

Reading Procedures - Class of 2023

I. SUMMARY SHEET APPLICATION DATA

The Summary Sheet captures information as supplied on the application and can be updated as new information is added. Late information can change the likelihood of admission and updates can be provided later for those initially considered less competitive. If any information is **missing** or **incorrect** for competitive candidates, changes should be made on the First Reader Rating Form and noted with prose in the reader comments or “Notes for Summary Sheet” box. This prose will feed onto the Summary Sheet when the rating form is submitted.

One exception: School code changes are NOT made on the First Reader Rating Form; see instructions below on how to do this.

PLEASE NOTE: The accuracy of our citizenship coding is CRUCIAL. Miscoding affects many of the important statistics we are required to compile, and we need to keep careful track of who needs a visa to study in the United States.

- **SCHOOL CODE:** If an applicant is coded to the wrong school, please use the Admin Problems update form and route this to the Admin Problems bin immediately so that the operations team can ensure that the interview is reassigned to the appropriate club and group.
- **GENDER:** Occasionally the gender designation reported on the application is coded incorrectly in our system. This should be corrected by submitting the Admin Problems form and routing the file to the Admin Problems bin.
- **RACE/ETHNICITY:** We report exactly what the applicant reports as ethnicity on the application. The ethnic codes on the Summary Sheet come from the demographic fields the candidate checked on the application. **Note that foreign citizens are listed as such. If they opted to check an identifying ethnic code it will appear but is not used for statistics and reporting.**
- **CITIZENSHIP CODE / COUNTRY OF CITIZENSHIP:** There are four options on the application that can be checked: (1) U.S. Citizenship, (2) U.S. Dual Citizenship, (3) U.S. permanent resident and (4) “Other” or foreign citizen.

The applicant holds only American citizenship:

APP: Citizenship status will be “US Citizen or US National” and no other country of citizenship will be listed.

SUMMARY SHEET: Should read “Citizenship: United States”

The applicant is a dual U.S. citizen (a citizen of both the U.S. and another country).

APP: Citizenship status will be “Dual US Citizen”-Other citizenships will show a country (e.g. Sweden)

SUMMARY SHEET: Should read “Citizenship: United States/<other country>”

The applicant is a U.S. Permanent Resident.

APP: Citizenship status will be “U.S. Permanent Resident or Refugee” and Other

Citizenships will list one or more countries checked with another country listed.

SUMMARY SHEET: Should read “Citizenship: PR / <other country>”

Caveat: If an applicant has checked the U.S. Permanent Resident box but notes that his or her application for permanent residency (or “green card”) is pending, that applicant should be recoded as “Other citizenship.” Request this change by using the Admin Problems update form. We must prepare an I-20 form if the applicant is admitted and the application for residency is still pending, and the citizenship code is the only way we know to do this.

The applicant is a foreign citizen:

APP: Citizenship status will be “Other (Non-US)”. Other citizenship will show a country (e.g. Poland)

SUMMARY SHEET: Should read “Citizenship: <other country>

- **LINEAGE:** This flag appears if the applicant included Harvard College in the education field for at least one parent/guardian. The folder should be read by WRF (“4th” bin) following the normal reading process if appropriate or if another reading might be helpful. Errors in coding should be noted with specific details about the error using the Admin Problems Form and routed to the Admin Problems bin.
- **ATHLETE:** Be sure the appropriate sport is listed as the first extracurricular activity. Changes can be made on the App Update tab on the Student Record. **DO NOT CHANGE ANY PRE-CODED ATHLETE.**
- **INDICATORS FOR ECONOMIC STATUS:** It has long been a priority for Harvard to seek talented students from all backgrounds, including those extraordinary individuals who are able to transcend economic disadvantages and achieve unusual academic distinction. We utilize several indicators to understand the economic background of applicants. They are:
 - Low Income Predictor (Low Inc on Summary Sheet): A value between 0 and 1 based on application information that predicts how likely a student is to be low income and have a \$0 parent contribution. The higher the value (closer to 1) the more likely the student will be low income.
 - IM Pell Estimate (IMP-Est on Summary Sheet): An indication if the student is likely to qualify for a Pell Grant, based solely on IM data. This information will only be available if a student has submitted CSS Profile, allowing Financial Aid to estimate whether the student may be eligible for a Pell Grant.
 - FH info (“Yes, Likely, Unlikely, No” on the summary sheet): After subcommittee meetings, if information is available, a simple indication of a student’s possible eligibility for the Harvard Financial Aid Initiative (HFAI) may be present on the summary sheet.
 - FEE STATUS: An indicator of whether the applicant received a fee waiver for their application.
- **SCORES:** By checking their Applicant Status website applicants can see whether their scores requirement has been fulfilled though not all scores will be listed. They can report scores (which will be marked 'self-reported' in the student record) as they like. You can check scores by looking under the “Scores” tab in each Student Record

of an applicant. The Summary Sheet will reflect the highest verified or self-reported scores.

