

***Undergraduate Admissions Holistic Review:
Freshman Applicant Evaluation Page
FOR THE 2021-22 ENROLLING CLASS***

FOR INTERNAL USE ONLY



OFFICE OF
Admissions and Recruitment
UNIVERSITY OF WISCONSIN-MADISON

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Rating Values

Rating values are used to guide reviewers through the holistic review. They are not a formula and are not to be added up to result in an admission decision. They are independent of context and intended to be standardized across our applicant pool to inform our data and our holistic review process, not to justify a decision. When we get to admission tier recommendations, that is where context comes into play.

High School Record

[REDACTED]		
Rating Value	Description	Benchmark
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Academic Performance

Rating Value	
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

College Ready Writing

Indicators of college ready writing include:

- [REDACTED]
- [REDACTED]
- [REDACTED]

After reading both essays for the applicant, indicate if there are concerns about their readiness to engage college level writing at UW-Madison based on the applicant's essays.

Rating Value	Description
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] d.

Positive Campus Contributions (PCC)

PCC is non-cognitive and should capture the value students will contribute to campus separate from admission requirements. Consider how unique an applicant may be among their peers and how their experiences, perspective, passion, or talents stand out. PCC should consider our priority of building a diverse student body and how applicants may contribute to the learning and development of others.

Rating Value	Description	
█	█	█ █ █
█	█	█ █
█	█	█ █
█	█	█ █

█
█
█

Major Fit [REDACTED]

Major fit is an indicator of an applicant's academic competitiveness, demonstrated interest and likelihood to find success in that area of study. We utilize major fit to determine admission to direct entry programs in the [REDACTED]. We also use major fit to gauge how a student's application materials align with the major they indicated on their application such as in the case of arts and humanities which are institutional priorities on campus.

When rating major fit consider how the applicant's academic record aligns with the area of academic interest they listed. Do they have strengths in the subjects required for that major. Do they have involvement or experience that aligns with this academic interest. What in their application materials demonstrates a commitment to this area of study beyond listing it as a potential major?

Review below benchmarks for reference when rating major fit please note that [REDACTED]

[REDACTED] Major Fit

Rating Value	Description	Benchmark
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Major Fit

Rating Value	Description	Indicators
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

Major Fit Rating

Rating Value	Description	Benchmark

Guidelines:

- 2 is the standard (most common) and is considered a good rating
- 3's and 4's are reserved for students whose interest and/or preparation for desired major or academic exploration truly stands out
- The ability to support interests through internships, job shadow, extracurricular activities, related coursework or other hands-on experience is valued but not required

Notes:

- A major fit rating of 1 does not mean the student should be denied
- A lack of decisive plans (undecided students) should not result in a negative rating
- Major Fit is an indicator of their readiness to engage that major or school/college at UW-Madison, not necessarily of their admissibility

Decision Recommendations

Admit

Applicants reviewed and considered for admission are academically prepared and often taking strong academic courses at their high schools and/or college and earning good grades, primarily As and Bs. In our applicant pool, there are many more students who are academically admissible and likely to find success than space in our freshman class. To admit the students who are the most desirable in terms of academic competitiveness, strongest fit and mostly likely to make positive campus contributions, we rank our applicants by [REDACTED]. When indicating an admission decision, counselors will recommend A [REDACTED] a ranking system to indicate which applicants are the most desirable within our applicant pool.

Consider the context of where the student has been educated and how they have progressed in their rigor. Consider their overall academic performance and grade trend. Consider the student's likelihood to have a positive impact on campus as demonstrated in their essays, letters of recommendation, fit for their intend major, involvement, and how it compares to other applicants you have reviewed.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Deny

These are applicants who are not academically prepared. We have concerns about their academic preparation, or they fail to meet even the minimum expectations. In the case of freshman applicants, it may be these applicants are far from competitive compared to other students at their same high school. They are lacking in both rigor and performance and it is highly unlikely we would have space for them at a later date.

Reviewer Responsibility

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Quality Analysis

Reviewers charged with quality analysis responsibilities are entrusted with assessing the previous decisions to ensure the best possible decision has been made. Often in our work of holistic application review there are many possible admission decisions due the high quality of our applicants, however, due to academic competitiveness, institutional priorities and overall fit some decisions may be better than others to meet the charge of campus leadership. The Quality Analysis team is charged with making final admission decisions reflective of our holistic, competitive, and selective process based on direction provided by leadership and/or trainers. This analysis is typically the last look before final decisions are made about which tiers of students are to be admitted, deferred, waitlisted, or denied. When conducting quality analysis reviewers should be confident in their decision. If lingering questions or concerns about a decision remain, a reviewer is expected to consult a member of leadership or trainer before completing a decision.

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