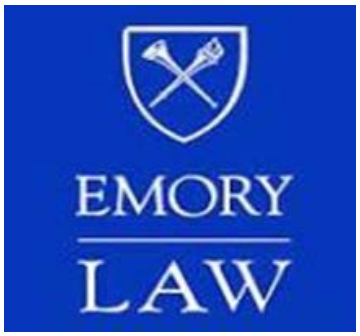


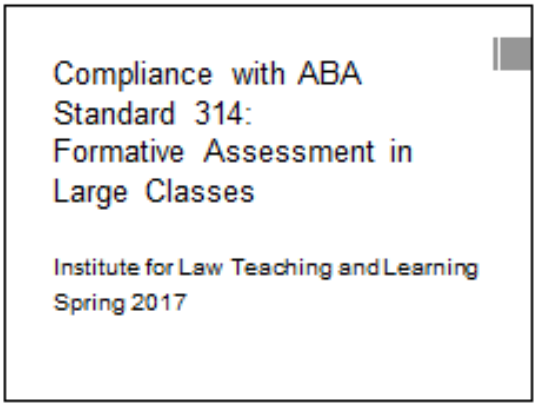
COMPLIANCE WITH ABA STANDARD 314: FORMATIVE ASSESSMENT IN LARGE CLASSES

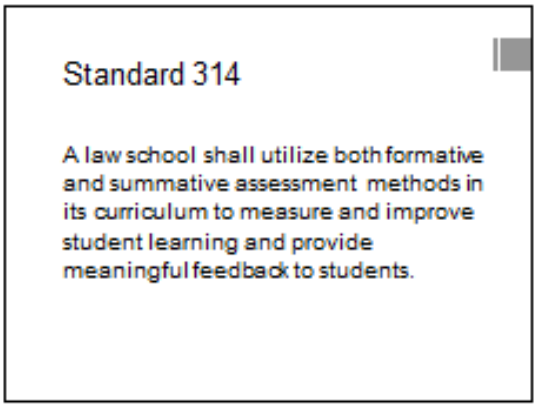
Institute for Law Teaching & Learning
and Emory University School of Law
Spring Conference 2017

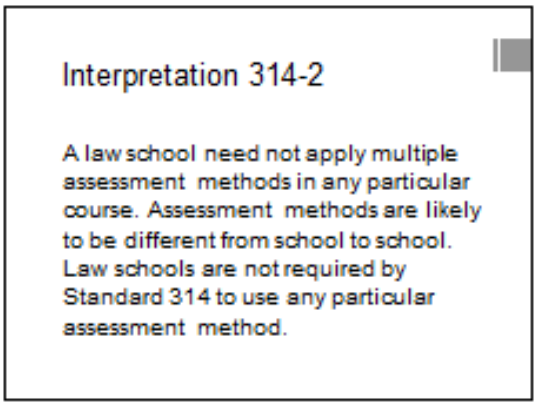
Saturday, March 25, 2017

Emory University School of Law

Dean's Welcome & Conference Opening—
Emory Law Dean Robert Shapiro & ILTL Co-Directors Emily Grant, Sandra Simpson, & Kelly Terry







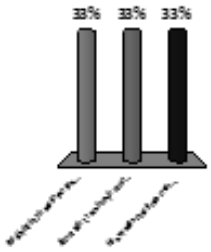
Why Assess: Research Studies on Assessment & Student Learning—
Andrea Curcio, Georgia State University College of Law

Why Assess: Research Studies on Assessment & Learning

Professor Andi Curcio
Georgia State University College of Law

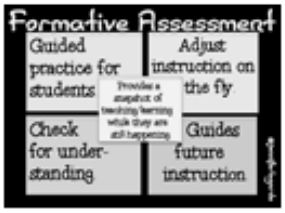
In general, I feel like my workload is

A. Really light, I have lots of extra time during the work day to do fun stuff
B. About right, I am busy but not overly so
C. Heavy and sometimes overwhelming; I often find myself triaging



Defining our terms

- Formative Assessments are:
- The goal of formative assessment is:



Formative Assessment – Neuroscience & Cognitive Psychology (Light)

Retrieval Practice

Retrieval practice - https://www.youtube.com/watch?v=_uqG7g1kIUo
Spaced repetition: https://www.youtube.com/watch?v=cVF28y07cfk

Gabriel Taninbaum, *Spaced Repetition: A Method for Learning More Law in Less Time* (2007): https://ssrn.com/abstract=2058329

Exercise # 1

ID one of the most challenging concepts students struggle with in one of your courses & discuss one way you can [or already do] employ retrieval practice/spaced repetition into your course for that concept

AND/OR

ID one idea presented thus far that you will share with your students or colleagues