Matriculating students will be responsible for changing 'unofficial' scores to 'official.' Only scores sent to us directly from the testing services electronically are considered official. Paper copies of scores sent via fax, email attachment or U.S. mail are not considered official.

We receive secure web downloads of scores, so we do not have to wait for the scores to be mailed to us. Applicants are told not to use 'rush reports,' but if they do, they will arrive electronically as soon as they are scored.

II. Reader Rating Forms

When a file is in your queue, you will be able to select the “First Reader Form” or the “Chair Form” depending on the file’s bin. The form includes the following fields:

Reader ratings: All readers must code a preliminary overall rating and a profile (using the codes below and pluses and minuses) for all candidates. Writing prose comments is left to the discretion of the reader and should generally be done only for competitive candidates, those who might become competitive later, or those who might be of interest to the Committee.

For all categories, use “+” and “-” primarily in the 2 and 3 range to indicate relative strength. A rating of 2+ or 3+ is stronger and very different from a 2- or 3- respectively. Readers should take many factors into account as they assign ratings. E.g, students who have taken a strong academic program and/or present other positive evidence of academic achievement should receive higher academic ratings: an applicant with low 700 scores could be rated a 2- rather than a 3+ in some instances especially if there is academic strength in a particular field. However, readers should not take an applicant’s race or ethnicity into account in making any of the ratings other than the Overall rating, as discussed further below.

Overall

1. Tops for admission: Exceptional – a clear admit with very strong objective and subjective support
2. Very strong credentials but not an inevitable admit
3. Solid contender: An applicant with good credentials and support
- 3- Somewhat Neutral: Respectable credentials
4. Neutral: Generally respectable credentials
5. Negative: Credentials are generally below those of other candidates

In assigning the Overall rating, readers may consider whether a student’s background, including his or her race or ethnicity, may contribute to the educational benefits of diversity at Harvard College. The consideration of race or ethnicity may be considered **only** as one factor among many.

Academic

1. A potential major academic contributor; Summa potential. Genuine scholar; near-perfect scores and grades (in most cases combined with unusual creativity and

possible evidence of original scholarship, often substantiated by our faculty or other academic mentors.) Possible national or international level recognition in academic competitions.

2. Magna potential. Excellent student with top grades and,
 - a. SAT and SAT Subject tests: mid 700 scores and up
 - b. 33+ ACT
 - c. Possible local, regional or national level recognition in academic competitions
3. Solid academic potential; Cum laude potential: Very good student with excellent grades and
 - a. SAT and SAT Subject tests: mid-600 through low-700 scores
 - b. 29 to 32 ACT
4. Adequate preparation. Respectable grades and low-to mid-600 scores on SAT and subject tests or 26 to 29 ACT.
5. Marginal potential. Modest grades and 500 scores on SAT and subject tests (25 and below ACT).

Extracurricular, Community Employment, Family Commitments

1. Unusual strength in one or more areas. Possible national-level achievement or professional experience. A potential major contributor at Harvard. Truly unusual achievement.
2. Strong secondary school contribution in one or more areas such as class president, newspaper editor, concertmaster etc. and/or significant involvement in organizations outside of school. Possible local or regional recognition; major accomplishment(s) that have had an impact outside of the classroom. Can include significant term-time work or family responsibilities coupled with extracurricular engagement.
3. Solid participation but without special distinction. (Upgrade 3+ to 2- in some cases if the e/c is particularly extensive and substantive.)
4. Little or no participation.
5. Substantial commitment outside of conventional EC participation such as family obligations, term-time work or a significant commute (Important: should be included with other e/c to boost the rating or left as a “5” if that is more representative of the student’s commitment).
6. Special circumstances limit or prevent participation (e.g. a physical condition, gap year(s), compulsory service of some kind).

Athletic

Please note: to determine whether an activity should be considered a sport or an extracurricular activity, readers should defer to the student’s characterization of the activity on his or her application. Those activities the student lists as “sports” should be considered as part of the athletic rating.

1. Unusually strong prospect for varsity sports at Harvard, possibly desired by Harvard coaches or recognition for individual athletic achievement/championships at the national, international or Olympic level.
2. Strong and long-standing (3-4 years) of secondary school and/or travel team contribution in one or more sports; leadership role(s) such as captain or co-captain; possible individual recognition at the state or regional level; possible walk-on to a

- varsity team; has an IRF of a 4 from a Harvard coach
3. Active participation, possibly some leadership and/or recognition for individual accomplishments at the local or conference level.
 4. Little or no participation (this is not a negative).
 5. Substantial commitment outside of conventional extracurricular activities such as family obligations or term-time work (should be included with other e/c to boost the rating or left as a “5” if it is more representative of the student’s commitment).
 6. Physical condition or other special circumstances prevent significant activity.

