

**Broad Based Admission Rubric**  
**2016**

*Prepared by Undergraduate Admissions*

## Rubric Questions

Question	Attributes predominantly assessed with proposed question:	Number of words allotted per answer
1) <i>Tell us about an experience, in school or out, that taught you something about yourself and/or the world around you.</i>	Sense of Self & Community Problem Solving & Resilience Intellectual Readiness & Expression	200 words
2) <i>Be it inside or outside of the classroom, what have you done to challenge yourself intellectually? Describe an issue, topic or area of study that you have investigated or pursued.</i>	Intellectual Readiness & Expression Sense of Self & Community Initiative & Achieving Goals	200 words
3) <i>Explain how you responded to a problem and/or an unfamiliar situation. What did you do, what was the outcome, and what did you learn from the experience?</i>	Leadership Problem Solving & Resilience	200 words
4) <i>Describe up to five activities that you have pursued in one or more of the following areas... Please outline the activity and describe how it affected you or others.</i>	Leadership Initiative & Achieving Goals Sense of Self & Community	50 words per activity description
5) <i>Tell us more about one of the activities you listed above by explaining what your goals were, the role you played, and what you learned in the process.</i>	Leadership Initiative & Achieving Goals Sense of Self & Community	200 words

### Attributes

Leadership
Sense of Self & Community
Initiative & Achieving Goals
Intellectual Readiness & Expression
Problem Solving & Resilience

## Goal

To render an assessment of the applicant's personal profile that is fair, accurate, consistent, and free from personal bias.

## Guidelines

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**Read the entire application first. Then read it again as you score it.** Although particular questions are designed to elicit information associated with particular "attributes" (qualities, characteristics and skills we are looking for), responses to other questions may also touch on attributes being scored. We recommend that you read the entire profile first. Then score for each attribute keeping in mind the profile as a whole. The applicant may demonstrate that they hold a particular attribute or skill by touching upon it throughout all of their answers versus just one.

**Make age-appropriate judgments.** Keep in mind that most applicants will be 17-19 years old.

**Consider access to opportunities.** The opportunities and experiences available to applicants vary widely. Some applicants will have made the most of the few opportunities that have been afforded to them, whereas others will have made little from their considerable opportunities. You must score within this context, considering accomplishments in light of the applicant's expressed life experiences.

**Be fair to everybody.** We all have attitudes or groups that we have a bias for/against. As a reader you must recognize these attitudes in yourself and be prepared to send a file back to the BBA administrator unscored to be reassigned to another reader. For example, a reader may encounter an applicant who expresses strong religious views that are different from their own.

**Grammar, punctuation and spelling.** These items should not influence how the personal profile is scored. You should be focused on the thoughts and intentions of the applicant's responses. For instance, you should not penalize applicants for using an incorrect verb or tense. Also, be aware that there are different dialects of English spoken within communities across Canada and around the world, and that an applicant's use of non-standard English may simply reflect local custom. Diversity in personal profiles should be appreciated as an indication of applicants' experiences, cultural contexts, and personal expressive styles.

**Identify and flag special circumstances or areas of concern.** Look for special circumstances or areas that may require additional support should the applicant be admitted to UBC. It is also important to flag areas of concern for possible follow-up to the BBA Administrator who distributed the profile to you for reading. Special cases would include applicants who state or indicate they are capable of hurting themselves and or others. Applicants who share that they have an eating disorder or a mental health issue and who have not sought help should also be flagged. It is important to distinguish between applicants who share this information and are seeking, or have sought, medical counseling and other appropriate services versus an applicant who shares this information and has indicated that they have not sought medical help.

It is important to flag these cases for review. A comment in this case may look like, "applicant expresses that they may hurt themselves, answer number 4". Comments are very important and useful for the administrator when reviewing the file. It is also critical to not let your scoring become negatively impacted by this information. If you are unable to score equitably then you should contact the BBA Administrator and let them know that you are unable to read that particular file. It will be reassigned to a different reader. Flagged profiles will be reviewed by the Administrator and depending on the circumstance the student may be notified of support services available to them at the point of admission or the comment might be logged in a confidential system so that advisors working with the student may be better prepared when meeting with the student and able to anticipate their needs. Flagging a profile will not have a negative impact on the admission decision and will not go on a student's record.