Studying students' learning: legal analysis/reasoning

Study Design

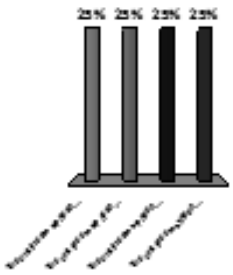
Which of the following is true

A. The practice essays/feedback *improved ALL my students' learning* [as evidenced by final exam raw scores]

B. The practice essays/feedback *only improved the scores of my students with LOW grade predictors* [below the median LSAT/UGPA]

C. The practice essays/feedback *only improved the scores of my students with HIGH grade predictors* [above the median LSAT/UGPA]

D. The practice essays/feedback *made NO statistically significant DIFFERENCE on student learning* [as measured by final exam score]



What I learned

Studies

- Study two:

Exercise #2

- Review self-assessment handout & discuss if it would be useful for your students in light of any formative assessments you use and discuss how you might improve upon it

Shifting gears – a future potential study??

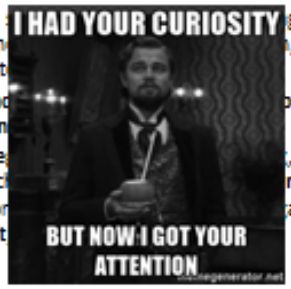
Conundrum

- Norm-based grading

- Criterion Referenced Assessment
- What level of mastery

Standard 302 – Learning Outcomes

- A law s… g outcom…, include compet…
- **(a) Kno… of substan…**
- (b) **Le…**, legal research… …ritten and or… …al **context**



Step one: Identify Learning You Want to Measure & Develop a Continuum

- **Exemplary; Proficient; Developing & Needs Significant Help**

- Legal Knowledge
- Legal Reasoning and Analysis
- Written Analysis
- Statutory Analysis

STEP TWO: Develop Rubric	Exemplary	Proficient	Developing	Needs Significant Help
Legal Reasoning and Analysis	Spots all issues & no irrel issues; Uses all/most available facts & inferences Always accounts for all sides	Spots most issues & few irrel issues; Uses many available facts & inferences Often argues both sides;	Spots some relev & some irrel issues Uses some facts; Sometime argues both sides;	Spots few relev & many irrel issues uses facts sparingly; Rarely argues both sides;

Step Three – Grade As Usual & Then Complete Rubric

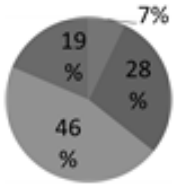
15. This evidence is inadmissible under Rule 609 because it's misdemeanor. However, that answer would change if tampering with an electric meter is considered a crime of dishonesty. If it is, then it is admissible under 609(a)(2). Tampering with a meter could be dishonest as a type of fraud in the way that turning back an odometer is equivalent to a misrepresentation of mileage. On the other hand, tampering with a meter could be seen as a simple theft and Congress clearly did not intend thefts to be within the category of crimen falsi. It could be argued either way.	1 2	

STEP FOUR Data Entry Exam#	Legal Knowl	Legal Analysis	Stat. Interprtn	Written Analysis
100	Needs Signif Help	Needs Signif Help	Needs Signif Help	Needs Signif Help
105	Proficient	Proficient	Developing	Developing
209	Exemplary	Proficient	Exemplary	Proficient
259	Proficient	Developing	Developing	Developing

Step five: analyze the data

Institutional Outcome:Legal Analysis

Exemplary	Proficient	Developing	Needs Significant Help



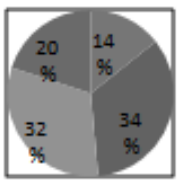
Student one - end of 1L year feedback

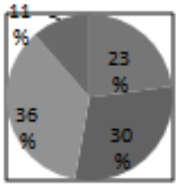
Exemplary	Proficient	Developing	Needs Significant Help

	Contracts	Civ Pro	Torts
• Legal Knowledge	P	P	D
• Legal Analysis	P	D	D
• Written Analysis	D	D	N