Personal

The Personal rating should be an assessment made by the readers of what kind of effect the student might have on others at Harvard and beyond. It should be based on an assessment of what kind of positive effect this person might have throughout his or her life based on what we have seen so far in the student’s application materials. This should include such considerations as what kind of contribution would the person make to the dining hall conversation, to study groups, and to society as a whole after graduation. In assigning the personal rating, readers should consider information we receive from teachers, counselors, applicants, other recommenders, interviewers, and others as well as the applicant’s essays, extracurricular activities, and other items in the application file—what the applicant shows us about him or herself and what the applicant has done or accomplished for others. It is important to keep in mind that characteristics not always synonymous with extroversion are similarly valued. Applicants who seem to be particularly reflective, insightful and/or dedicated should receive higher personal ratings as well

As noted above, though, an applicant’s race or ethnicity should not be considered in assigning the personal rating.

We understand that students are multidimensional and ever evolving. Many applicants have grown enormously between the time when they apply in the fall or winter or their senior year and when they arrive in Cambridge the following September. Additionally, we are aware that we work with incomplete information.

1. Truly outstanding qualities of character; student may display enormous courage in the face of seemingly insurmountable obstacles in life. Student may demonstrate a singular ability to lead or inspire those around them. Student may exhibit extraordinary concern or compassion for others. Student receives unqualified and unwavering support from their recommenders.
2. Very strong qualities of character; student may demonstrate strong leadership. Student may exhibit a level of maturity beyond their years. Student may exhibit uncommon genuineness, selflessness or humility in their dealings with others. Students may possess strong resiliency. Student receives very strong support from their recommenders.
- 3+ Above average qualities of character; Student may demonstrate leadership. Student may exhibit commitment, good judgment, and positive citizenship. Student may exercise a spirit and camaraderie with peers. Student receives positive support from their recommenders.
3. Generally positive, perhaps somewhat neutral qualities of character
4. Questionable or worrisome qualities of character

School Support

1. Strikingly unusual support. "The best of a career," "one of the best in many years," truly over the top.
2. Very strong support. "One of the best" or "the best this year."
- 3+ Well above average, consistently positive
3. Generally positive, perhaps somewhat neutral or generic
- 3- Somewhat neutral or slightly negative.
4. Negative or worrisome report.
6. For teacher reports: prose is not in the file.
8. Placeholder for teacher reports.
9. For secondary school report: transcript is in the file but there is no SSR prose.

PLEASE NOTE: School support ratings for teacher one, teacher two and a counselor are mandatory ratings for competitive candidates. Teacher three and teacher four are optional, if applicable.

BRIEF ANNOTATIONS FOR SUMMARY SHEET:

You may choose to insert information about a case – a maximum of three lines – which will appear on the second page of the summary sheet at the top and on the printed docket (unlike prose comments below). These notes should be informational only and not evaluative. They can aid in your preparation of cases. Examples could be: PE on grandmother, Harvard Book, or international credentials not easily captured elsewhere (A level est, Physics A, Math A, Lit A – etc.).

PROSE COMMENTS:

When making prose comments, first readers should note the important academic and extracurricular accomplishments that are particularly pertinent to the case. It is also helpful to reference teacher reports or other items that may be crucial to our evaluation. In addition to numerical ratings, readers should try to summarize the strengths and weaknesses of the folder in brief paragraphs or comments. Avoid slang and jargon and REMEMBER - your comments may be open to public view later.

INTERVIEW PROFILE (IVP):

Below is the language for uniform implementation of the Interview Profile number (IVP) for use with all Schools and Scholarship Chairs. The IVP will serve as a guide for chairs to know when our office needs the reports, and therefore how quickly they need to be assigned. All interviewers will be told that they should submit their interview report no later than two weeks after receiving the interview assignment.

1. An applicant for whom the committee needs more information to reach a decision - please have interview report in as soon as possible.
2. An applicant for whom more information would be very helpful during our deliberations - please have interview report in by the sub-committee deadline.
3. Please have interview report in by December 1 (EA) or March 1 (RA).
4. Based on the materials currently available, the committee needs no additional information at this time.

This language has been distributed to the S&S chairs via email and can also be found in the updated handbook and website instructions. (Please ask Bryce Gilfillian if you need help accessing the site). **Please have a conversation with your chairs to determine if you wish to use the IVP, and please make clear that this information should not be shared with other interviewers or applicants.** If your chairs have additional clerical or operational questions about the IVP, please direct them to email Bryce/alum assistant at SSinfo@fas.harvard.edu.

When reading, please input your IVP code on the First Reader Rating Form. You should input an IVP for all cases for clubs that use this system or if the coding could be helpful for your own interview tracking purposes. Continue to pass on the folder to your chair and/or code out to Committee Review bin.