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**Suspected Plagiarism.** If you suspect that a student has plagiarized their personal profile please flag it for review and add a comment indicating that you suspect plagiarism. For example, if you are flagging a file you may note, "Potential plagiarism, answer number 2" or "Potential plagiarism, profile sounds similar to another". Perhaps the profile resembles another profile that you remember reading.

Comments are very important and useful for the administrator when reviewing the file. *Readers should not hesitate to flag files to their BBA Administrator for careful review.*

**Stay focused.** It is important to stay focused on scoring each section separately. If you become confused or can't decide on an appropriate score, stick to the scoring guide. If that doesn't work, take a break. It is acceptable to put down the personal profile and walk away. You may need to take a break in order to focus and continue to score consistently and equitably.

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## Leadership

### **Qualities or traits exhibited for this section can include:**

Tolerant, focused, confident, influential, proactive, responsible, effective, organized, committed, motivated, imaginative, persistent

### **Description:**

Leadership can be broadly defined. It can be displayed in the more traditional sense of leading a group or a team and it can be viewed in those that humbly lead through their actions while quietly influencing and motivating others. Leadership can be demonstrated by how the applicant has undertaken additional responsibilities within their activities, contributing to a more positive outcome for those that are around them. In some cases, the applicant may have assumed a formal leadership role: behaviour may include modeling desired behaviour, building consensus, establishing group-based goals, and keeping a team focused. Alternatively, the applicant may have participated in more individualized activities. For example, writing a blog about a controversial issue. Through their writing they may find quiet ways to influence and motivate others. It is important to note that these behaviours can be exhibited in a formal leadership role or as a "leader among peers".

Although the achievement of a leadership position warrants some merit, it is insufficient in and of itself to get the highest scores; we are looking for the qualities of a leader, not just someone who has held a leadership position. It is important that as readers we recognize the different layers and facets of leadership that an applicant may demonstrate.

### **Examples:**

- Thinking about the needs of the whole beyond individual needs.
- Effective and productive dynamics in small group work.
- Effective conflict resolution working with others.
- Ability to motivate and inspire others.
- Ability to make decisions.
- Demonstrates confidence in action and decision making.
- Demonstrates and shares a sense of purpose and enthusiasm for project and or work.
- Demonstrates tolerance, sense of calm, and order in times of distress.

### **When reading the personal profile ask yourself:**

- *Has the applicant demonstrated leadership and/or teamwork through extracurricular activities, personal situations, and or work experience?*
- *Has the applicant demonstrated leadership through individualized activities and efforts? For example, a student may speak out to a serious issue that may motivate others to see the matter in a different light. Perhaps through their efforts they inspire others.*
- *Has the applicant simply described holding a leadership position? Or has the applicant articulated what they have learned about working with others?*
- *Has the applicant considered the needs and goals of the group beyond their individual needs and goals?*
- *Is the applicant responsible for the work and well-being of others?*
- *Has the applicant described what they did as a leader and how it was effective?*
- *Is there substantial evidence that the role and contribution had a significant impact on the school or wider community group?*

**Score of 0** - Did not understand the question, did not respond, or led ineffectively without learning from the results. No evidence of leadership based skills and experiences.

**Score of 1**- Little evidence of leadership or weak but emerging leadership abilities. Lacks confidence in abilities and may be overly cautious and avoid controversy. Low initiative and shows no evidence that others turn to them for advice or

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direction. Description is one-sided; applicant sees leadership as a role they take on with little genuine understanding of relevance to others.

**Score of 2** - Some leadership experience but provides only moderate evidence of how they participated in the role or what effects it had on the team they worked with. Demonstrated some judgement and insight in determining actions and influence upon others, but actions were taken with limited forethought before engaging. Applicant's descriptions of leadership are not specific and prone to platitudes. Applicant describes leadership in terms of a role but makes little specific mention of impact on others. The applicant can articulate tangible outcomes as a result of *their* action with only moderate mention of the role others played.

**Score of 3** - Demonstrated leadership and ability to describe some of the qualities/skills/characteristics they have gained through their experience (e.g., confident, influential, proactive, responsible, effective, organized). Description of these skills/qualities/characteristics is not detailed or very insightful. Demonstrated sound judgement and insight in determining actions and influence upon others. Applicant is able to discuss leadership roles they have undertaken and shares the learning experience.