Civ Pro: Written Analysis

Exemplary	Proficient	Developing	Needs Significant Help

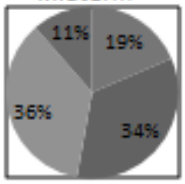


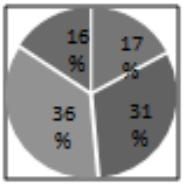


Civ Pro: Legal Knowledge

Exemplary	Proficient	Developing	Needs Significant Help

- Midterm

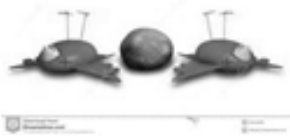




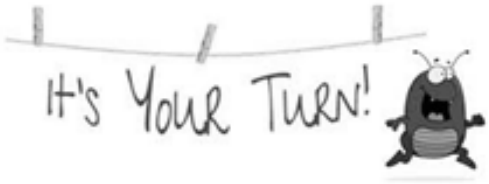
Summary

Studies show formative assessment effective

ABA Outcome Measures & Formative Assessment Standards



Brief workshop



Games as Formative Assessments in the Classroom—

Michael Hunter Schwartz, UA-Little Rock William H. Bowen School of Law

Games as Formative Assessment

Michael Hunter Schwartz

Reminder: Your Answer Must Be Phrased as a Question

Teaching and Learning Theory	Teaching Potpourri
1 Prize	1 Prize
2 Prizes	2 Prizes
3 Prizes	3 Prizes
4 Prizes	4 Prizes

4

THE TERM THAT IS THE ADULT-STUDENT EQUIVALENT OF THE TERM "PEDAGOGY."

Back to Game Board

5

AN EXAMPLE OF HOW A LAW PROFESSOR MIGHT IMPLEMENT THE ADULT LEARNING THEORY PRINCIPLE OF GIVING STUDENTS A ROLE IN CONSTRUCTING THE COURSE SYLLABUS.

Back to Game Board

6

THE TWO TYPES OF MINDSET AND THEIR RELEVANCE TO LEGAL EDUCATION

Back to Game Board

8

THE TWO ERRORS IF ALL YOU DO IS MERELY TELL YOUR STUDENTS "USE YOUR CLASS NOTES AND CASE BRIEFS TO CREATE A COURSE OUTLINE."

Back to Game Board

9

THE TEACHING PRINCIPLE IMPLICATED BY THE PHRASE "A GREAT TEACHER IS NOT A SAGE ON THE STAGE BUT, RATHER, A GUIDE ON THE SIDE."

Back to Game Board

10

AN EXAMPLE OF A LEARNING ACTIVITY THAT REFLECTS THE CONSTRUCTIVIST INSIGHT THAT STUDENTS LEARN BEST WHEN THEY NEGOTIATE MEANING WITH THEIR PEERS.

Back to Game Board

AT LEAST FOUR ACTIVE LEARNING TEACHING METHODS OTHER THAN SOCRATIC QUESTIONING AND GAMES.

Back to Game Board

12

MULTIPLE-CHOICE COMPETITION

D breached a contract to deliver 600,000 used bricks at 1¢ per brick by delivering only 400,000 bricks. P had paid the $6,000 in advance. The Fair Market Value of the 200,000 undelivered bricks was 5¢ per brick. In a suit by P against D and assuming there are no additional relevant facts, what will P recover as damages?

A. $8,000
B. $2,000
C. $10,000
D. $6,000

Wilson, 544 SW 2d. 833

14

(This question is a former bar MBE question.) N, who lived next door to H, went into H's garage without permission and took H's saw. N used the saw to clear broken branches from trees on N's property. After he finished, N noticed broken branches on trees on H's property, some of which were in danger of falling on H's roof. While cutting H's branches, the saw broke. In a suit for damages for conversion by H against N, H will

A. Recover the actual damage to the saw.
B. Recover the value of the saw before N took it.
C. Lose because, when the saw broke, N was using it to benefit H.
D. Lose because N did not intend to keep the saw.

(Another former bar MBE question.) By terms of a written K signed by both parties, A, a computer retailer, agreed to sell a personal computer to B for $3,000, and B agreed to pick up and pay for the computer at A's store on Feb. 1. The computer was one of A's best sellers. B unjustifiably repudiated the contract on Feb. 1. Without notifying B, A sold the same specific computer to C, who paid the same price ($3,000). If A sued B for breach of contract, A would recover

A. Nothing, because it received a price on resale equal to what B had agreed to pay.
B. Nothing, because A did not notify B of A's intent to resell.
C. A's anticipated profit on the sale to B plus incidental damages (if any)
D. $3,000 (the contract price) because B intentionally breached the contract by repudiation

16

S Subcontractor entered into a completely integrated, written contract with C Contractor to do the excavation work on a construction project. C's promise to pay stated, "Payments to be made as received from the owner." S did all the work but the owner never paid C anything, and therefore C never paid S. S sued C in a state that follows the majority rule for "pay when paid" clauses. At trial, C introduced evidence that, during negotiations, S expressly agreed to assume the risk of non-payment by the owner and C won. S appealed. What result?

A. C will win because the evidence was properly admitted.
B. S will win because the evidence was improperly admitted.
C. S will win based on the majority rule for "pay when paid" clauses.
D. S will win because the contract was aleatory.

