

The Warren Alpert Medical School of Brown University Admissions

Rubric Overview for File Review and Interviews

This document serves as a rubric overview that explains the Core Questions and Valued Competencies that guide all Warren Alpert Medical School Admissions decisions at the file review and interview phases of the admissions process. Use this resource in conjunction with the rubrics for each process in our online application system. The rubric is intended to serve as a framework for evaluation rather than a rigid grading or scoring system. The core questions and competencies are designed to promote consistency and thoughtful assessment while allowing readers and interviewers to consider each candidate's individual application.

Three Core Questions:

- 1. Is the student prepared to successfully navigate a rigorous medical school curriculum?** This question primarily evaluates the student's academic achievement in context. While GPA and MCAT scores are important considerations, we also go beyond test scores in seeking indicators of academic potential and excellence.

Evidence:

We consider grades in previous academic work and the difficulty of program(s) undertaken and scores on the Medical School Admissions Test (MCAT). Performance is considered in the context of individual circumstances and educational opportunities.

Evaluation:

- An applicant with a 3 demonstrates a strong or exceptional level of academic achievement in context. This applicant has an academic record that indicates they have the core academic skills to successfully navigate a rigorous medical school curriculum.
- An applicant with a 2 demonstrates overall adequate or appropriate academic achievement, particularly in the core science requirements.
- An applicant with a 1 has a deficient academic record with little to no showing of improvement, growth or explanation of a poor academic record.

- 2. Does the student demonstrate the qualities and experiences needed to provide outstanding patient care?** This question evaluates whether the applicant demonstrates an understanding of what is involved in providing patient-centered care, the role of the physician, and the dynamics of collaborative relationships with colleagues.

Evidence:

We consider clinical experience to determine both a commitment to medicine and the ability to understand the rigors and requirements of the profession. Additional evidence may be found in an awareness and passion for health-related issues and insight into the applicant's decision to pursue medicine. We also look for applicants who demonstrate core competencies necessary to learn, grow and become effective physicians. These include maturity and self-awareness, work ethic, leadership skills and collaboration.

Evaluation:

- An applicant with a 3 has a strong or exceptional record of clinical experience and positive reviews from supervisors or colleagues with first-hand knowledge of an applicant's understanding of clinical care and their ability to collaborate professionally and effectively with colleagues and partners.
- An applicant with a 2 has an adequate record of clinical experience, which may be somewhat limited due to other commitments, priorities, or a lack of resources and access to such experience.
- An applicant with a 1 has a limited record of clinical experience.

- 3. Does the student demonstrate a connection to or fit with Brown?** This question is designed to evaluate whether the applicant is familiar with the specific educational mission and culture of The Medical School and Brown University, and/or has ties to the area. Given the large percentage of qualified applicants, this is helpful in predicting how likely an applicant may be to attend Brown should they be given the opportunity.

Evidence:

Do the essays and/or extracurriculars listed in the application provide any indication that the student is a good fit with the mission and culture of Brown and the Medical School? Does the application note any connection to the Brown community or Rhode Island?

Evaluation:

- An applicant with a 3 demonstrates an authentic and expressed knowledge of and interest in attending Brown if admitted.
- An applicant with a 2 may or may not have a connection to Rhode Island or the Brown community, but does have experiences that demonstrate alignment with the [Mission, Vision and Values](#) of the Medical School, such as extracurriculars demonstrating a commitment to community, humanism, compassion, and social responsibility.
- An applicant with a 1 presents no particular knowledge of or clear interest in Brown or the Medical School.

Valued Competencies:

In addition to the above questions, Brown's admissions decisions are guided by an evaluation of four valued competencies:

A. Maturity and Self-Awareness

Brown evaluates maturity and self-awareness as it is an expected competency in a career that requires extensive interaction with vulnerable patients, along with teamwork and collaboration with other healthcare providers.

Evidence:

Evidence of this competency includes the ability to handle pressure or stress, emotional intelligence, recognition of strengths, weaknesses and ethical responsibilities, and an understanding of the applicant's approach to managing the practical realities and demands of medical school and the medical profession. Evidence of maturity and self-awareness may be found in the academic setting, but also in areas such as research, employment or other voluntary capacities.

Evaluation:

- An applicant with a 3 demonstrates clear examples of emotional intelligence, an understanding of personal strengths and weaknesses, and the ability to work with and for others, including patients, colleagues, supervisors and supervisees.
- An applicant with a 2 demonstrates maturity or self-awareness, but the application may lack exceptional evidence of both competencies.
- An applicant with a 1 provides little to no information to determine whether the applicant has the maturity and self-awareness required to succeed at Brown and/or in the profession.

B. Work Ethic and Resiliency

Successful students must have the capacity to work under pressure, to persevere, and to recover from difficulties, challenges, and even failures. Applicants primed for success here have demonstrated that they have withstood difficulties with strength and determination, revealing an ability to excel through hard work.

Evidence:

Evidence may include examples of overcoming significant challenges (e.g. socioeconomic, educational, physical), paid employment before age 18, employment during college, overcoming significant illness, providing primary care for or experiencing the loss of a loved one, working to provide additional family income/taking on significant home responsibilities, and examples of resiliency demonstrated in work experience after undergraduate degree. Evidence may present itself in experience in medical settings, work in non-medical professional settings, or other contexts in which the applicant demonstrates these competencies.

Evaluation:

- An applicant with a 3 demonstrates a record and understanding of going above and beyond in either the clinical or classroom setting and the ability to withstand the pressures presented by Brown's rigorous curriculum or the medical profession through examples of overcoming challenges.
- An applicant with a 2 demonstrates the ability to meet all expectations in the clinical and classroom setting, but the application does not present evidence of overcoming challenges or obstacles in a manner sufficient to determine how the applicant would react to difficult situations, pressure or challenges.
- An applicant with a 1 has insufficient information to determine whether the applicant has the ability to withstand the pressures of Brown's rigorous curriculum or the medical profession.

C. Communication

Students should demonstrate strong written and verbal communications skills as well as the ability to listen and empathize.

Evidence:

Evidence of communication skills, includes the ability to effectively communicate (in writing and orally), engage in meaningful conversation, and provide appropriate responses, eye contact, demeanor and presentation skills. This is assessed through letters of recommendation from those who have worked with the applicant, and during the interview process.

Evaluation:

- An applicant with a 3 demonstrates strong or exceptional communication skills, evidence of an ability to effectively and meaningfully with patients or colleagues.
- An applicant with a 2 demonstrates adequate communication skills that are likely to improve over time.
- An applicant with a 1 presents insufficient evidence of an acceptable level of communication required for outstanding patient care.

D. Service to Others

The medical profession is centered on serving others. We value an applicant's demonstrated commitment to contributing their skills, knowledge and efforts to serve individuals and communities.

Evidence:

We look for an authentic commitment to serve others, as may be demonstrated by volunteer work, leadership positions, or paid work that includes a service component. This may also be assessed through comments in essays and interviews that show an understanding of the impact on those served by roles the applicant has engaged in.

Evaluation:

- An applicant with a 3 has a record of meaningful service, which can come across in various forms, including a longstanding commitment to a particular community, individual/s or purpose; a unique service-oriented professional experience and/or meaningful leadership roles.
- An applicant with a 2 has some record of service-oriented involvement.
- An applicant with a 1 has little to no showing of engagement outside of their required commitments and provides no explanation for a record of little to no service.