**Score of 4** - Demonstrated strong leadership and ability to CLEARLY articulate the qualities/skills/characteristics they have gained through their experience AND the kind of influence they have on others and the community (e.g., confident, influential, proactive, responsible, effective, organized). Demonstrated sound judgement and insight in determining actions and influence upon others. Applicant can specifically and genuinely elaborate on their leadership as well as its importance, influence, and outcomes for themselves AND others around them. The applicant displays evidence of thinking about the needs of the whole beyond individual needs. The applicant is effective in conflict resolution and working with others.

**Score of 5** - All the attributes as previously described, but presented with a rare level of accomplishment and maturity. The applicant stands out clearly as a young and emerging leader that is able to influence others to take action. They were able to motivate and inspire peers. The applicant demonstrated leadership and/or teamwork through extracurricular activities, personal situations, and or work experience. The applicant does not simply describe holding a leadership position but also articulates what they have learned about working with others, what they have learned about themselves, how they have made decisions, and steps taken to inspire others. Applicant is able to articulate the balance between leading and being a group member and the value of being able to work within those two realms.

## Sense of Self & Community

### **Qualities or traits exhibited for this section can include:**

Dedicated, committed, generous, hardworking, helpful, conscientious, responsible, collaborative, empathetic, reliable, strong communicator, cooperative, flexible, respectful, supportive, and inspirational.

### **Description:**

We are looking for students who have chosen to actively engage in their community and/or demonstrated the ability to work collaboratively with those around them. The term “community” is broadly defined: it could be in the classroom, within their family, or within a group/team. It could be local or global. Applicants should describe any activity (paid, volunteering, for school credit) where their community has benefitted in a meaningful way. Length of service, level of engagement, and level of responsibility in an activity will play a role in assigning a score, as will the applicant’s ability to articulate their contributions to an outcome.

Such experiences often lead to the applicant’s better understanding of the world around them and who they are within that world. Self-knowledge is important, but so is empathy, and the ability to look at the world from someone else’s perspective. Part of the score is also determined by what the applicant can articulate about what they have learned about themselves and/or the world around them through their engagement with their community.

We are looking for students who have a realistic estimate of their own capacity. Students who have a sense of individual responsibility for equity and justice; of sensitivity to diversity. Students who express the lessons learned and see their individual contributions as well as the contributions of others in those lessons learned.

### **Examples:**

- Giving freely of one’s time to volunteer in a meaningful way.
- Meaningful initiatives developed as a member of student government.
- Advocacy on an important social or political issue.
- An applicant who undertakes part-time employment in order to contribute to the family income.

### **When reading the personal profile ask yourself:**

- *What has the applicant done to contribute to a team or group?*
- *Is this applicant highly committed to their activities? How long has the applicant been involved in these activities?*
- *Has the applicant demonstrated perseverance, hard work, and commitment over an extended period of time with the majority of their activities?*
- *Can the applicant specifically and genuinely identify why their contribution was required and what the benefit was to the school, community, family, or team?*
- *Has the applicant learned something about him or herself?*

***It is important to note that due to economic hardships some applicants are not able to participate in different activities. In this case the reader should look for evidence of Sense of Self and Community in the applicant’s contributions to the family unit and perhaps their expressed desire to participate in other activities.***

**Score of 0** – Applicant does not provide evidence of capacity to contribute effectively to family, group, community; of realistic estimate of their own capacity to bring about change; of sense of individual responsibility for equity and justice; of sensitivity to diversity. Applicant does not answer the question.

**Score of 1** – Applicant provides little evidence of effective contribution to a family, group or community and demonstrates that they have learned little about themselves or others. Applicant makes little reference about effecting

change or their capacity to do so. Applicant provides little evidence that they have a sense of responsibility for equity and justice or sensitivity to diversity. Little evidence of self-reflection.

**Score of 2** – Applicant provides some evidence of effective contribution to a family, group or community and demonstrates that they have learned something about themselves or others, though this is not expressed clearly. Some evidence of learning and self-reflection, but conclusions are very rudimentary, not particularly insightful, and naive. Evidence is presented in platitudes that are more self-evident than personal. Applicant’s perspective on the individual and society is limited. Applicant does not see the contributions of others in their accomplishments.

**Score of 3** – Applicant provides some evidence of effective contribution to a family, group or community and clearly demonstrates that they have learned something about themselves or others. Applicant expresses their experiences and lessons learned clearly. Clear evidence of learning and self-reflection, but conclusions are very rudimentary, self-evident, and somewhat naïve. Applicant shows some awareness of social justice, equity, and diversity. May demonstrate signs of empathy and the ability to see the world through another’s eyes, but in a somewhat superficial manner. Applicant sees the contributions of others in their accomplishments, but in a somewhat limited manner.

**Score of 4** – Applicant provides clear evidence of effective contribution to a family, group or community and has demonstrated that they have learned about themselves and others through their experiences. Applicant demonstrates through their actions a significant awareness of social justice, equity, and diversity. Clear and deliberate evidence of self-reflection with some insightful conclusions and humility. Empathy is evidenced by a somewhat clear and insightful ability to see the world through someone else’s perspective. Applicant clearly sees the contributions of others in their accomplishments.

**Score of 5** – Applicant provides strong evidence of effective contribution to a family, group or community. They demonstrate that they have learned about themselves and others through their experiences. Applicant provides strong evidence that they are aware of and take ownership of personal responsibilities while recognizing their own limitations. Applicant draws connections to everyday life experiences. The applicant is able to make connections between themselves and others and how they are affecting other people. Clear and deliberate evidence of self-reflection leading to conclusions that can be described as insightful and somewhat unique (e.g. the applicant does not resort to platitudes). Empathy is evidenced by a genuine and detailed ability to see the world through someone else’s perspective.



## Initiative & Achieving Goals

### **Qualities or traits exhibited for this section can include:**

Persistent, determined, focused, ambitious, committed, dedicated, disciplined, proactive, motivated.

### **Description:**

Applicants who take it upon themselves to spend their time productively and for their own development. Applicants must also demonstrate the ability to persevere through to the achievement of their goals. We measure this attribute by the level of accomplishment achieved, the goal setting process and journey, and the story shared with the reader. The applicant rarely relies on others for establishing an action plan; they demonstrate signs of independence, persistence, and determination.

While both the depth and the breadth of activities undertaken impact the score, doing more does not necessarily get the highest score. Rather, the highest scores are reserved for applicants who can also articulate what they have learned from their experiences. In other words, an applicant with a tremendous amount of volunteer hours but an inability to articulate what they have learned from their volunteer experiences will not receive the highest scores. On the other hand, an applicant with more modest experiences (either in quality to quantity) who can articulate genuine learning as an outcome can receive the highest score.

### **Examples:**

- A long history of athletic or artistic endeavor.
- Self-improvement in academic or personal habits sustained over a long period of time.
- Developing and initiating a new project as a result of their own personal interest.

### **When reading the personal profile ask yourself:**

- *Has the applicant made the best use of their time and the opportunities that have been afforded to them?*
- *How does the applicant define success? How do they know they have been successful?*
- *Has the applicant articulated what they have learned about themselves and the world around them from their experiences?*
- *How was the applicant's persistence? The result of their own decisions or those made by their parents?*
- *Has the applicant sought out experiences to match their interests or have they simply engaged in whatever opportunities have been put before them?*
- *Has the applicant described how they adapted and learned from "winning" and "losing"?*
- *Has the applicant demonstrated perseverance, hard work, and commitment over an extended period of time?*
- *Has the applicant achieved an uncommon level of success in their endeavors?*

***It is important to note*** that due to economic hardships some applicants are not able to participate in different activities. In this case the reader should look for evidence of Initiative and Achieving Goals in the applicant's contributions to the family unit and perhaps their expressed desire to participate in other activities.

**Score of 0** - No information provided on goal setting or relied only on others to establish their goals. Applicant has not participated in any activities over the duration of their high school time. Applicant does not demonstrate the desire to participate in any activities (volunteering, sports, work, clubs, etc.).

**Score of 1** - Goals tend to be vague, unrealistic, and not well thought out. Applicant is not sure of ability or direction for setting and achieving goals. The answers suggest what the applicant has learned from their experiences, but the descriptions are not specific. Applicant speaks to the challenges they have faced as well as how they have adapted to overcome difficulties and changing situations in a non-specific and clichéd manner. The activities participated in are of short duration (less than one year). The applicant seems to have done the minimum required to have been involved; an

overall low level of involvement. Applicant has listed activities and accomplishments but does not mention what they have learned from their experiences.

