



# Admission Rubrics 101: The Basics & Benefits of Streamlining Your Review Process with a Rating Scale

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# Why Utilize a Reading Rubric?

- Evaluate core components of an applicant's file in a standardized way
- Streamline committee work & discussion
- Track the success of both your applicants and your office in enrolling mission appropriate students



# Rating Scale Basics

- Not a one-size fits all rating
- Components align with admission standards for your school
- Use a numerical base
- Know what your institution's individual needs are
- Don't implement a rating scale that you don't understand or won't use

# Possible Rating Components +

- Academic performance or GPA
- Rigor of schedule
- Extracurricular involvement
- Character/Citizenship
- Teacher recommendations
- Interview
- Testing
- Impact Athlete/Artist/Musician
- Strength of school



# Reading Rubric Creation

- Determine application components important to your school
- Group components together if makes sense for your office
- Create possible points per category
- Identify maximum score
- Determine how many readers per file
- Delineate point ranges for decisions to assist with streamlining committee review



## ST. MARK'S APPLICANT EVALUATION

Anne E. Behnke

Anytown, Massachusetts United States

APPLYING Third Form  
FOR:  
GENDER: Female

BOARD Boarding Student  
TYPE:  
SCHOOL: St. Mark's School

TOTALSSAT: 2286  
SSAT %: 98

	AB	RA	EM	EC	CW	CY	RC	CWor.	KB	BB	NW	PGil.	AH	LL	SB
SSAT/TESTING															
GRADES															
RECOMMENDATIONS															
<b>ACADEMIC TOTAL</b>															
CHARACTER															
LEADERSHIP															
INTERVIEW															
APPLICATION															
ARTS-VA/MU/TH															
ATHLETICS															
<b>PERSONAL TOTAL</b>															
<b>GRAND TOTAL</b>															
READER'S RECOMMENDATION															

<b>Academic Total</b>	<b>SSAT</b> - 5 = 94-99% 4 = 89-93% 3 = 70-88% 2 = 39-69% 1 = 7-38% 0 = 1-6%
	<b>Grades</b> - 5 = all A's 4 = A/B 3 = B's 2 = B/C 1 = C 0 = D's and less
	<b>Rec's</b> - 5 = excellent 4 = above average 3 = average 1 = below average
<b>Personal Total</b>	<b>Character</b> - 5 = outstanding 3 = average 0 = serious concerns
	<b>Leadership</b> - 5 = outstanding 3 = average 0 = no involvement
	<b>Interview</b> - 4 = outstanding effort/investment 2 = average effort/investment 0 = no effort/investment
	<b>Application</b> - 4 = outstanding effort/investment 2 = average effort/investment 0 = no effort/investment
	<b>Arts /Visual/Music/Theater</b> - 4 = participation in several or particular excellence 2 = average involvement 0 = no involvement
	<b>Athletics</b> - 4 = participation in several or particular excellence, 2 = average involvement 0 = no involvement
	<b>Reader's Recommendation</b> -
	ACC = Accept, DEN = Deny, WL = Wait List, NMI = Need more Information

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## Secondary School Example: St. Mark's School

- Evaluate based on 9 categories  
3 Academic & 6 Personal
- Each category is worth 5 or 4 points
- Maximum reading score for an applicant = 41



# Secondary School Example: Blair Academy (2013)

Academics	Testing	Extracurricular	Personality/Character
5 All As in honors classes	5 80% SSATs or above	5 - Well-rounded - Exceptional in all respects - Impact athlete/artist	5 - Outstanding recs - Model citizen - Top notch interview
4 - As/Bs in honors classes or - As in regular level classes	4 60 - 79% SSATs	4 - Very strong involvement or - Passionate but not many options @ current school	4 - Excellent recs & interview - Strong character
3 As/Bs in regular level classes	3 40 - 59% SSATs	3 Average involvement in/outside of school (has access)	3 - Good recs - Average interview
2 Bs/Cs in regular level classes	2 25 - 40% SSATs	2 Interested in trying many activities & has access but not currently plugged in	2 - Fair recs - Marginal interview - Minor area(s) of concern
1 Cs or lower in regular level classes	1 25% SSATs or below	1 Little to no involvement in/outside of school	1 - Poor recs - Worrisome Interview - Red flags!

Total Score: ACC: 16-20 WL:8-16 DN: 0-8





# Primary School Example:



**University Liggett School**  
**Lower School Student Visitation Form**

\_\_\_\_\_ will be visiting in grade \_\_\_\_ with  
\_\_\_\_\_ on \_\_\_\_\_.

Please complete this form to assist the Admissions Office in determining how this candidate compares with our current student body.

**MOTIVATION**

- Independent Worker
- Needed occasional prodding

**PARTICIPATION**

- Attentive
- Participated
- Seemed Distracted
- Attention often wandered

**DEPTH OF UNDERSTANDING**

- Quick to grasp the concept
- Average comprehension
- Difficulty grasping the concept

**PERSONAL RELATIONSHIPS**

- Accepted by peers
- Assumed leadership at times
- Tendency for negative leadership
- Cooperative but passive
- Generally considerate of others
- Totally indifferent of peers

**PRESENTATION**

- Always remained calm
- Usually remained calm
- Occasional loss of self-control

**QUALITY OF WRITTEN WORK**

- Above current grade level
- At grade level
- Below grade level

RECOMMENDATION FOR ADMISSION:  Admit  Deny  Unsure

Additional Comments:

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# Beyond the Rubric

- Provide a more quantitative indicator of applicant strength regardless of school selectivity
- Internally organize committee work in a more efficient way to improve discussion around grade/gender groups if applicable at your school
- Arm Admission Offices with data to measure student ratings & the correlation with actual student success in your school community