

**University of California, Berkeley**  
**Advanced Standing Admission Scoring Guidelines**  
**College of Letters and Science**  
**Effective for the Incoming Class of Fall 2021**

The purpose of the application scoring process is to rate applicants according to the Advanced Standing Selection Criteria. The score assigned to each applicant should reflect the reader's thoughtful consideration of the applicant's qualifications, based on all evidence provided in the application, and viewed in context of the applicant's educational and personal circumstances.

Readers are asked to estimate the relative academic strength of each applicant, as well as that individual's relative level of achievement in non-academic areas and to thoughtfully consider the type of contribution that student would make to the overall intellectual, social, and cultural community at Berkeley. In assessing academic achievement, readers should focus on the full record, including both the level of achievement reached and, if appropriate, any particularly challenging obstacles or hardships overcome. Quantitative indicators provided in the application, such as the GPA (self-reported and/or UC-transferable), grades earned, and courses completed or in-progress, should be considered in the context of the student's individual experience, as well as the overall applicant pool. Readers should also consider the broader educational context of each applicant, including information about the family educational background, academic support resources, available both within and outside the school environment, and barriers to academic success, such as family linguistic background or the need to work. Personal contextual factors include a broad range of factors concerning the applicant's life experience and exceptional circumstances within that experience.

### **Scoring Guide**

Applicants will be given a single score that represents the reader's assessment of their relative level of achievement in both academic and non-academic areas. Applicants who receive a particular score may exhibit quite different patterns of achievement across various dimensions if, in the professional assessment of the reader, those differing patterns nonetheless equate to a similar overall level of achievement when compared to all other College of Letters and Science (L&S) applicants and viewed in the context of opportunities and challenges the applicant has faced.

To assist readers in deciding how many applicants should receive various scores, these guidelines provide rough percentile distributions for each numerical score. Based on these distributions and the size and quality of recent applicant pools, we would expect that applicants receiving scores of 1 and 2 would be admitted for the fall term, while applicants receiving scores of 2.5 and 3 might be admitted to the fall or spring term or denied, based on competitive factors in their particular pool. Those receiving scores of 4 would most likely be denied and those receiving a score of N would be denied. However, actual decisions will be based on a linear ranking of students by score. If the applicant pool were particularly large or strong, some applicants with scores of 3 would be denied. Actual admit decisions based on these scores will also depend on the division or major to which the applicant has applied.

### **Major Preparation**

UC Berkeley does not admit transfer students directly to the major, but does consider the applicant's preparation for and interest in their intended major. Newly enrolled upper division transfer students must declare a major by the end of their first term on campus. For High-Demand, Selective and Impacted majors, an applicant's preparation for their intended major will take on greater value in the evaluation and selection stages. For applicants to these majors, readers are asked to rate major preparation along values, i.e. best prepared, poorly prepared, etc., as defined by the major department.

Department representatives from High-Demand, Selective and Impacted majors should provide documentation to the Office of Undergraduate Admissions of what is considered to be appropriate levels of preparation to those majors. Readers should take into account whether the applicant has access to articulated courses (as defined on ASSIST.org) at the community college(s) they have attended.

### **1 Within the Top 5% of Applicants**

Only about 5% of all applicants should receive a score of 1. In arriving at the assessment that an applicant is among the top 5% of all applicants and so merits a score of 1, the reader should assess the applicant on the basis of all of the selection criteria, viewed in the context of the educational and personal circumstance to the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are assessed to be outstanding and place them toward the high end of all L&S applicants.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given score of 1 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were assessed to be sufficiently extraordinary.

### **2 Within the Top 15% of Applicants**

Approximately 10% of all applicants should receive a score of 2, meaning that these applicants, along with those receiving a score of 1, constitute roughly the top 15% of the applicant pool. In arriving at the assessment that an applicant merits a score of 2, the readers should assess the applicant on the basis of all of the selection criteria viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of education and personal circumstances, are assessed to be very high.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 2 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were assessed to be sufficiently outstanding to strongly warrant fall admission.

### **2.5 Within the Top 25% of Applicants**

Approximately 10% of all applicants should receive a score of 2.5, meaning that these applicants, along with those receiving a score of 1 and 2, constitute roughly the top 25% of the applicant pool. In arriving at the assessment that an applicant merits a score of 2.5, the readers should assess the applicant on the basis of all of the selection criteria viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of education and personal circumstances, are assessed to be high.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 2.5 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were assessed to be sufficiently outstanding to strongly warrant fall admission.

### **3 Within the Top 45% of Applicants**

Approximately 20% of all applicants should receive a score of 3, meaning that applicants, along with those receiving scores of 1, 2 and 2.5, constitute roughly the top 45% of the applicant pool. In arriving at the assessment that an applicant merits a score of 3, the reader should assess the applicant on the basis of

all of the selection criteria viewed in the context of the educational and personal circumstances of the student, and balance all elements of the application. **In general, such applicants would demonstrate levels of academic achievement that, when viewed in the context of educational and personal circumstances, are assessed to be strong.** Students whose level of academic achievement, viewed in context, falls in a broader range could nonetheless be given a score of 3 if the level of their achievement in other areas, the strength of their personal qualities, or their likely contributions to the intellectual and cultural vitality of the campus were assessed to be sufficiently high to warrant fall admission.

#### **4 Within the Bottom 55% of Applicants**

Applicants meriting a score of 4 are those who, in the assessment of the reader, may be qualified and could succeed in the College of Letters and Science and contribute to the campus community, but whose overall level of achievement, when assessed in context on the basis of all criteria, is not sufficiently high relative to the rest of the applicant pool to warrant admission. These applicants are likely to be denied.

#### **N Not Eligible for Selection<sup>1</sup>**

Applicants receiving a score of N are those who appear not to meet the minimum selection criteria, based on the information available at the time of the review.

*Approved by the Admissions, Enrollment, and Preparatory Education Committee, 12/11/2020.*

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<sup>1</sup> N=applicant does not meet one or more of the following selection criteria:

- 1) minimum 3.00 UC-transferable GPA,
- 2) minimum 60 UC-transferable semester units, or
- 3) lacks one or more courses for Essential Skills or IGETC pattern of breadth courses.