

Personal Statement Rubric for Pre-Health Students

	3 Strong	2 Needs Some Refinement	1 Needs Significant Improvement	0 Missing	Comments
Story & Theme:	Tells a clear, coherent, and engaging story with a central, strong, and relevant theme(s) throughout.	Story and theme(s) are present, but somewhat general. Theme(s) is not prevalent throughout.	Story and/or theme(s) are vague or somewhat hard to identify. Experiences are disconnected; story is not cohesive.	No clear story or central theme.	
Motivation & Fit	Clearly and thoughtfully articulates <i>why</i> this healthcare profession was chosen. Motivation for profession is based on relevant lived or observed experiences. Clearly and thoughtfully articulates how/why experiences connect to motivation for profession.	Articulates <i>why</i> this healthcare profession was chosen, but reasoning is somewhat surface-level or generic. Motivation for profession is not fully tied to relevant experiences. Connection between experiences and motivation are present, but inconsistent throughout.	Mentions interest in healthcare or profession, but explanation of <i>why</i> this profession was chosen is limited. Discusses experiences without connecting to motivation for the profession, and/or discusses experiences that are not relevant.	No explanation of <i>why</i> this profession was chosen.	
Reflection & Personal Growth	Demonstrates deep self-reflection and clear personal growth. Shows learning from experiences and how perspectives have evolved; challenges are framed as learning opportunities. Story is focused on self, not others or experiences.	Includes some self-reflection and evidence of learning from experiences, but reflection is brief and/or inconsistent throughout. Some focus on self, but inconsistently.	Minimal self-reflection; focus is primarily on describing experiences rather than their impact on learning or personal growth. Focus is more on others or experiences than self.	No self-reflection or evidence of personal growth. Focus is on others or experiences, not self.	
Demonstration of Core Competencies*	Core Competencies used, developed, or gained are clearly demonstrated through specific experiences and examples (i.e. "showing" instead of "telling").	Core Competencies used, developed, or gained are demonstrated, but are somewhat brief and not consistently tied to specific experiences and examples. "Showing" instead of "telling" is inconsistent throughout.	Mentions skills or competencies without connection to experiences or examples. Relies more on "telling" instead of "showing."	No evidence of relevant Core Competencies.	

Structure & Flow	Writing is well-organized with logical progression. Smooth transitions and connections between ideas and paragraphs.	Organization is logical, but transitions are somewhat abrupt and connections between ideas and paragraphs are unclear at times.	Ideas are not well organized. Flow is disrupted by poor transitions between ideas and paragraphs.	No clear organizational structure.	
Clarity & Precision:	Ideas and points made are clear, precise, and concise throughout. Writing is easy to follow.	Writing is generally clear, but is sometimes vague, repetitive, or includes unnecessary detail.	Writing is generally unclear or wordy. Key points are somewhat difficult to follow.	Writing is significantly unclear and difficult to follow.	
Tone & Authenticity	Tone is positive and professional. Voice sounds authentic and genuine throughout.	Tone is appropriate. Voice sounds inconsistent throughout.	Tone and/or voice sounds generic, forced, or cliché.	Tone is inappropriate and/or sounds artificial.	

*[Core Competencies](#): while this competency model was developed specifically for pre-medical students, the competencies outlined here are applicably more broadly to students pursuing any professional health career.

Total Score:
Average Score:
Additional Comments:

