

# Letter of Evaluation Writer's Guide

Thank you for your willingness to write a letter of evaluation. From your letter, professional schools hope to learn about the student's character, motivation, and academic ability. **Professional schools have high expectations for these letters and require as much detail as possible.** Please know your letter plays a critical role in the selection process of future health professionals.

## Letter Requirements

- Letters must be on official Purdue **letterhead** or your business letterhead if not affiliated with Purdue. Letters not on official letterhead may not be accepted by schools.
- Letters must include an image of your **signature**, your **title** and **email address**. Unsigned letters may not be used by schools.
- Letters must be **dated**.
- Include only a general salutation (Dear Admissions Committee) and no inside address.
- Make general reference to the type of program rather than specific schools. (I believe this student will excel in an occupational therapy program.)

## Letter Expectations

- Professional schools need detailed information about the student and whether you believe the student has the aptitude to succeed in their program.

• Please Note: Schools already know the student's grades and it is a violation of FERPA to discuss grades in a letter without written permission from the student. **Do not include grades.**

- **Explain your relationship with the student, how long you have known the student and in what context.**

- Focus on behaviors you have observed.
- Contemplate adding a note about the lack of grade inflation at Purdue. Feel free to use some or part of the following statement:
  - *Purdue has very little grade inflation which has been noted in a number of higher education studies. Our students must earn their grades. In fact, Purdue has had no noticeable grade inflation over the past 30 years. **The average Purdue grade assigned is between a 2.75-2.89 each year.** We believe this academic rigor prepares our students well for professional programs, but it can be problematic for their GPA and we hope you will take this into account. We believe you will find our students to be academically competitive and very well prepared for your professional programs.*
- Consider commenting on one or more of the core competency areas (see reverse).

## Letter Deadlines

- Students are encouraged to ask you for letters several months before they are due.
- Please note: A delay in letters can severely and negatively impact a student's chance of success in being admitted to a professional program.

Letter Deadline \_\_\_\_\_

## Applicant Information

Name: \_\_\_\_\_

Email: \_\_\_\_\_

Waiving Access under FERPA? YES/NO

Applying for program in \_\_\_\_\_

You will receive email with an access code from \_\_\_\_\_ application system in order to complete my evaluation and upload my letter (if this is not the case, the letter process is attached separately).

Thank you for supporting my application by providing an evaluation for me.

# Core Competencies for Pre-Professional Student Success

Professional schools have identified a number of competencies necessary for success in their programs and in profession practice. Letter writers should describe how the applicant has demonstrated any of these competencies.

## Thinking & Reasoning Competencies

**Critical Thinking:** Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

**Quantitative Reasoning:** Apply quantitative reasoning to describe or explain phenomena.

**Scientific Inquiry:** Apply knowledge of the scientific process to integrate and synthesize information, solve problems, and formulate research questions.

**Written Communication:** Effectively convey information to others using written words and sentences.

## Intrapersonal Competencies

**Ethical Responsibility to Self and Others:** Behave in an honest and ethical manner; cultivate personal and academic integrity; follow rules and procedures; resist peer pressure; encourage others to behave in ethical ways; demonstrate ethical and moral reasoning.

**Reliability and Dependability:** Fulfill obligations in a timely and satisfactory manner; take responsibility for personal actions and performance.

**Resilience and Adaptability:** Demonstrate tolerance of stressful or changing situations and adapt effectively to them; be persistent and recover from setbacks.

**Capacity for Improvement:** Set goals for continuous improvement and learning; respond appropriately to feedback.

## Science Competencies

**Living Systems:** Apply knowledge and skill in the natural sciences to solve problems related to molecular and macro systems including biomolecules, molecules, cells, and organs.

**Human Behavior:** Apply knowledge of the self, others, and social systems to solve problems related to the psychological, socio-cultural, and biological factors that influence health and well-being.

## Interpersonal Competencies

**Service Orientation:** Demonstrate a desire to help others and sensitivity to others' needs and feelings; recognize and act on responsibilities to society locally, nationally, and globally.

**Social Skills:** Demonstrate awareness of others' needs, goals, feelings, and the ways social and behavioral cues affect peoples' interactions and behaviors; adjust behavior in response to these cues; and treat others with respect.

**Cultural Competence:** Demonstrate knowledge of social and cultural factors that affect interactions and behaviors; show an appreciation and respect for multiple dimensions of diversity; engage diverse perspectives in learning, citizenship and work; recognize and appropriately address bias in yourself and others; interact effectively with people from diverse backgrounds.

**Teamwork:** Work collaboratively with others to achieve shared goals; share information and knowledge with others and provide feedback; put team goals ahead of individual goals.

**Oral Communications:** Effectively convey information to others using spoken words and sentences; listen effectively, recognize potential communication barriers and adjust approach.