

PhD Admissions Rubric

	High	Medium	Low
Desire and Potential for rigorous research at the PhD level	Can clearly express why they are pursuing a PhD, potential areas for research, and why Pitt in their personal statement; Demonstrates relevant experience on CV and transcripts and/or in their personal statement (i.e. coursework, publications, participation in research projects within or outside of academia, relevant work or life experience within or outside of academia); Illustrates their strong ability to articulate, develop, and support an argument in their writing sample; Recommenders speak highly and specifically of their potential as a scholar.	Addresses at least two of the following (why they are pursuing a PhD, potential areas for research, and why Pitt), but may be missing an area and/or is vague on some points in their personal statement; Demonstrates some evidence of relevant experience on CV and transcripts and/or in their personal statement; Illustrates some ability to articulate, develop, and support an argument in their writing sample; Recommenders speak confidently, if vaguely, about their potential as a scholar.	Addresses one or less of the following (why they are pursuing a PhD, potential areas for research, and why Pitt) and/or lacks clarity when discussing these points in their personal statement; Demonstrates little or no evidence of relevant experience on CV and transcripts and/or in their personal statement; Illustrates weak ability to articulate, develop, and support an argument in their writing sample.
Potential for teaching excellence	Can express clearly their teaching goals at Pitt in their personal statement; Demonstrates strong leadership ability and initiative in previous teaching experience or training, academics, non-academic work, family, and/or community on their CV and/or personal statement; Recommenders speak highly	Expresses teaching goals vaguely in their personal statement; Demonstrates some leadership ability and initiative in previous teaching experience or training, academics, non-academic work, family, and/or community on their CV and/or personal statement; Recommenders speak	Fails to address teaching goals in their personal statement; Demonstrates little or no leadership ability and initiative in previous teaching experience or training, academics, non-academic work, family, and/or community on their CV and/or personal statement.

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	and specifically about their potential as a teacher.	confidently, if vaguely, about their potential as a teacher.	
Interest in the exploration of artistic practice	Clearly communicates an interest in artistic practice in their personal statement	Vaguely communicates an interest in artistic practice	Fails to communicate an interest in artistic practice
Capacity for creative and critical risk-taking (in terms of research, artistic practice, and teaching)	Demonstrates intellectual curiosity, creative problem-solving, and aptitude for organization and planning in either academics, non-academic work, and/or community work in at least two of the following: CV, personal statement, writing sample; Personal statement clearly delineates strengths and areas for growth, reflecting ability for self-appraisal; Recommenders speak highly of their creative and critical risk-taking abilities within or outside of academia.	Demonstrates some intellectual curiosity, creative problem-solving, and aptitude for organization and planning in either academics, non-academic work, and/or community work in at least one of the following: CV, personal statement, writing sample; Has trouble identifying strengths or areas for growth; Recommenders address and support, if vaguely, their creative and critical risk-taking abilities within or outside of academia.	Demonstrates vague or absent intellectual curiosity, creative problem-solving, and aptitude for organization and planning in either academics, non-academic work, and/or community; Involves little or no self-assessment in regards to strengths and areas of growth.