17

Paul (P) and Dana (D) entered into a written contract. P, a professional music teacher, agreed to teach D, a novice musician, to play the guitar, and D agreed to build P a tree house. Neither party performed at all, and each sued the other for breach. Which of the following would be relevant to determining the order of performance (more than one answer may be correct)?

A. A trade usage that music teachers always get paid before they conduct a lesson.
B. Evidence that the parties had orally agreed that the lessons would be conducted in the tree house.
C. Evidence that the parties had discussed the fact that they both understood Dana was reliable and Paul was a bit of a flake.
D. Evidence that the term describing Paul's duties appeared in the contract before the term describing Dana's duties.

18

BEST TEXT MESSAGE COMPETITION

You represent Jimmy Fallon, a late-night talk show host. Fallon and NBC, a television network, entered into a contract providing that Fallon would host "The Tonight Show," a 60-year old program NBC always has scheduled at 11:30 or 11:35 p.m., right after local television news shows. The two parties have performed under that deal since 2014. However, Fallon just sent you the following text message: "I'm in a meeting with NBC. They are planning to move my show to 12:05 a.m! %$#^!6!! They've lined up Oliver for the 11:35 slot. What should I do? Text me! Assume the contract does not address if the show must air at 11:30/35 p.m." On the index card provided, draft your text message response. The winning answer will not only be legally insightful but also will conform to text message conventions.

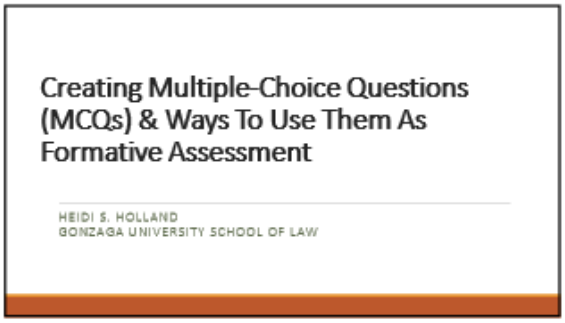
Goals for Session: Affective Realm

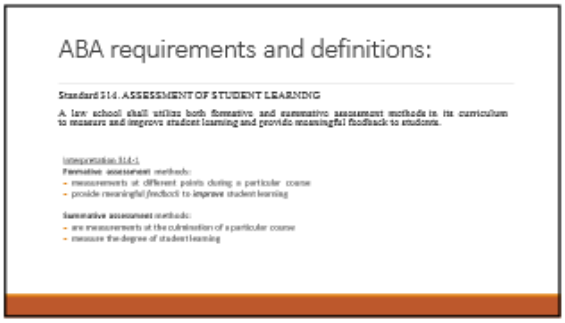
Now that we are at the end of this session, I hope you are convinced

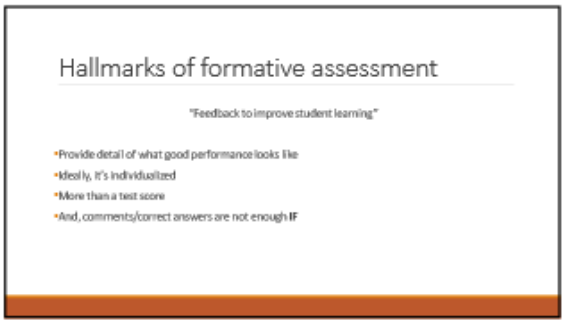
- Instruction succeeds when it is effective, efficient, ***and appealing***
- Games can be a valuable tool for providing formative feedback
- Don't give legal advice via text message

Games As Formative Assessments in the Classroom—

Heidi Holland, Gonzaga University School of Law







But, it can be more

For the student –

Can stimulate students' self-managed learning

And, for the faculty member –

Can modify teaching practices **during** the course

Ain't nobody got time for that!

(formative assessment, that is)

- Time consuming
- Large classes
- Already stretched thin

MCQ to the rescue!

Warm-up Questions for Groups

First, break up into the following groups*:

- LRW & Clinical
- 1L courses
- Large casebook courses
- Upper-division seminar courses

*Within each of these groups, break up into smaller discussion groups of **4 or 5 people**.

Warm-up questions:

Discuss and be prepared to report back to the larger group.

1. Do **you** currently use MCQs for **formative** assessment?
2. If not, why not?

- Timesaver
- Automatically scored
- Feedback can be automated

But, how do MCQs provide **formative** feedback?

- Engage students in their own learning
- Identify gaps in understanding
- Detailed explanations for correct and incorrect answers

Thus, guidance for improvement of comprehension of course content

"provide meaningful feedback to improve student learning"

Determine your goals

Bloom's Revised Taxonomy

How can MCQs improve learning?

