



Request for a Letter of Evaluation for the Health Professions 2024/2025 Application Cycle

Candidate's Name _____

Applying for Medicine Dentistry Other _____

Thank you for agreeing to write a letter of evaluation in support of the application to health professional schools for the student named above. Most of these schools work on rolling admissions.

To be most helpful to the applicant please submit your letter no later than _____.

Late letters negatively impact the applicant's candidacy as we are not able to synthesize the materials in a timely fashion.

Among the most important criteria for evaluation of students by the admission committees of these professional schools are the letters we send out from our Committee. In writing our committee letter, we make use of the student's transcript, scores on standardized tests, an "essay" that the student writes for us on his/her goals and qualifications, and the individual letters of recommendation that the student has requested from which we would like to be able to quote liberally.

✓ **Some helpful tips and guidelines regarding points to address in your letter are provided on the next pages of this request.**

✓ Please forward your letter **in hard copy AND electronically**, using **LETTERHEAD STATIONARY**, and affixing your **FULL**

SIGNATURE & TITLE

- **Electronic version – send as attachment to acriss@york.cuny.edu**
 - Preferably in PDF format (You may scan or print to PDF)
 - Please include
 - Signature (or digital signature)
 - Applicant's name in subject line of e-mail
 - Include your name as well as applicant's name in filename (ex: Davis,B LOR Criss.doc)
- **Hard Copy (Optional)**
 - Hard Copy must be mailed in sealed envelope with **signature over the seal** to:

**Andrew Criss
Pre-Health Advisory Committee Department of
Biology
CUNY York College
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451**

The student requesting this letter has waived the right to read it; it will be kept in confidence.

**Thank you for your cooperation,
The Pre-Health Advisory Committee**



Guidelines for Writing a Letter of Evaluation for a Medical School Applicant

Thank you for agreeing to write a letter of evaluation for a medical school applicant!

The guidelines are intended to enhance the letter-writing process by providing a general framework of best practices and relevant content for letter writers to follow. They are optional and can be applied to both individual and committee letters.

Guidelines

1. Provide an accurate assessment of the applicant's suitability for medical school rather than advocate for the applicant.
2. Briefly explain your relationship with the applicant:
 - How long have you known the applicant?
 - In what capacity have you interacted (e.g., faculty, premedical advisor, supervisor)?
 - Are your observations of the applicant direct or indirect?
3. Quality of information is more important than letter length. Focus on the applicant rather than details of the lab, course, assignment, job, or institution.
4. Only include information on grades, GPA, or MCAT scores *if* you also provide context to help interpret them. Grades, GPA, and MCAT scores are available within the application.
5. Focus on behaviors you have observed directly when describing an applicant's suitability for medical school. Consider describing:
 - The situation or context of the behaviors.
 - The actual behaviors you observed.
 - Any consequences of the behaviors.
6. Ask the applicant for permission if you plan to include any information that could be considered potentially private or sensitive.
7. Consider including unique contributions that an applicant would bring to an incoming class, such as:
 - Obstacles that the applicant had to overcome and how those obstacles have led to new learning and growth.
 - Contributions that an applicant would bring to a medical school's diversity, broadly defined (e.g., background, attributes, experiences).
8. Admissions committees find comparison information helpful. If you make comparisons, be sure to provide context. Include information about:
 - The comparison group (e.g., students in a class you taught, students in your department, co-workers).
 - Your rationale for the comparison.

Core, Entry-Level Competencies

Describe how the applicant has, or has not, demonstrated any of the following competencies that are necessary for success in medical school.

Thinking and Reasoning Competencies

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

Quantitative Reasoning: Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

Scientific Inquiry: Applies knowledge of the scientific process to integrate and synthesize information, solve problems, and formulate research questions and hypotheses. Is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

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

Science Competencies

Living Systems: Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems.

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

Pre-professional Competencies

Service Orientation: Demonstrates a desire to help others and sensitivity to others' needs and feelings. Demonstrates a desire to alleviate others' distress. Recognizes and acts on their responsibilities to society locally, nationally, and globally.

Social Skills: Demonstrates awareness of others' needs, goals, feelings, and the ways social and behavioral cues affect peoples' interactions and behaviors. Adjusts behaviors appropriately in response to these cues. Treats others with respect.

Cultural Competence: Demonstrates knowledge of social and cultural factors that affect interactions and behaviors. Shows an appreciation and respect for multiple dimensions of diversity. Recognizes and acts on the obligation to inform one's own judgment. Engages diverse and competing perspectives as a resource for learning, citizenship, and work. Recognizes and appropriately addresses bias in themselves and others. Interacts effectively with people from diverse backgrounds.

Teamwork: Works collaboratively with others to achieve shared goals. Shares information and knowledge with others and provides feedback. Puts team goals ahead of individual goals.

Oral Communication: Effectively conveys information to others using spoken words and sentences. Listens effectively. Recognizes potential communication barriers and adjusts approach or clarifies information as needed.

Ethical Responsibility to Self and Others: Behaves in an honest and ethical manner. Cultivates personal and academic integrity. Adheres to ethical principles and follows rules and procedures. Resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways. Develops and demonstrates ethical and moral reasoning.

Reliability and Dependability: Consistently fulfills obligations in a timely and satisfactory manner. Takes responsibility for personal actions and performance.

Resilience and Adaptability: Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them. Is persistent, even under difficult situations. Recovers from setbacks.

Capacity for Improvement: Sets goals for continuous improvement and for learning new concepts and skills. Engages in reflective practice for improvement. Solicits and responds appropriately to feedback.

Additional Information

To access the Letters of Evaluation Guidelines on our website, please visit: [aamc.org/advisors](https://www.aamc.org/advisors).

To learn more about the Competencies for Entering Medical Students, please visit: [aamc.org/competencies](https://www.aamc.org/competencies).