

PROPERTY EXAM-WRITING RUBRICS

PROF. BELIAN

SUBSTANCE: Each of the following scoring rubrics is applied separately to EACH issue in an essay question.

| | Ideal | Generally Earns All Available Points | Generally Earns 50% of Available Points | Earns 0 Points |
|------------------------|--|---|---|---|
| Issue | <ul style="list-style-type: none"> Issue as set forth is dispositive for overall question being asked. Issue is clearly stated in a way that appropriately links it to the specific facts of the question. | <ul style="list-style-type: none"> Issue as set forth is relevant to overall question being asked. Issue is clearly stated. | <ul style="list-style-type: none"> Issue as set forth is relevant to overall question being asked, but not stated clearly. | <ul style="list-style-type: none"> Issue as set forth is not relevant to overall question being asked, OR No issue set forth at all. |
| Rule | <ul style="list-style-type: none"> Dispositive portions of relevant rule are stated fully as given in outline (or are rephrased in a legally equivalent way). Non-dispositive portions of rule (or relevant but non-dispositive rules) stated as succinctly as possible. Irrelevant rules are not mentioned at all. Rules relied upon are stated in a way that specifically applies to the facts of the exam question. | <ul style="list-style-type: none"> Relevant rule for stated issue is set forth fully as given in outline (or rephrased in a legally equivalent way). | <ul style="list-style-type: none"> Relevant rule for stated issue is set forth, but is either not stated fully as given in outline, or is partially incorrect, or is rephrased in a way that is not legally equivalent. | <ul style="list-style-type: none"> Wrong rule set forth for stated issue., OR Correct rule set forth for stated issue but is stated with such significant errors or omissions that it functionally amounts to the wrong rule, OR No rule stated at all. |
| Application / Analysis | <ul style="list-style-type: none"> All relevant facts in fact pattern are utilized. No irrelevant facts are mentioned. Facts used are clearly linked to the applicable elements or sub-rules of the stated rule. Thorough demonstration of how each stated fact tends to prove or disprove the associated element or sub-rule of the applicable rule. | <ul style="list-style-type: none"> Many of the relevant available facts are utilized. Few irrelevant facts are mentioned. Facts are linked to applicable elements or sub-rules of stated rule, but either not done with great clarity OR done inconsistently. Significant demonstration of how each stated fact tends to prove or disprove the associated element or sub-rule, OR thorough showing but for only some facts. | <ul style="list-style-type: none"> At least some relevant available facts are utilized for at least some elements and/or significant number of irrelevant facts included. At least some demonstration of how at least some of the relevant available facts tend to prove or disprove at least some of the associated elements or sub-rules of the applicable rule. | <ul style="list-style-type: none"> No facts stated, OR Facts set forth in laundry-list style, with no linkage to the applicable elements or sub-rules of the stated rule, OR Some efforts to use facts to prove or disprove elements or sub-rules of applicable rule, but so poorly or wrongly done as to amount to no real analysis. |
| Conclusion | <ul style="list-style-type: none"> Conclusion is clearly stated in a way that appropriately links it to the stated rule and the ensuing analysis. | <ul style="list-style-type: none"> Conclusion is clearly stated. | <ul style="list-style-type: none"> Conclusion is stated. | <ul style="list-style-type: none"> No conclusion. |

ORGANIZATION AND WRITING: The following scoring rubrics are applied to each answer as a whole.

| | Earns 80-100% of Available Points | Earns 50-80% of Available Points | Earns 25-50% of Available Points | Earns 0-25% of Available Points |
|---------------------------|---|---|---|---|
| Organization | <ul style="list-style-type: none"> ▪ Coherent essay structure for entire answer. ▪ Good flow from paragraph to paragraph (or from issue to issue), causing no significant reader confusion. ▪ Individual sections or paragraphs also well-organized and coherent. ▪ Little or no need to re-read earlier portions of answer to understand argument and award all substantive points earned. | <ul style="list-style-type: none"> ▪ Every paragraph, issue, or other portion of an answer is coherent, but overall answer either somewhat lacking in flow or flow is somewhat confused or causes some reader confusion. ▪ Some need to re-read earlier portions to understand argument and award all substantive points earned | <ul style="list-style-type: none"> ▪ Some portions very well organized while others are not, OR ▪ All portions moderately well organized but overall answer includes some fractured discussion or some digression and/or causes substantial reader confusion. ▪ More than a little need to re-read earlier portions to understand argument and award all substantive points earned. | <ul style="list-style-type: none"> ▪ Overall organization fractured or “ping-pongy.” ▪ Overall answer difficult to read without significant reader confusion. ▪ Individual sections and/or paragraphs may also be fractured or “ping-pongy.” ▪ Significant re-reading of earlier portions required to make any sense of argument; substantive points earned difficult to identify. |
| Quality of Writing | <ul style="list-style-type: none"> ▪ Consistently follows format requested in the call of the question. ▪ Overall essay shows a sense of proportion and balance that signifies a substantial understanding of the relative importance of the various issues discussed. ▪ Dispositive issues are treated thoroughly; relevant issues are given some attention; irrelevant issues are not discussed. ▪ Sentences are consistently well-crafted in a highly readable style. ▪ Traditional, moderately formal rules of English grammar are consistently followed. ▪ Appropriate legal diction employed. ▪ Jargon eschewed. | <ul style="list-style-type: none"> ▪ Generally follows format requested in the call of the question. ▪ Overall essay shows some sense of proportion and balance that signifies some understanding of the relative importance of the various issues discussed. ▪ Dispositive issues are treated thoroughly, most relevant issues are given some (but not too much) attention, and very few irrelevant issues are discussed at all (and none extensively), OR some effort made to distinguish relevant importance of issues, but with some misidentification of dispositive issues. ▪ Consistent use of complete sentences with very few (or no) incomplete sentences (fragments) or run-ons. ▪ Traditional, moderately formal rules of English grammar generally followed. | <ul style="list-style-type: none"> ▪ Significantly departs from format requested in the call of the question. ▪ All issues treated with the same degree of detail, OR significant errors made in identifying dispositive issues. ▪ Moderately consistent use of complete sentences. ▪ More than a few incomplete sentences (fragments) or run-ons. ▪ Informal English grammar utilized (but generally correctly), OR appropriate grammar attempted but with significant or frequent errors in application. | <ul style="list-style-type: none"> ▪ Ignores the format requested in the call of the question. ▪ Treatment of most or all issues does not correlate to their relative importance. ▪ Repeated use of incomplete sentences (fragments) or run-ons. ▪ Other significant errors appear with sufficient frequency to produce an essay that is, overall, of unacceptable grammatical quality. |