

**Southern University Law Center
Course Level Assessment Rubric**

	Excellent (4 points)	Accomplished (3 points)	Developing (2 points)	Beginning (1 point)
Issue Spotting (1.0, 20%)	Student properly identifies the issue, and any sub-issues that are dispositive for the overall question being asked. Issue is clearly stated in a way that appropriately links it to the specific facts of the question.	Student identifies the relevant issue and sub-issues but they are not completely dispositive of the question being asked. Issue is clearly stated.	Student identifies the relevant issue but fails to address dispositive sub-issues. Issue is clearly stated.	Student fails to identify the proper issue required to address the question being asked.
Analysis (2.0, 40%)	Student thoroughly applies the applicable law to specific facts and makes reasonable inferences, where necessary, from facts.	Student applies the applicable law to specific facts and makes reasonable inferences; however, a few minor areas are not thorough	Student applies the applicable law to facts and makes reasonable inferences; however, two or more areas are not thorough	Student fails to apply the applicable law to the facts with any consistency.
Quality of Writing (1.0, 20%)	Student 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 followed.	Student 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.	Student 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 used (but generally correctly), OR appropriate grammar attempted but with significant or frequent errors in application.	Student fails to follow the format requested in the call of the question; poor grammar; incomplete sentences; and answer does not address the issues.

	Appropriate legal diction employed. Jargon is not used.	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.		
Doctrinal Knowledge (1.0, 20%)	Dispositive portions of relevant rule are stated fully 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 apply to the facts of the question.	Relevant rule for stated issue is set forth fully as given in outline (or rephrased in a legally equivalent way).	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.	Does not demonstrate a knowledge of the subject matter.