

item	subitem	High	Medium	Low
Academic Preparation (25%)	Physics Coursework	GPA \geq 3.7 (A-) in all core subjects: CM1&2, EM1&2, QM1&2, SM1, if not taken 2nd semester courses yet are they planning on taking them?	GPA \geq 3.3 (B+) in all core: CM1&2, EM1&2, QM1&2, SM1; OR GPA \geq 3.7 (A-) in CM1, EM1, QM1, SM1 if no 2nd semester courses taken	GPA \geq 3.7 (A-) in EM1 and CM1; GPA \geq 3.0 (B) average in other advanced courses; any grades <2.7 (B-) without explanation
	Math Coursework	Real and Complex Analysis, Group Theory with GPA \geq 3.5 (A) grades	DiffEq, Linear, and a Math Methods course, all with \geq 3.5 (A) grades; or more than this with GPA \geq 3.0 (B or A) grades	Bare bones math prep (e.g., up to DiffEq), or low grades regularly on math
	Other Coursework	Consistently 3.5 (A) grades	Consistently 3.0 (B) grades with nothing below a 2.5 (B-/C+)	One or more 2.5s (B-/C+)
	Academic honors and/or recognitions	multiple honors, e.g., Dept/University Honors; Phi Beta Kappa, etc	one academic award/recognition	No academic honors in college documented in the application
Research (25%)	variety/duration	two years in research	one year in research; only REUs	nothing more than coursework laboratories
	quality of work	multiple indications of excellence	clearly made significant contributions to the project	limited intellectual or technical contribution to projects; "button pusher"
	technical skills	a variety of experiment, theory, and/or computational skills	has developed only one class of skill (exp or theory or comp)	nothing more than coursework laboratories
	dispositions	clear commitment to and enthusiasm for research; AND understands what the process entails	clear commitment to and enthusiasm for research; OR understands what the process entails	not clear if they know what they are getting into with a PhD; seems lukewarm about research
Non-Cognitive Competencies (25%)	Achievement Orientation	Consistently strives to improve or meet a high standard of excellence in all areas	Has demonstrated a high standard of excellence in selected areas	No evidence of striving for excellence provided in application or student record
	Conscientiousness	Takes responsibility for personal performance, both the good and the bad; AND demonstrates efficiency and organization	Takes responsibility for personal performance, both the good and the bad; OR demonstrates efficiency and organization	No evidence of taking responsibility for performance AND minimal evidence of efficient, organized work
	Initiative	Consistently seeks out or acts on opportunities AND takes leadership	Consistently seeks out or acts on opportunities OR takes leadership	Has not sought out or taken advantage of opportunities AND does not have a record of leadership
	Perserverence	Application clearly describes successful coping with failures/ obstacles	Basic or perfunctory description of overcoming challenges	Application does not describe experience with failure/obstacles

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	Math Coursework	Real and Complex Analysis, Group Theory with GPA \geq 3.5 (A) grades	DiffEq, Linear, and a Math Methods course, all with \geq 3.5 (A) grades; or more than this with GPA \geq 3.0 (B or A) grades	Bare bones math prep (e.g., up to DiffEq), or low grades regularly on math

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		Academic honors and/or recognitions	Dept/University Honors; Phi Beta Kappa, etc	one academic award/recognition	No academic honors in college documented in the application	
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Fit with program (15%)	research	research interests align with multiple faculty in multiple subfields	research interests align with multiple faculty in one subfield	limited alignment between student interests and faculty expertise
	faculty	someone wants to hire as RA now and/or there is a clear fit with current faculty expertise	someone could supervise, but interests do not directly support a faculty member's work	faculty aligned with applicant's interests are not seeking students
	community	has clearly contributed positively to prior department/school culture, and would do the same for our program	some evidence of participating in service activities	applicant only discusses him/herself; no evidence of engagement in department or university activities
	diversity	applicant has been an active advocate for diversity in physics	belongs to an underrepresented identity group; first generation in college or low SES; and/or contributes to another type of diversity the department seeks	contributions to diversity are unclear from the application
GRE Scores (10%)	General GRE	Verbal(V) and Quantative(Q) scores $\geq 75\%$ (or 157 for V and 160 for Q) AND Analytical Writing (AW) ≥ 4.0	V & Q scores $\geq 75\%$ (or 157 for V and 160 for Q) BUT AW <4.0	V or Q score $<75\%$ and AW <4.0
	Physics GRE	$\geq 75\%$	50-74%	$<49\%$