- Master facts and concepts to be able to then go on to higher ordered learning
- Trigger collaborative learning activities such as discussion or debate about answers to questions

3 parts to a good MCQ

1. Stem
2. Lead-in
3. Options

The stem

It should:

- Be written in plain language
- Contain all of the necessary facts
- Avoid extraneous information and unnecessary characters

The lead-in

Should be answerable even if there were no response options following the question

Options

Should:

- Be short and parallel in structure and language
- Not contain new facts
- Avoid conditional language – "Yes, but . . ." or "No, if . . ."

Options include the correct answer and distractors.

Distractors should be:

- Plausible
- Incorporate common student errors

If in doubt, choose "C"

Group question

Discuss and be prepared to report back to the larger group.

How have YOU used MCQs – either in a formative test format or for an in-class activity?

What are clickers?

- Interactive technology
- Allow instructor to pose questions and immediately collect and view the responses

Poll Everywhere

But, how would I use clickers?

- Augment lecture
- Check comprehension & adjust teaching
- Pose a question & have class debate
- Short quiz on the assigned reading

Once more – let's learn from each other

Discuss and be prepared to report back to the larger group.

Discuss and be prepared to report back to the bigger group.

1. If you've used MCQs in a formative **test**, do you have it count towards the students' **grade**?
   a. If so, how much does it count?
   b. If not, how do you ensure students give it a good faith effort?
2. If you use MCQs (in-class activity or a formative test), what method do **you** use to provide feedback to students?
3. How do you use the results of MCQs to change your **teaching**?

SO, I hope you're convinced that MCQs

- Can be used for more than just summative assessment
- Can be used for more than just testing low levels of learning
- Can engage students in actively identifying gaps and weaknesses in their understanding
- Can incorporate formative feedback
- Can give you feedback to recognize where your students are struggling and allow you to adjust your teaching

Now, let's eat!

Formative Assessment with Team-Based Learning—

Lindsey Gustafson, UA-Little Rock William H. Bowen School of Law

Team-Based Learning in Doctrinal Courses

Lindsey P. Gustafson
University of Arkansas William H. Bowen School of Law
March 25, 2017

Characteristics of Cooperative Learning

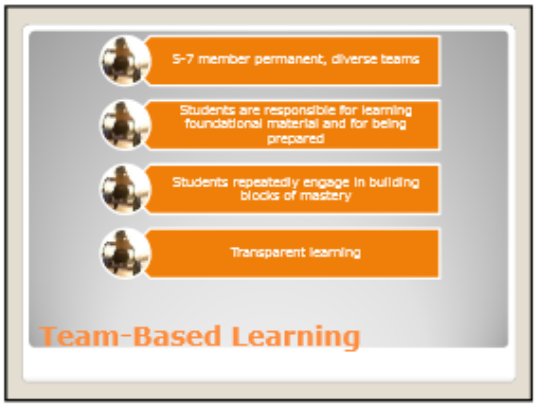
- Positive interdependence
- Individual accountability
- Attention to development of teamwork skills
- Appropriate group composition, size, and duration
  - "forming, storming, norming, and performing"
- Alignment between the task and the learning outcome

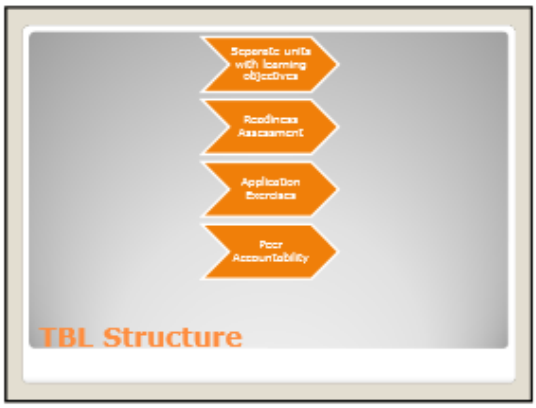
Positive Interdependence and Individual Accountability

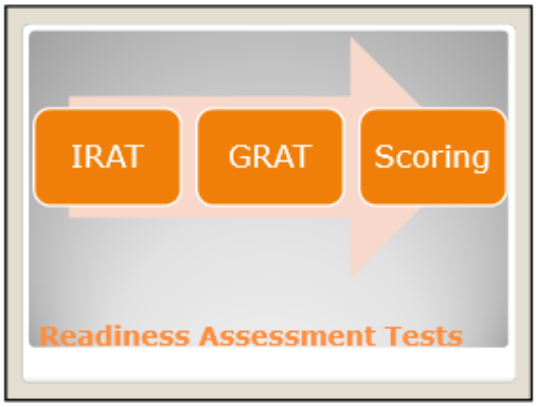
Learn more
Attention to Development of Teamwork Skills