- **FIRST-GEN:** First readers should check this box on the first reader rating form if the student is of the first generation in the family to graduate from a four-year higher education institution. If first readers do not, chairs should do so on the chair rating form.
- **STAFF DISADVANTAGED**
After reviewing the file, if the reader has evidence that the applicant may be from a modest economic background, please check “Yes” under Staff Disadvantaged on the Reader Rating Form. In the past, admitted students who has been identified as “Disadvantaged=Y” were found to be economically needy 78% of the time.
- **FACULTY, STAFF:** Code ONLY children of professors at the Faculty of Arts and Sciences as an “F”; children of faculty from other parts of the University as well as children of administrative staff should be coded “S”. If an update is needed, use the First Reader rating form. **Please be careful to apply faculty and staff coding where appropriate as we need to keep accurate statistics on these applicants. All “F” and “S” folders should be routed to the “4th bin” (WRF) after the normal reading process has been completed.**
- **ACCESSIBLE EDUCATION OFFICE (AEO) REFERRALS:** Code all applicants who may require special accommodations due to disabilities or special needs with the AEO flag in the Student record. We can then work with the AEO and DOS when appropriate. As you know, a student’s disability may not be considered in connection with his or her application. Anyone for whom the AEO flag is used should also be flagged for an advising form.
- **FYRE:** Use this to indicate a student whom you think might benefit from the First Year Retreat and Experience (FYRE), a no cost pre-orientation program designed to introduce students to Harvard’s resources and give them a solid foundation on which to begin their college careers.

ASTAT: If, after reviewing an application you feel that the student may be of interest to one of our athletic teams, but is not a recruited athlete, you can use this flag to indicate to a coach that this student could be a recruit for their sport. Please use a “7” in these cases.

GPA and GPA Scale:

We must try to report an Academic Index to the IVY League for EVERY matriculant. If grades are available, please report a GPA and GPA Scale for your strongest candidates.

The Academic Index is calculated using GPA and GPA Scale. These will be converted automatically to the 20 to 80 scale in Slate.

Here are the rules according to the AI instructions provided by the Ivy League and sent to staff separately:

ACADEMIC INDEX CALCULATIONS: CGS

1. **GPA's generally:** As noted in ¶B-7 above, the secondary school GPA should be taken as presented on the secondary school transcript; when both unweighted and weighted GPAs are presented, the unweighted GPA should be used. (If there is a question as to whether the school is using an unweighted or weighted system, the scale should be defined as unweighted, based on what the A grade earns in a regular course.) Other questions in providing the GPA are addressed in this section.
2. **GPA scales and conversions from Table II:** Table II, the "CGS General Conversion Tables" should be used for the GPA scales shown (100-points, 11.0/12.0, 7.0, 6.0, 4.0, A-D) even if the transcript or secondary school profile provides a conversion to a Table II scale.
 - The "4.0 Weighted" scale applies to any 4.0 based GPA that is weighted. It should be used only when Unweighted GPA is not available.
 - The "4.0 Unweighted Scale" applies to any 4.0 based GPA that is unweighted.
 - Note Table II includes a scale to use to convert International Baccalaureate GPAs to a CGS.
3. **Scales not provided on Table II:** Given the relatively small number of admitted and matriculated students for whom Table II scales are not provided, it is preferable not to create new scales if possible. In such cases, a GPA on a 4.0 scale should be calculated using the following formula, and a CGS then derived using the 4.0 scale on Table II: $\text{HSGPA}/\text{HSGPA scale} = \text{"x"}/4.0$, where "x" becomes the value from which the CGS is derived. For example, if on a 5.0 scale a student has a 4.8 GPA (whether the scale's top grade is A or A+), the formula is $4.8/5.0 = \text{x}/4.0$, $\text{x} = 3.84$ and the CGS = 73.
4. **Calculating GPA when not provided by the secondary school:** When the secondary school does not calculate/report a GPA, the institution should calculate an unweighted GPA based on the secondary school's grading scale, using all courses for which grades and credit hours are provided, and weighting semester grades as one-half full-year grades.

NOTE: the following grade scale is used to convert grades on a non-traditional scale to a 4.0 Unweighted Scale: HH- 4.0, H- 3.5, HP- 2.5, P- 1.5, U- 0
5. **GPA period:** GPA data always should be for more than one year, including 10th and 11th grades, 9th grade when available, and official trimester or semester grades (as opposed to term grades) in the student's current year if available at the time the athlete's decision is made. If "official" grades from

the current year are available but not counted in the school's cumulative GPA, they should be added to the cumulative GPA and weighted appropriately: e.g., grades for first semester or trimester of senior year would be weighted as one-half or one-third year.

