	<p>Limited or no compelling information provided or only answered part of the question.</p>	<p>Answers the question; response is more list-like/descriptive than reflective.</p>	<p>Strong response. <b>Reflective</b> of their academic journey to date describing any situations/systemic challenges that have had a positive or negative impact on their academic progress.</p> <p><i>For transfer students from a non-WA State Community College: must have a strong reason for why they want to transfer from current institution to get a +2</i></p>
	+0	+1	+2
<p><b>Future Academic &amp; Career Goals (Required)</b></p> <ul style="list-style-type: none"> <li>Tell us about your future academic goals in college and your career and/or post-graduation plans.</li> <li>How will the Allen School help you achieve your goals?</li> <li>If you plan to pursue more than one major, tell us why both majors are important to you (if applicable).</li> <li>If you will take more than 4 years to graduate, please briefly explain why and discuss your plan for graduating efficiently (if applicable).</li> <li><i>Transfer applicants only:</i> Why do you want to transfer to UW?</li> </ul>	<p>Limited or no compelling information provided.</p>	<p>Answers the question; response is more list-like/descriptive than reflective and/or does not provide rationale for their career and/or post-graduation plans.</p>	<p>Strong response. <b>Reflective</b> of their interests in CSE, their academic and career goals, and how majoring in CSE will help them achieve those goals.</p> <p>If they want to pursue more than one major and/or graduate in more than 4 years, they have a strong explanation for why they want to double major and/or want to stay for more than 4 years.</p> <p><i>For transfer students from a non-WA State Community College: must have a strong reason for why they want to transfer to UW/the Allen School to get a +2</i></p>
	+0	+1	+2

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

<b>Commitment to Community (Required)</b> <ul style="list-style-type: none"> <li>• Our communities (clubs, employment, hobbies, extracurricular activities, etc) often prepare us to solve problems in diverse teams and for a diverse world.</li> <li>• 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.</li> <li>• Why are you involved in these communities?</li> <li>• How did these communities benefit from your involvement?</li> <li>• 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?</li> </ul>	<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/<b>reflection</b> 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
<b>Additional Elements (Optional)</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> <li>• Provide any additional comments you would like to share with the committee.</li> </ul>	<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

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

	+0	+1	+2
<p><b>Writing Quality</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Spelling</li> <li>• Grammar</li> <li>• Punctuation</li> <li>• Length (250 words per prompt)</li> </ul> <p><b>Formatting instructions given to applicants:</b>            "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 <b>very</b> 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 (&gt;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>

# ALLEN SCHOOL CURRENT UW STUDENT & TRANSFER ADMISSIONS RUBRIC

## SPRING & FALL 2023

These are the courses used to evaluate the academic record for students applying to Computer Science or Computer Engineering in the Allen School.

### Approved prerequisite subject area courses

- **English composition:**
  - [English composition courses](#) (AP credit cannot be used for English Composition at UW)
  - Courses with the writing ("W") credit designation
- **Computer Science**
  - CSE 122
  - CSE 123
  - CSE 143
  - CSE 143X
  - CSE majors courses
  - CSE 373 and CSE 414
  - *Do not include:*
    - CSE 120
    - CSE 142 / CSE 121
      - Note: We want to ignore the first course in our intro series to allow for folks who are new to computing, and reduce the pressure of them starting out in the subject material.
    - CSE 131
    - CSE 154
    - CSE 160
    - CSE 163
    - CSE 180
    - [CSE upper division non-majors courses](#) other than 373/414
- **Math:**
  - MATH 126 or MATH 336 (honors series)
    - Note: The honors series is considered \*very\* difficult; solid grade is 3.0+
  - MATH 307 (now 207)
  - MATH 308 (now 208)
  - MATH 309 (now 209)
  - MATH 318
  - MATH 324 (now 224)
  - MATH 380
  - Any graded MATH courses at the 300 level or above
  - *Do not include:*
    - STAT courses
    - AMATH courses

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- **Science:**

- [For Computer Science majors](#)
  - Physics 121/141
  - Chemistry 142/145
  - Biology 180
  - Biology 162 (AP credit)
  - Physics 116 and Physics 119 (AP credit, need both to satisfy the prerequisite)
  - Any natural science course from the approved [Computer Science science requirement list](#) or science courses that require one of the above as a prerequisite
- [For Computer Engineering majors](#)
  - Physics 121 required
  - Any natural science course from the approved [Computer Engineering science requirement list](#) or science courses that require one of the above as a prerequisite