

Assessment Rubric for
Upper-Level Writing Requirement

Describe student's performance on each of the below assessment areas as one of the following:

Displays High Competence
Displays Average Competence
Displays Minimal Competence
Fails to Display Minimal Competence

1. Rate student's ability to thoroughly research respective topic.
2. Rate quality of paper organization, including quality of thesis statement and roadmap.
3. Rate student's ability to think critically about legal issues.
4. Rate student's ability to write in a clear, concise, and grammatically correct manner.
5. Rate student's knowledge of proper citation of legal authorities.

See the following page for a detailed breakdown of the assessment criteria for the preceding five areas.

Dimensions	High Competence	Average Competence	Minimal Competence	Fails to Display Minimal Competence
Student's ability to thoroughly research respective topic	Student's research uncovered all key sources necessary to adequately analyze topic plus a variety of other sources giving topic additional depth or breadth	Student's research uncovered all key sources necessary to adequately analyze topic	Student's research uncovered some key sources necessary to adequately analyze topic but omitted others	Student's research failed to uncover key sources necessary to adequately analyze topic
Quality of paper organization, including quality of thesis statement and roadmap paragraph	Paper organization is logical and tight, with no redundant or unnecessary sections; thesis statement and roadmap paragraph clearly and concisely convey paper organization/argument	Paper organization is logical with minimal redundant or unnecessary sections; thesis statement and roadmap paragraph are fairly clear & concise in conveying paper organization/argument	Paper organization has redundant/unnecessary sections; thesis statement and roadmap paragraph minimally convey paper organization/argument	Paper organization makes little or no sense; thesis statement and roadmap paragraph are either nonexistent or fail to convey paper organization/argument
Student's ability to think critically about legal issues	Student's analysis identifies all facets of legal issue and provides in-depth consideration of differing viewpoints	Student's analysis identifies most facets of legal issue and provides some consideration of differing viewpoints	Student's analysis identifies some facets of legal issue and provides superficial consideration of differing viewpoints	Student's analysis fails to identify key facets of legal issue and/or fails to consider different viewpoints
Student's ability to write in a clear, concise, and grammatically correct manner	Student consistently writes in clear, concise, and grammatically correct manner	Student typically writes in a clear, concise, and grammatically correct manner	Student inconsistently writes in a clear, concise and grammatically correct manner	Student fails to write in a clear, concise, and grammatically correct manner
Student's knowledge of proper citation of legal authorities	Student consistently cites legal authorities correctly	Student typically cites legal authorities correctly	Student inconsistently cites legal authorities correctly	Student fails to cite legal authorities correctly