6. **GPA's from multiple schools and repeat years:** When a student has attended multiple secondary schools (including a post-graduate year), all GPA's provided by the schools should be used to the extent possible and weighted as in #5 above. If the institution believes this result is not logical and fair, it should describe what approach it believes is better, subject to the Admissions Committee's agreement.
7. **Transfer students:** CGS should be calculated using 50% secondary school GPA and 50% college GPA

INTERNATIONAL-SYSTEM GPA CALCULATIONS

1. **Generally:** Each school should calculate GPAs from international schools using the attached Appendix of International Calculations. If an international country is not listed on the Appendix, we should calculate an AI as it seems most appropriate. (In this circumstance, we should default to the Committee, using the NCAA International Standards as a reference point, but not necessarily a policy.)
2. **Canadian systems:** Table IIA, for establishing value of CGS of Canadian Students should be used to determine CGS based on the Province of the secondary school. Provinces where a passing grade is 50% use the first column on Table II A (Alberta, British Columbia, Manitoba, Newfoundland, NW Territories, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Saskatchewan, Yukon); Provinces where a passing grade is 60% use the second column on Table IIA (New Brunswick, Quebec).

1. **British systems:**

Count all GCSE (= O Level), AS and A level results in order to calculate a GPA:

A* (same as A+) = 4.3

A = 4.0

B = 3.0

C = 2.0

D = 1.0

- If the applicant is taking a gap year, actual A-Level results should be used.
- A Level scores are given double the weight of AS and GCSE scores.
- Internal grades are usually not available and should not be used if they are.
- Predicted A-Level scores should be used when available.
- All courses should be included in calculating the GPA, including physical education courses if the student receives a grade and credit for the course.

2. **Pre-U:**

The scale for Pre-U were decided on as follows, for Principal Subjects only:

D1 = A+/4.3

D2 = A+/4.3

D3 = A/4.0

M1 =

B+/3.3 M2

= B/3.0 M3

= B-/2.7 P1

= C-/1.7 P2

= D/1.0 P3

= D-/0.7

5. International Baccalaureate systems:

Average grades from the last two years of the IB program are preferred to calculate a GPA:

7 = A+ = 4.3

6 = A = 4.0

5 = B = 3.0

4 = C = 2.0

3 = D = 1.0

- If the applicant is still in school, use one year for Early applicants and one year plus one term for Regular applicants.
- If the applicant is taking a gap year, actual two-year IB results are used.
- Use IB predicted grades if available, and only if not available use internal grades.
- For IB schools in the U.S., use the course values given on the transcript; for IB schools outside the U.S., double the weight for Higher Level courses (as opposed to the Subsidiary Level courses).
- All Higher Level/Subsidiary Level courses will be counted from international schools.
- Scales: When IB predictions give split results, use the average of the split (i.e., 5/6 is given, use 5.5 for calculation).

6. Notes on Selected Countries (added fall 2010):

Australia – Require schools to provide a transcript of some sort, but if all else fails and they give the state final exam result or prediction (ex: UAI for NSW, OP for Queensland, usually out of 99.95) use that.

New Zealand – The scale for NZ is as follows...but ONLY for courses in which there is the possibility to get more than Achieved (Achieved/Not Achieved is basically Pass/Fail so we won't count those courses):

[E] Excellent =

A/4.0 [M] Merit =

B/3.0 [A]

Achieved = C/2.0

[N] Not Achieved = F/0

Singapore – for schools using standard Junior College grading conventions – Include H1 (General Paper, Project, etc.) & H2 predictions on a 4.0 scale to calculate GPA. Double weight for H2 marks.

For H3, the scale is:

Distinction =

A/4.0 Merit =

B/3.0 Pass =

C/2.0 Double

H3s as well.

If provided, include O Level/GCSE marks in calculation of GPA with a single weight like we do with the British System.

General notes – For all national curriculums, the general rule of thumb is to include all courses as part of the GPA calculations.

7. Additional International Scales for Relevant Countries

For GPA scales of other countries, Table III has been sent separately and is included in the Ivy League Academic Index Memo. Please see CGM if you need a copy.