**Score of 2** - Applicant expresses ability to set goals that are realistic. The applicant has participated in some activities (volunteering, sports, work, clubs, etc.) but has not sustained involvement over a long period of time. Applicant has participated in extracurricular activities primarily during grades 11 and 12 because they now realize it is required or recommended when applying to university. Applicant provides some evidence of adapting to changing situation or challenges. Applicant has listed activities and accomplishments with minor mention of what they have learned from their experiences. Applicant speaks to the challenges they have faced as well as how they have adapted to overcome difficulties and changing situations, but cannot articulate what they have learned from those challenges. They describe how they adapted and learned from “winning” and “losing”/achieving their goals with some specificity or genuine self-reflection.

**Score of 3** - The applicant is/has been involved in various activities. The answers demonstrate involvement in activities over several years but with a moderate level of accomplishment or engagement. Applicant provides some evidence of adapting to changing situation or challenges. The answers suggest what the applicant has learned from their experiences, but the descriptions are not specific and lean upon platitudes. Applicant speaks to the challenges they have faced as well as how they have adapted to overcome difficulties and changing situations, and articulates learning, but in a non-specific and clichéd manner.

**Score of 4** – Applicant is/has been highly involved in various activities. The applicant has initiated involvement in most activities independently. There have been some significant accomplishments as a result of commitment and dedication over several years, but without a genuine self-awareness of where their dedication comes from; they have persevered primarily because they felt they should. Applicant provides some evidence of adapting to changing situation or challenges. They describe how they adapted and learned from “winning” and “losing” with some specificity or genuine self-reflection. Applicant speaks to the challenges they have faced as well as how they have adapted to overcome difficulties and changing situations, and can specifically describe what they have learned from their experiences.

**Score of 5** – Applicant has some exceptional and rare accomplishments that generally require years of sustained effort. The applicant has a very unique set of experiences and skills. They have demonstrated perseverance, hard work, and commitment over an extended period of time. Applicant demonstrates focus and dedication to the activity (activities) undertaken. There is evidence that the applicant has persevered, but not blindly; they can effectively describe the reasons why they were dedicated. Applicant provides strong evidence of adapting to changing situation or challenges. Applicant identifies what they have learned from their experiences with specificity and insight. Goals are clearly articulated, realistic and appropriate, showing that the applicant is pushing himself or herself out of their comfort zone. They describe how they adapted and learned from “winning” and “losing”/achieving their goals through insightful self-reflection.

## Intellectual Readiness & Expression

### **Qualities or traits exhibited for this section can include:**

Curiosity, critical thinking, questioning, contemplative, reflective, the ability to wrestle with complex or conflicting ideas, ability to view an issue from multiple perspectives, ability to articulate thoughts and opinions.

### **Description:**

The applicant provides strong evidence of curiosity and open-mindedness in an area of interest. The applicant effectively communicates the capacity to reason to a level of meaningful thought and to entertain complexity and uncertainty. Considerable effort has been made to independently learn more about an area of interest. Applicants may insightfully and eloquently relate everyday experiences and interests to academics and global issues. The applicant has taken a genuine interest in their studies; they pursue their studies beyond the goal of achieving a high grade. Opinions and beliefs are presented as the result of contemplative thought, are insightful, and moderately sophisticated.

It is important that applicants be able to effectively communicate their intellectual readiness. It is insufficient to state "I am very interested in X"; the applicant must communicate a compelling description of why they are interested in X. Look for evidence of applicants sharing their ideas in an effective or persuasive manner, with sophistication and eloquence. As the student articulates their passions and opinions, the reader is engaged and does not struggle to follow what is being communicated.

### **Examples:**

- An applicant writes about examining an issue from multiple perspectives. The applicant may describe an ethical or moral dilemma in the attempt to understand/resolve the issue.
- An applicant who demonstrates an interest in their chosen field of study beyond their classwork.
- An applicant who demonstrates insight and understanding when explaining how and why they chose their intended path of study at UBC.
- An applicant who applies something learned in school to the real world in a meaningful way.
- An applicant who critically questions the status quo in a thoughtful and insightful manner.