"forming, storming, norming, and performing"

Learning Objectives
Units of Study
Student Assignments
Timely Feedback
Alignment and Transparency


5-7 member permanent, diverse teams
Students are responsible for learning foundational material and for being prepared
Students repeatedly engage in building blocks of mastery
Transparent learning
Team-Based Learning


Sequential units with learning objectives
Readiness Assessment
Application Exercises
Peer Accountability
TBL Structure


IRAT
GRAT
Scoring
Readiness Assessment Tests

Significant → Same → Specific Choice → Simultaneous Reporting

Application Exercises

Peer and Professor Accountability

What I've Learned

ILTL Readiness Assessment Test (RAT/GRAT)

1. Effective cooperative learning requires
    a. Positive interdependence, where students read only a portion of the assigned material and rely on other members of the team to learn the entirety;
    b. Individual accountability, where students are held accountable both to team members and to the facilitator for their contribution to team learning.
    c. Communication skills, where the facilitator sets the expectations but then avoids interfering once the team begins its discussion.
    d. All of the above.

2. Effective cooperative learning may be encouraged by
    a. Providing a tightly controlled framework for each assignment, where the facilitator dictates what goals the team should achieve and how long each goal should take to achieve.
    b. Creating teams that facilitate separate roles for each student, which typically means each team should be no smaller than seven students.
    c. Distributing problems to students as they enter the classroom, without allowing individual preparation.
    d. Inviting students to select their own team members.

3. How long should an instructor keep a team together to maximize the benefits of cooperative learning?
    a. For the length of time necessary to complete a specific task.
    b. For a single class session.
    c. For a semester.
    d. For as long as possible until conflict develops.

4. Team-based learning (TBL) typically consists of the following basic elements:
    a. Readiness assessment, application exercises, peer assessment
    b. Foundational lecture, application exercises, team scoring
    c. Readiness assessment, free-form team discussions, team scoring
    d. Online lectures, peer assessment, free-form team discussions

5. Which of the following is the *most* effective way for an instructor to create learning units?
    a. Reviewing the table of contents of the assigned text.
    b. Thinking backwards and designing units that reflect learning objectives.
    c. Reviewing past lecture notes and grouping them logically.
    d. Targeting those topics typically covered by the bar exam and grouping them logically.

6. Which of the following *least* describes effective readiness assessment questions?
    a. The questions need not be perfectly crafted.
    b. The questions are pulled from foundational reading material, which may include supplemental or commercial texts.
    c. The questions are sufficiently achievable, but difficult enough to encourage discussion.
    d. The questions are not cumulative; they are limited to the unit being introduced.

7. TBL application exercises should typically require which of the following:
    a. Teams to solve separate portions of a single problem, which is significant, and to report their portion to the entire class.
    b. Teams to solve the same problem, which is significant, and which is reported simultaneously.
    c. Either A or B, so long as the assigned problems are rigorous enough to force students to use higher-level thinking skills.
    d. Neither A nor B, because teams should not report their answers to the entire class.

8. Which of the following is the *most* valid criticism of team-based learning (TBL):
    a. TBL requires the instructor, at least initially, to devote significant time to restructuring the course and preparing the materials.
    b. TBL requires the instructor to avoid lecturing, which means students may only seek clarification about the task or the law from their peers.
    c. Because TBL requires class time devoted to team work, the instructor is able to cover less material.
    d. TBL flattens the typical grade curve, and is therefore incompatible with a mandatory mean.

9. Which of the following policies best answers students' concerns that TBL forces some students in a team to work harder to cover for those students who fail to give adequate effort?
    a. A instructor requires students to work on some projects in teams, but does not include any team scores in students' individual final grades.
    b. A instructor requires students to score other team member's interpersonal skills, but retains the right to adjust scores that seem unwarranted.
    c. A instructor allows team members to decide what portion of the team points each team member will receive.
    d. A instructor requires that each student individually completes all of the work assigned to the team prior to the team discussion.

10. TBL is
    a. A teaching technique only appropriate in large, doctrinal courses.
    b. A teaching technique created by Sophie Sparrow that has only been adopted and evaluated in law courses.
    c. A teaching technique to be adopted only by the tenured, brave of heart.
    d. A teaching technique created more than 40 years ago and used across disciplines.

Coordinating Formative Assessment Across the Curriculum—
Sandra Simpson, Gonzaga University School of Law

How to reduce formative assessment fatigue

- How many feedback opportunities are necessary?
- What is important in your classroom?
- How can the institution help?

Institutional help?