TABLE II: For establishing value of CGS**APPROVED SEPTEMBER 2016**

Percentage Average	11.0/12.0 Scale	6.0	5.0	4.0 <u>Weighted</u> GPA	Grade Equivalent to 4.0	4.0 <u>Unweighted</u>	CGS
98.00 and above	12.00 and	6.5 and	6.00 and	4.30 and above	A+	4.0 and above	80
97.00 - 97.99	11.70 -	6.30 -	5.70 -	4.20 - 4.29		3.91 - 3.99	79
96.00 - 96.99	11.40 -	6.15 -	5.40 -	4.10 - 4.19		3.81 - 3.90	78
95.00 - 95.99	11.00 -	6.00 -	5.00 -	4.00 - 4.09	A	3.72 - 3.80	77
94.00 - 94.99	10.70 -	5.85 -	4.90 -	3.90 - 3.99		3.63 - 3.71	75
93.00 - 93.99	10.40 -	5.70 -	4.80 -	3.80 - 3.89		3.53 - 3.62	73
92.00 - 92.99	10.00 -	5.55 -	4.70 -	3.70 - 3.79	A-	3.44 - 3.52	71
91.00 - 91.99	9.80 -	5.40 -	4.60 -	3.60 - 3.69		3.35 - 3.43	70
90.00 - 90.99	9.50 -	5.25 -	4.50 -	3.50 - 3.59		3.26 - 3.34	69
89.00 - 89.99	9.30 -	5.10 -	4.40 -	3.40 - 3.49		3.16 - 3.25	68
88.00 - 88.99	9.00 -	4.95 -	4.30 -	3.30 - 3.39	B+	3.07 - 3.15	67
87.00 - 87.99	8.70 -	4.80 -	4.20 -	3.20 - 3.29		2.98 - 3.06	66
86.00 - 86.99	8.40 -	4.65 -	4.10 -	3.10 - 3.19		2.88 - 2.97	65
85.00 - 85.99	8.00 -	4.50 -	4.00 -	3.00 - 3.09	B	2.79 - 2.87	63
84.00 - 84.99	7.70 -	4.35 -	3.90 -	2.90 - 2.99		2.70 - 2.78	61
83.00 - 83.99	7.40 -	4.20 -	3.80 -	2.80 - 2.89		2.61 - 2.69	59
82.00 - 82.99	7.00 -	4.05 -	3.70 -	2.70 - 2.79	B-	2.51 - 2.60	57
81.00 - 81.99	6.75 -	3.90 -	3.60 -	2.60 - 2.69		2.42 - 2.50	55
80.00 - 80.99	6.50 -	3.75 -	3.50 -	2.50 - 2.59		2.33 - 2.41	53
79.00 - 79.99	6.25 -	3.60 -	3.40 -	2.40 - 2.49		2.23 - 2.32	51
78.00 - 78.99	6.00 -	3.45 -	3.30 -	2.30 - 2.39	C+	2.14 - 2.22	49
77.00 - 77.99	5.70 -	3.30 -	3.20 -	2.20 - 2.29		2.05 - 2.13	48
76.00 - 76.99	5.40 -	3.15 -	3.10 -	2.10 - 2.19		1.95 - 2.04	47
75.00 - 75.99	5.00 -	3.00 -	3.00 -	2.00 - 2.09	C	1.86 - 1.94	46
74.00 - 74.99	4.70 -	2.85 -	2.90 -	1.90 - 1.99		1.77 - 1.85	45
73.00 - 73.99	4.40 -	2.70 -	2.80 -	1.80 - 1.89		1.67 - 1.76	44
72.00 - 72.99	4.00 -	2.55 -	2.70 -	1.70 - 1.79	C-	1.58 - 1.66	42
71.00 - 71.99	3.5 - 3.99	2.40 -	2.60 -	1.60 - 1.69		1.49 - 1.57	40
70.00 - 70.99	2.5 - 3.49	2.25 -	2.50 -	1.50 - 1.59	D+	1.40 - 1.56	38
Below 70.00	Below 2.5	Below	Below	Below 1.5	D	Below 1.4	35

Table IIA- CGS Canadian Conversion Table

TABLE II-A: For establishing value of CGS of Canadian Students				
Revised May 2015				

United States 100 Point Scale	Letter Grade Equivalent	Canada Where passing grade is 50% ¹	CanadaWhere passing grade is 60% ²	CGS
98.00 and above	A+	90.00 and above	88.00 and above	80
97.00 - 97.99		88.00 - 89.99	87.00 - 87.99	79
96.00 - 96.99		86.00 - 87.99	86.00 - 86.99	78
95.00 - 95.99	A	84.00 - 85.99	85.00 - 85.99	77
94.00 - 94.99		82.00 - 83.99	84.00 - 84.99	75
93.00 - 93.99		80.00 - 81.99	83.00 - 83.99	73
92.00 - 92.99	A-	79.00 - 79.99	82.00 - 82.99	71
91.00 - 91.99		78.00 - 78.99	81.00 - 81.99	70
90.00 - 90.99		77.00 - 77.99	80.00 - 80.99	69
89.00 - 89.99		76.00 - 76.99	79.00 - 79.99	68
88.00 - 88.99	B+	75.00 - 75.99	78.00 - 78.99	67
87.00 - 87.99		74.00 - 74.99	77.00 - 77.99	66
86.00 - 86.99		73.00 - 73.99	76.00 - 76.99	65
85.00 - 85.99	B	72.00 - 72.99	75.00 - 75.99	63
84.00 - 84.99		71.00 - 71.99	74.00 - 74.99	61
83.00 - 83.99		70.00 - 70.99	73.00 - 73.99	59
82.00 - 82.99	B-	69.00 - 69.99	72.00 - 72.99	57
81.00 - 81.99		68.00 - 68.99	71.00 - 71.99	55
80.00 - 80.99		67.00 - 67.99	70.00 - 70.99	53
79.00 - 79.99		66.00 - 66.99	69.00 - 69.99	51
78.00 - 78.99	C+	65.00 - 65.99	68.00 - 68.99	49
77.00 - 77.99		64.00 - 64.99	67.00 - 67.99	48
76.00 - 76.99		63.00 - 63.99	66.00 - 66.99	47
75.00 - 75.99	C	62.00 - 62.99	65.00 - 65.99	46
74.00 - 74.99		61.00 - 61.99	64.00 - 64.99	45
73.00 - 73.99		60.00 - 60.99	63.00 - 63.99	44
72.00 - 72.99	C-	Below 60.00	62.00 - 62.99	42
71.00 - 71.99			61.00 - 61.99	40
70.00 - 70.99	D+		60.00 - 60.99	38
Below 70.00	D		Below 60.00	35