### **When reading the personal profile ask yourself:**

- *Has the applicant demonstrated curiosity and open mindedness in an area of interest?*
- *Has the applicant related personal interest to academics?*
- *Has the applicant pushed their boundaries and gone beyond their normal comfort zone?*
- *When faced with differing points of view, do they seek to understand the other side and try to resolve the situation?*
- *Is the applicant making connections, asking questions, and grappling with complex issues?*
- *Has the applicant presented their opinions and beliefs in a compelling manner?*
- *Does this profile make you say "WOW"? Or does the profile read like many others before it?*
- *Are you required to re-read in order to understand what the applicant is trying to convey? Or was the profile compelling enough to hold your interest from start to finish?*

**Score of 0** - Applicant does not provide evidence of curiosity in any given area. The applicant does not question or pose ideas. They are immature, lack self-awareness or confidence. Applicant is not open to new or challenging information or makes few efforts toward self-development. The reader is not able to understand what the applicant is trying to convey. Applicant does not answer the question.

**Score of 1** - Applicant provides little evidence of curiosity and does not make a connection to their academic study or further pursuits in the area of interest. Very little connection is made between the applicant's views and the world; the connections are weak and vague. Applicant may begin to describe what they have learned from their experiences, but the learning is described primarily in platitudes (e.g. "I learned that if you work hard enough, you can accomplish

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anything”). Responses show little evidence of grappling with complex issues. The applicant lacks self-awareness and is not open to new or challenging information. The applicant may be defensive and see no need for self-development. The answers are difficult to understand. It appears as if the applicant has put little thought into the answers.

**Score of 2** - Applicant provides some evidence of curiosity and makes a connection to academic study or further pursuits in an area of interest. Some effort has been made to independently pursue a greater understanding in an area of interest. Some evidence is presented of how the applicant has come to his/her beliefs; the examples are straightforward and one-dimensional. Some evidence of self-reflection and self-awareness; self-knowledge is somewhat insightful but can lean on platitudes. The applicant states their opinions and/or views as “matter-of-fact” statements, does not elaborate upon their thoughts, and offers no indication of further exploration in an area of interest. The applicant does not question or pose ideas. Experiences and achievements are described, but little reference is made to what the applicant has taken away from those experiences. The language is basic and not well written. Ideas are expressed in a very simple manner. The responses are not compelling and the reader is not engaged; the reader is often required to re-read in order to understand what the applicant is trying to convey. There is little or no evidence that the applicant welcomes the opportunity to tell a story or express an idea.

**Score of 3** - The applicant provides evidence of curiosity and open-mindedness in an area of interest. The applicant has taken a genuine interest in their studies; they present some evidence that they pursue their studies beyond the goal of achieving a high grade. Opinions and beliefs are presented as the result of contemplative thought, are insightful, and moderately sophisticated. The applicant is making connections, asking questions, and grappling with complex ideas. Applicant provides strong evidence that they are aware of and take ownership of personal responsibilities while recognizing their own limitations. Strong evidence of self-reflection and self-awareness, especially the thought process used to assess experiences, reconsider their beliefs, and change opinions; self-knowledge can be described as insightful and somewhat unique (i.e. the applicant does not resort to platitudes). Applicant is confident yet realistic about strengths and limits, using feedback as a means to seek appropriate support to improve or change behavior where needed. Ideas are well developed and clearly conveyed, but the writing is not compelling. The language is effective enough but repeats ideas, expressions, and reasoning found in many Personal Profiles: this expression is typical rather than distinctive. The applicant has a limited sense of audience (e.g., presumes that readers will be familiar with clubs or events at the applicant’s school and will share the applicant’s perspective on them).

**Score of 4** – The applicant provides strong evidence of curiosity and open-mindedness in an area of interest. Considerable effort has been made to independently learn more about an area of interest. The applicant has taken a genuine interest in their studies; they pursue their studies beyond the goal of achieving a high grade. Opinions and beliefs are presented as the result of contemplative thought, are insightful, and moderately sophisticated. Applicant describes both their experiences and what they have learned about the world in a detailed and insightful manner. The applicant is making connections, asking questions, and grappling with complex ideas. The answers are very well written. The language is sophisticated and eloquent. Complex ideas are clearly conveyed and the reader is highly engaged with the response. The applicant has developed a voice and the reader feels that the author has put something of themselves into the writing. There is evidence of the applicant’s having independently initiated communicative projects (e.g., digital or traditional publications) and/or having read extensively and thoughtfully.