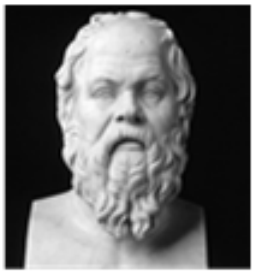
Closing—

ILTL Co-Directors Emily Grant, Sandra Simpson, & Kelly Terry

Quick Write

- Three best practices that you learned today about formative assessment techniques

What about…



Gonzaga University School of Law Learning Outcomes and Competencies

1. Graduates will demonstrate knowledge of law and the legal system.

Competency 1: Students will demonstrate an understanding of the terms, rules, and principles of law studied in required courses.

Competency 2: Students will demonstrate the ability to understand legal sources, identify the rules within those sources and synthesize those rules into a logical framework for analysis.

Competency 3: Students will demonstrate an understanding of the relative importance of different sources of law based on organization, hierarchy, and relationships within the legal system.

Competency 4: Students will demonstrate an understanding of primary and secondary sources of law and the ways in which they relate to one another.

2. Graduates will demonstrate analytical and problem-solving skills.

Competency 1: When there is controlling legal principle, students will be able to identify and apply to case-based or hypothetical fact scenarios the controlling legal principles that apply.

Competency 2: When the controlling legal principle is indeterminate, students will be able to:

a.)Use analogical reasoning to identify and determine possible legal rules to predict and explain how case-based or hypothetical fact scenarios will likely be resolved, and

b.) Identify policy and practical considerations to predict and explain how case-based or hypothetical fact scenarios will likely be resolved.

3. Graduates will demonstrate the ability to communicate effectively.

Competency 1: Students will write in a clear, concise, well-organized, professional manner that is appropriate to the audience and the circumstances.

Competency 2: Students will speak in a clear, concise, well-organized, professional manner that is appropriate to the audience and the circumstances.

Competency 3: Students will listen effectively in communications with others, including legal professionals and lay persons.

4. Graduates will demonstrate competency in legal practice skills.

Competency 1: Students will demonstrate the ability to conduct thorough legal research.

Competency 2: Students will demonstrate the ability to conduct a factual investigation.

Competency 3: Students will demonstrate the ability to effectively interview clients and other people and will demonstrate the ability to effectively counsel, and negotiate on behalf of a client.

Competency 4: Students will demonstrate the ability to draft documents used in legal practice.

5. **Graduates will demonstrate the ability to act in an ethical and professional manner**.

Competency 1: Students will identify ethical dilemmas when they arise.

Competency 2: When presented with an ethical dilemma, students will articulate the sources, structure, and substance of the laws governing the ethics of the legal profession which govern the dilemma.

Competency 3: When presented with an ethical dilemma, students will be able to apply the applicable ethical standards and propose one or more resolutions that result in an ethical resolution of the dilemma.

Competency 4: When presented with an ethical dilemma, students will respond in an ethical and professional manner.

6. Graduates will demonstrate the willingness to serve the profession and the community at large.

Competency 1: Students will demonstrate an awareness of and a willingness to contribute to the profession's responsibility to ensure access to justice.

Competency 2: Students will demonstrate a willingness to serve underserved and traditionally marginalized communities.

Law School Assessment Survey

for all law faculty

January 2017

Your responses to this survey will help the law school comply with our assessment and evaluation responsibilities under the revised ABA standards. The goal is to be able to evaluate our program of legal education and determine the extent to which our curriculum provides students with appropriate opportunities to meet the law school's learning outcomes and competencies.

INSTRUCTIONS

1. Please complete one survey for every course that you taught in calendar year 2016 – spring, summer, and fall 2016. (Except for LRW courses. LRW I, II, and III professors will collectively complete one survey for each course, not each section. LRW IV professors will collectively submit one survey for each LRW IV course -- Advanced Advocacy, Drafting for Litigation and Transactional Drafting.)

2. E-mail completed surveys to Kim Sellars no later than ***Friday, January 27, 2017***.

3. The survey correlates to our six institutional learning outcomes and their related student learning competencies. For <u>each</u> competency, please:

   (a) determine the level of depth in which the competency is developed in your course, if at all, according to the four categories below; and

   (b) provide a description of formative and summative assessment methods you use to determine student attainment of each competency (ABA Standard 314 definitions of assessments are below, along with examples).

   (c) To the extent your coverage relates to the general outcome, but none of the specific competencies, please determine a level of depth the outcome generally is developed in your course and describe the formative or summative assessment methods, if any, related to that outcome.

4. If you have questions or need help, feel free to contact any of the faculty on the Assessment Committee: Megan Ballard, Sandra Simpson, Genevieve Mann, or Ann Murphy.