¹ Passing grade is 50% for the following Provinces: Alberta, British Columbia, Manitoba, Newfoundland, NW Territories, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Saskatchewan, Yukon

² Passing grade is 60% for the following Provinces: New Brunswick, Quebec

III. FILE ROUTING

INADVERTENTLY CLEARED FILES: Occasionally, files will be mistakenly “cleared” (considered complete) and placed in your first read bin. Open the Admin Problems Form, note the issue and to which bin the folder should be routed when the problem is solved. Then route the file to the Admin Problems bin.

FILES SHOULD BE READ AND PASSED IN A TIMELY FASHION: Readers should take care not to allow files to pile up. First readers need to read files from all assigned dockets as they clear, not just those whose subcommittee meets first. However, because all files will clear regardless of round, readers should read early action files first, as soon as possible. Regular action files can generally wait until after December 1st, but you can read them prior to that if you are able to. This is important, and we will monitor reading progress centrally. If you need help keeping up for whatever reason, let us know immediately. Readers should code out files to the Committee Review bin or pass to the docket chair. First-time readers will use the Optional Additional bin for their first 50-100 files during Early Action. Those files will be redistributed to experienced readers by the operations staff.

SECOND READERS (OPTIONAL ADDITIONAL READER): Except for new readers (for whom special routing instructions are provided below), second readings should be used only in the rarest of instances:

- A) If three readings are needed for a complex case.
- B) If the case raises issues of policy.
- C) If the case would be greatly helped by a second reading from the former area person or someone with special knowledge of an area or type of case.

No second reader will ordinarily be assigned. If you want/need a second reading, consult the enclosed docket assignment sheet to identify other readers on your docket. Try not to burden one person inordinately. You should choose “Optional Additional Reader” as the next bin and enter the name of that person which will place the file in their queue. You can add a note for the second reader such as “Please give V docket context” You should also send an email to special second readers to alert them to your requested reading. If you have received a file as a second read for a new reader, please read it as quickly as possible and put it back in the queue of the new reader.

FIRST-TIME READERS: New readers should have their first fifty to one hundred Early Action files passed to the Optional Additional Reader bin or to the chair bin, based on relative strength. Some chairs may wish to use different approaches for first year readers.

GENERAL ROUTING RULES:

1) A file should be passed directly to the chair:

- If the first reader rates a file a "2-" or better (i.e. a case the first reader thinks has a very good chance of being admitted)
- If the case will likely (or almost certainly) be discussed in Committee.
- If you want the docket chair's opinion or want simply to have the docket chair informed about the case.

If the first reader has a significant degree of uncertainty about how to proceed with the case, he or she should consult the docket chair.

- 2) A case rated a 3+ overall **may** be passed to the chair or routed straight to the Committee Review bin. The first reader should consider carefully the likelihood that additional anticipated information (e.g., a superior music rating) will make the case more compelling, in which case the folder should be passed to the chair. If there is no further information anticipated and the case is qualitatively a 3+ (a strong case but like many others), an experienced first reader does not need to pass it on.
- 3) Typically, a case rated a 3 or lower with no particular attribute that would make it competitive can be routed directly to the Committee Review bin. Obviously late information or school context could change this initial evaluation. The first reader, as an advocate, must be certain to check all late information that might make a difference to the case prior to the Committee meetings. This is particularly important for candidates whose outstanding personal qualities become evident once we have the alumni/ae interview.

Readers new to a docket should discuss with the docket chair any special guidelines about which files should be passed on and which files should not.

BINS

In Slate, various "bins" are used to track an application file's progress through the application cycle. Bins are used for ease of day-to-day work - they do not represent final decisions. The layout of bins can be viewed in the Slate Reader using the Browse tab (Note: the "Freshman Only" preset filter in Reader displays all freshman applicants and previous admits in the current application period).