**Score of 5** – All the attributes as previously described, but presented with a rare level of sophistication. The applicant presents as a strong and independent learner, and as one well prepared and eager for challenging studies at the university level. The profile is delivered with originality and creativity. In other words, the applicant has developed a voice that is their own and the work is unique to who they are. Reading and writing appear second nature to the applicant.

## Problem Solving & Resilience

### **Qualities or traits exhibited for this section can include:**

Understanding, empathetic, mature, insightful, considerate, sensible, tolerant, tactful, respectful, resilient, accepting, patient, compassionate, forgiving, and flexible. Ability to deal with ambiguity and change.

### **Description:**

Students who are mature and reflect a strong sense of self have often faced difficult, unexpected or unfamiliar situations. Part of the assessment is related to how the applicant dealt with the problem/adversity (e.g. did they show maturity, insightfulness, empathy). Part of the assessment also speaks to what the applicant learned about themselves and others in the process. The applicant may have relied on their network of friends and family to resolve the problem or may have resolved it independently, but must be able to describe what they learned through accessing their support network.

Dealing with adversity can take many forms - taking on extra family responsibilities, physical / mental challenges, or unexpected events. How a student has handled these situations and overcome adversity speaks to their character and their resilience.

### **Examples:**

- An applicant who can demonstrate insight into themselves or the world around them, learned through a difficult experience.
- An applicant who takes on additional responsibilities in order to deal with a difficult situation within their family.
- An applicant who demonstrates the ability to effectively resolve conflict.

### **When reading the personal profile ask yourself:**

- *How does the applicant demonstrate knowledge of self and others acquired through adversity?*
- *Does the applicant seek advice or help from others to solve a problem?*
- *Is the applicant able to effectively evaluate how they solved the problem and/or dealt with the adversity?*
- *Does the applicant react to controversial topics in an age appropriate manner?*
- *How does the applicant cope with stress?*
- *In times of adversity did the applicant act with a sense of urgency?*
- *Was the applicant understanding, did they exercise flexibility to solve a problem or overcome a challenge?*

**Score of 0** - Did not understand the question, did not respond, or they avoid challenges, blames others without taking personal action, or engage in a manner that worsens the situation.

**Score of 1** – Applicant demonstrates little evidence of an ability to deal with challenges or adversity. Limited or no success in seeking support and guidance on the problem-solving approach. May be hesitant or unsure of own strengths and abilities. Applicant is moderately able to elaborate on lessons learned and what they would do differently in the future, but insight offered is very clichéd and naïve.

**Score of 2** - Applicant recognizes that they need to problem-solve or that they are facing adversity. Demonstrates some ability to take on and overcome challenges or adversity. Only moderately successful in seeking support and guidance on the problem-solving approach; sees the solution to be found primarily within themselves (e.g. "I just needed to try harder"). May be hesitant or unsure of own strengths and abilities. Applicant is able to elaborate on lessons learned and what they would do differently in the future, but insight offered is vague.

**Score of 3** - Able to describe how they overcome challenges, adapt to new situations, or effectively deal with adversity. Identifies a support person/network and the role others play, but also takes personal responsibility for actions and outcomes. Does not blame others for their problems. Applicant shows a deliberate attempt to look for solutions that

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may be outside of their comfort zone. Applicant is able to elaborate on lessons learned and what the applicant would or would not change in the future when experiencing the same problem. Insight offered is genuine and somewhat unique.

**Score of 4** – Applicant demonstrates resilience in their activities and difficult situations. They are able to articulate what they learn from the challenges they overcome, and how they adapt to new situations and effectively deal with adversity. Recognizes how the support person/network and the role others play impacts their personal actions and outcomes. Takes responsibility for their actions. Applicant looks outside their comfort zone to explore possible solutions. They are able to elaborate on lessons learned and how it would shape their decisions in the future. Insight offered is genuine and demonstrates thoughtful reflection.

**Score of 5** - All the attributes as previously described, but presented with a rare level of maturity, resilience, and in an insightful manner. The applicant demonstrates knowledge of self and others acquired through adversity. They effectively describe how they solved a problem and how they have coped with stress. The applicant is able to describe that they exercised flexibility to solve a problem or overcome a challenge. In the answers the reader can see signs of tolerance, respectfulness, resilience, acceptance, understanding, and flexibility.

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