Formative and Summative Assessment, ABA Standard 314 Interpretation – and examples

"Formative assessment methods are measurements at different points during a particular course or at different points over the span of a student's education that provide meaningful feedback to improve student learning." Examples include assignments or exercises on which individualized or group feedback is provided, even if a grade is also provided.

"Summative assessment method are measurements at the culmination of a particular course or at the culmination of any part of a student's legal education that measure the degree of student learning." For purposes of this course-based survey, the definition narrowly addresses final exams, seminar papers, or other work that faculty evaluate at the end of a course. It would not include, for example, a midterm exam or quiz. Instead, a midterm exam would be considered an example of formative assessment.

Professor's Name: _____

Course Name: _____ Semester/year: _____

The Four Categories: Significant (S), Moderate (M), Cursory (C), Not at All (N/A)

These are the four categories we are using to determine the level of depth in which each outcome is being developed in our curriculum.

S = This course devotes significant attention to this competency.

M = This course devotes moderate attention to this competency.

C = This course gives this competency a cursory glance.

N/A= This course does not address (N/A) this competency.

Outcome 1: Graduates will demonstrate knowledge of law and the legal system.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOL(S)**
Outcome: Graduates will demonstrate knowledge of law and the legal system.			
Competency 1: Students will demonstrate an understanding of the terms, rules, and principles of law studied in required courses.			
Competency 2: Students will demonstrate the ability to understand legal sources, identify the rules within those sources and synthesize those rules into a logical framework for analysis.			
Competency 3: Students will demonstrate an understanding of the relative importance of different sources of law based on organization, hierarchy, and relationships within the legal system.			
Competency 4: Students will demonstrate an understanding of primary and secondary sources of law and the ways in which they relate to one another.			
Outcome 2: Graduates will demonstrate analytical and problem-solving skills.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOLS**
Outcome: Graduates will demonstrate analytical and problem-solving skills.			

Competency 1: When there is controlling legal principle, students will be able to identify and apply to case-based or hypothetical fact scenarios the controlling legal principles that apply.			
Competency 2: When the controlling legal principle is indeterminate, students will be able to: A. Use analogical reasoning to identify and determine possible legal rules to predict and explain how case-based or hypothetical fact scenarios will likely be resolved. B. Identify policy and practical considerations to predict and explain how case-based or hypothetical fact scenarios will likely be resolved.			
Outcome 3: Graduates will demonstrate the ability to communicate effectively.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOL(S)**
Outcome: Graduates will demonstrate the ability to communicate effectively.			
Competency 1: Students will write in a clear, concise, well-organized, professional manner that is appropriate to the audience and the circumstances.			
Competency 2: Students will speak in a clear, concise, well-organized, professional manner that is appropriate to the audience and the circumstances.			
Competency 3: Students will listen effectively in communications with others, including legal professionals and lay persons.			
Outcome 4: Graduates will demonstrate competency in legal practice skills.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOL(S)**
Outcome: Graduates will demonstrate competency in legal practice skills			
Competency 1: Students will demonstrate the ability to conduct thorough legal research.			
Competency 2: Students will demonstrate the ability to conduct a factual investigation.			
Competency 3: Students will demonstrate the ability to effectively interview clients and other people and will demonstrate the ability to effectively counsel, and negotiate on behalf of a client.			

Competency 4: Students will demonstrate the ability to draft documents used in legal practice.			
Outcome 5: Graduates will demonstrate the ability to act in an ethical and professional manner.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOL(S)**
Outcome: Graduates will demonstrate the ability to act in an ethical and professional manner.			
Competency 1: Students will identify ethical dilemmas when they arise.			
Competency 2: When presented with an ethical dilemma, students will articulate the sources, structure, and substance of the laws governing the ethics of the legal profession which govern the dilemma.			
Competency 3: When presented with an ethical dilemma, students will be able to apply the applicable ethical standards and propose one or more resolutions that result in an ethical resolution of the dilemma.			
Competency 4: When presented with an ethical dilemma, students will respond in an ethical and professional manner.			
Outcome 6: Graduates will demonstrate the willingness to serve the profession and the community at large.			
STUDENT LEARNING OUTCOMES	**S,M,C,N/A**	**FORMATIVE ASSESSMENT TOOL(S)**	**SUMMATIVE ASSESSMENT TOOL(S)**
Outcome: Graduates will demonstrate the willingness to serve the profession and the community at large.			
Competency 1: Students will demonstrate an awareness of and a willingness to contribute to the profession's responsibility to ensure access to justice.			
Competency 2: Students will demonstrate a willingness to serve underserved and traditionally marginalized communities.			
Please identify additional formative and summative assessment tools in this course that are not related to the outcomes or competencies listed above.			