

Assessment Form: Residency Letter of Intent (LOI)*

**Applicant's
Name** _____

**Evaluator's
Name** _____

Content: Career Goals/Motivation for Application	
<input type="checkbox"/> 1	The applicant does not state career goals or states goals that are not well-matched to our residency.
<input type="checkbox"/> 2	The applicant's career goals are unclear. No evidence that applicant has considered a career plan.
<input type="checkbox"/> 3	The applicant's choice of our program is based primarily on location or other non-career-based reasons.
<input type="checkbox"/> 4	The applicant states a desire clinical practice career but is unsure of practice area/setting (wants broad clinical exposure)
<input type="checkbox"/> 5	The applicant's career goal or career path clearly matches our program strengths

Content: Familiarity with Our Program	
<input type="checkbox"/> 1	The applicant's application is mostly a form letter.
<input type="checkbox"/> 2	The applicant's application demonstrates cursory awareness of our program.
<input type="checkbox"/> 3	The applicant makes an attempt to customize the letter to our program, but it is bland, awkward, or unconvincing.
<input type="checkbox"/> 4	The applicant clearly demonstrates that the decision to apply to our program was based on thorough research of our program's focus.
<input type="checkbox"/> 5	The applicant clearly demonstrates that the decision to apply to our program was based on thorough research of our goals and opportunities. The letter is personalized with specific facts and details that demonstrate clear, logical and compelling reasons for application.

Clarity	
<input checked="" type="checkbox"/> 1	The letter is not clear because it is poorly organized and/or has a pattern of basic sentence constructions, inappropriate/ awkward word choice, incomplete or inadequate information.
<input type="checkbox"/> 2	The letter is not clear at times. It has lapses in organization and/or has basic sentence constructions, some inappropriate/ awkward word choice, incomplete or inadequate information.
<input type="checkbox"/> 3	The letter's organization and logical flow have minor problems, and there are few if any lapses in sentence construction and diction, but all relevant facts are presented clearly.
<input type="checkbox"/> 4	The letter is well organized: the facts flow logically and are developed reasonably, clearly, and fully.
<input type="checkbox"/> 5	The essay is very well organized: the facts flow logically and are clearly reasoned. It is a compelling presentation that demonstrates evidence of particularly strong insight to pharmacy practice or a personal mission.

Style, Tone, and Audience Awareness	
<input type="checkbox"/> 1	The writer pays no attention to tone and style and may even alienate the reader with an apparent lack of interest.
<input type="checkbox"/> 2	The applicant pays little attention to tone and style. The letter is not personalized for the particular institution. The presentation is formulaic and uninteresting.
<input type="checkbox"/> 3	The letter is written in a professional style that is somewhat formulaic. The style and tone do not portray an individual.
<input type="checkbox"/> 4	The letter is written in a professional style that is not formulaic but individualistic. The writer presents an enthusiastic but realistic tone that distinguishes her or him from other letter writers.
<input type="checkbox"/> 5	The applicant expresses his/her unique personality with an imaginative, professional tone and style. The writer understands the issues and concerns of the readers, and structures the letter around the audience.

Mechanics	
<input type="checkbox"/> 1	The letter has ≥ 4 grammatical or spelling errors. The letter's physical appearance (format, paper, font, condition, etc.) are unprofessional and/or show inattention to detail.
<input type="checkbox"/> 2	The letter has 2-3 grammatical or spelling errors. The physical appearance of the letter (format, paper, font, condition, etc.) at times is questionable because of choices made or lack of attention to appearance.
<input type="checkbox"/> 3	The letter has no more than one grammatical or spelling error. The physical appearance of the letter (format, paper, font, etc.) is appropriate for professional communication.
<input type="checkbox"/> 4	The grammar and spelling in the letter indicate competency in written communication. The physical appearance of the letter (format, paper, font, etc.) demonstrate careful attention given to the process.
<input type="checkbox"/> 5	The grammar and spelling reflect mastery in written communication. The physical appearance of the letter (format, paper, font, etc.) are professionally impressive.