

OBJECTIVE: Each student is required to complete a rigorous writing experience after the student has earned at least 26 hours of law school credit. A rigorous writing experience reflects the core values of supervised rewriting and individualized feedback. Students undertake supervised rewriting to better organize content, further develop a point or thesis, recast ideas in more sophisticated language, achieve analytical flow and clarity, and furnish accurate and proper citations. Professors must provide individual feedback to each student. A single draft is generally insufficient to satisfy this requirement.

I certify that _____ has met the upper-level writing requirement in _____.

(name of student) (name of course or activity)

Signature of Professor

Date

Assessment of Upper-Level Writing Project

Please indicate the type of project used to satisfy the upper-level writing requirement. Please note that any rigorous writing experience demands that the student produce a substantial amount of work. For example, a unitary writing project should consist of at least 20 pages or 5,000 words (excluding footnotes).					
Paper in a Seminar Course	Clinic	Law Journal Note	Moot Court Brief	2-credit directed research paper	Aggregate Writing Project

Please evaluate the student's performance on the upper-level writing project. Use a scale of 1-5 (1 unsatisfactory and 5 exceptional). The scale is based on what is expected to a law student who has completed at least 26 hours of credit.

Evaluation Criteria	1 Unsatisfactory	2	3 Meets Expectations	4	5 Exceptional	N/A
Student's understanding of the terms, rules, and principles of law						
Student's ability to identify legal rules and to synthesize those rules into a logical framework for analysis						
Student's understanding of organization, hierarchy, and relationships within the legal system						
Student's understanding of primary and secondary sources of law and how they relate to each other						
Student's ability to apply controlling legal principles						
Student's ability to use analogical reasoning						
Student's ability to use policy-based reasoning						
Student's ability to write in a clear, concise, well-organized, and professional manner appropriate to the circumstances						
Student's ability to communicate professionally during conferences about the writing project						
Student's ability to engage in active listening during conferences about the writing project						
Student's ability to conduct legal research						