Each bin column represents a different phase of the application cycle, and generally, work flows from left to right:

- Pre-Review: Folders are incomplete, incorrectly coded, or withdrawn
- Reads: Folders are complete ("cleared") and ready for review by readers
- Committee: Folders are ready for discussion by committee

- Working Decision: Folders have been discussed by the committee and a decision has been recommended
 - Final Decision: Decisions have been checked and confirmed; ready for decision release
- (Note: Files should only be moved to final decision bins on Decision Day by the Slate team. Prior to Decision Day, files should remain in Working Decision bins.)**

CHANGING BIN ASSIGNMENTS

Readers normally change a folder's bin assignment during the reading process using the Review Form in the Slate Reader. Occasionally it will be necessary to change a folder's bin assignment after the Review Form has been submitted. In these cases, the bin assignment can be changed in the Student Record. To edit a bin assignment in the Student Record, click the "Edit Application Details" tab on the right, and select the desired bin from the Bin dropdown menu.

CLEARING INCOMPLETES

Readers should be sure to check the "Not Cleared" bin before each of their subcommittee code-out deadlines and then periodically before decisions are final to check for any cases that could be read with the materials in the file. Sometimes, transcripts may be in various tabs aside from the "SSR" tab. Readers should use their discretion or consult with their chairs but in general, a file that has an application and a transcript can be read and evaluated.

SPECIAL READINGS

- WRF should see cases that could be particularly sensitive or controversial or that raise issues of fundamental policy. When in doubt, send the file on by routing to the 4th reader bin.
- Folders of competitive candidates who attended secondary school outside the U.S. and Canada may be passed on to the appropriate U, V or W docket area person or RMW if help in assessing foreign credentials is needed. Be selective- don't pass on a case unless you are sure the applicant is competitive or has some unusual attributes.
- A faculty readings memorandum will be distributed later regarding specific procedures.
- Supplemental music/art/dance/academic materials of clearly competitive candidates with an unusually strong talent may be assessed through a supplementary process - through Slideroom (for music and dance) or through the faculty read process (for art or academic work). Handling of this material will be addressed through memoranda over the course of the fall.

IV. OTHER ITEMS

- Slate is made up of data downloaded from the application and supplemental forms. We currently do not have the ability to enter all the information by hand for those applicants who do not submit their forms on-line. However, the data entry staff will enter the most critical bio/demo information as they have in the past. This means that the dockets will be correct, but the summary sheets for these applicants will be primarily blank. You should double-check the data that is important - i.e. parent education, ethnicity, aid status, etc. - basically every field that's on the summary sheet. About 1% of all our applicants will fall into this category.
- Acknowledgments to guidance counselors, teachers, and others: The area person may occasionally feel it worthwhile to acknowledge unusually helpful TRs and SSRs by writing a note to the author. The note should acknowledge that the candidate may or may not be admitted. **Supplementary letters of recommendation may have already been acknowledged with a card or letter, but if not, particularly with recommenders who are alumni or others about whom Harvard might be concerned, you should call the letter to the attention of MEM or WRF and an acknowledgment will be sent. This is important!**
- Support Materials: ALL manually submitted support material should be dropped into the appropriate basket in the mailroom for sorting and scanning.
- Misfiled and Missing materials: If a teacher report, school report or any other material that would be helpful to a competitive candidate is missing, first readers should request a copy be re-sent. Files should be sent on to other readers unless the missing pieces are crucial. In such cases, first readers should hold onto the file by routing the file to the "Area Person Follow Up" bin. Detailed instructions on how to add new materials to an applicant's file can be found in the "Documentation" tab of the Slate welcome page.
- File items that require attention: Unanswered letters should be handled by first readers where appropriate or others including MEM or WRF.

V. SCANNING AND INDEXING

There is a basket in the mailroom to collect and sort hard-copy documents received. The forms collected in these baskets should have content that is *specific* to the admission decision of the applicant and are marked as such - for example, mailed applications or supplements, letters of support, teacher reports, Harvard evaluation, (coach, arts, music, Harvard faculty), midyear reports, SSR's etc. We will scan almost everything. If that is not possible, an "oversized support" form will be scanned and added to the file to let you know there is material sitting in the bookcase in Conference Room 5.

Relevant emails to officers from applicants or about an applicant should be saved as a PDF file and indexed directly into the applicant file by the officer. To do so, go into the student record in Slate select the current round tab and scroll down to the “Materials” header. Click to add new material and make the appropriate selection from the drop-down menu. If you receive materials both electronically and in paper, you do not need to have the paper material scanned.

Documents displayed in the Reader are named by the document type that follows the menu down the left side of the Slate e-reader.

- Application (and supplement)
- SSR
- TRs
- Interviews
- Additional academic (additional transcripts, etc.)
- Midyear
- Final Report (potentially greyed out until admitted)
- Ratings Forms (includes IRFs)
- Miscellaneous (notes from family/friends, alums, correspondence, noting of oversized support, etc.)
- Waitlist
- Previous App
- Portfolio (NOTE: a tab in Slate we do not use at this time).