



CLINICAL LEGAL EDUCATION
LAW CLINIC

CURRICULUM DESIGN
AND ASSESSMENT TOOLS

ASSESSMENT RUBRICS
AND TEMPLATES



M A DU PLESSIS

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CLINICAL LEGAL EDUCATION

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Annexure A
VALUATION OF THE CLE COURSE

A YOUR UNIT

1. Which unit have you participated in? Please circle your answer.

- | | | |
|------------------|---------|--------------|
| LABOUR | FAMILY | DELICT |
| CONSUMER/GENERAL | REFUGEE | HOUSING/LAND |

2. Who was your supervisor?

B CLE TEACHING AND CURRICULUM

3. Please comment on the skills training and teaching you received in the following areas. We welcome your honest comments and suggestions:

- a. Interviewing skills
- b. Basic drafting/Letter writing
- c. Unit-based teaching on law and procedure applicable to the various units
- d. Unit-based drafting lectures
- e. Numeracy skills
- f. Legal research
- g. Courtroom skills
- h. Legal practice and ethics

4. Did you find the mock trial exercises a useful exercise? Please comment and/or make suggestions.
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5. Did you find the court report assignment a valuable exercise?
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- 6. Please comment on the guest lectures presented by external persons.
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- 7. Please comment on the assessment methods used in the PLS course.
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- 8. Would you like seminars or additional seminars on any area of practice?
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C CLINIC AND FILE WORK

- 9. Please rate your overall experience working in the clinic.
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- 10. Please comment on your case load (number of cases, variety, complexity etc)
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- 11. Please comment on the level of the support that you received from clinic staff in the course of your work in the clinic.
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- 12. Please comment on the resources available to you at the law clinic and how they may be improved.
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- 13. What was the single most valuable part of your experience in the clinic?
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D YOUR SUPERVISOR

- 14. Did you have adequate access to your supervisor?
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15. Did you find the tutorial sessions with your supervisor useful? Please comment.

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16. How would you evaluate your supervisor's general competence as a teacher/mentor in legal practice?

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17. Any other comments or suggestions for improvement would be welcomed.

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Annexure B
SPOT TEST ASSESSMENT FORM

DATE:

NAME OF CLINICIAN:

UNIT:

NAME AND SURNAME OF BOTH STUDENTS:

(1)

(2)

DESCRIPTION OF DOCUMENT/ACTION ASSESSED:

[Please attach copies of the document(s) relevant to assessment, if possible]

.....

COMMENTS BY SUPERVISOR ON DOCUMENT/ACTION ASSESSED:

.....

.....

MARK: /5 *[refer to assessment guide]*

CLINICIAN SIGNATURE:

.....

“PLS SPOT TEST ASSESSMENT MARKING GUIDE

1. File opening

- (a) Have the students completed the means test correctly? (1)
- (b) Have the students obtained the full contact particulars of the client? (1)
- (c) Is the indemnity-form completed properly? (1)
- (d) Did the students make copies of all the client’s necessary documents? (1)
- (e) Have the students noted the correct particulars on the running sheet? (1)

TOTAL 5

2. Statement

- (a) Form: heading, numbered paragraphs, first person, complete sentences. (2)
- (b) Spelling and grammar. (1)
- (c) Content: chronological? All relevant detail? Canvass the facts relevant to the cause of action? Do the client’s instructions appear from the statement? (2)

TOTAL 5

3. Letters

- (a) Form of letter: mode of delivery, correct address, references, subject line, ending. (2)
- (b) Spelling and grammar. (1)
- (c) Content: logical, accurate, concise, relevant, etc. (2)

TOTAL 5

4. Court document

- (a) Form: court heading, document identification (tramlines), dated, ending. (2)
- (b) Spelling and grammar. (1)
- (c) Content: clear and concise, correct terminology, complies with rules (ie: not irregular), discloses cause of action (ie: not expiable), etc. (2)

TOTAL 5

ANNEXURE B: SPOT TEST ASSESSMENT FORM

5. Research

- (a) Grasping the problem: do the students quickly grasp the exact legal question to be answered, or do they need much prompting? (1)
- (b) Research results: did the students consult the correct resources? Is their opinion legally sound? (2)
- (c) Presentation of opinion: if in writing, refer to relevant considerations ie form, spelling and content above. If verbal, consider oral skills in presentation, eg language, terminology, conciseness, relevance. (2)
- (d) Turnaround time (if under time constraints, factor in assessment).

TOTAL 5

6. Field trip

- (a) Planning: addresses, map books, client accompany? (1)
- (b) Execution: gathering relevant information. (2)
- (c) Record: record info gathered through notes, dictation, photos, etc. (2)
- (d) Initiative: finds new/alternative information useful to case (assess if applicable).

TOTAL 5

Annexure C
CASE REPORT

Students will be expected to attend court on their own time to observe a case in progress, and to write a report on the case.

The report shall contain at least the following information.

1. The parties' names, and the names of the attorneys representing them;
2. The case number and court in which the matter is being heard;
3. The type of procedure adopted by the litigants (action or motion procedure or criminal trial);
4. A summary of the plaintiff's/applicant's cause of action, (or the charge against the accused in a criminal matter) and the facts which the plaintiff intends to prove at the trial of the matter;
5. A summary of the defendant's/respondent's defence and the facts which the defence intends to prove at the trial;
6. An analysis of the parties' pleadings, (or in a criminal trial, the statements in the criminal docket) which analysis reveals those issues which are common cause, and those issues which are in dispute;
7. Set out the law on which the plaintiff relies for his cause of action;
8. Set out the law on which the defendant relies for his defence;
9. From your observation of the trial of the matter, give a short summary of which witnesses were called to testify, and what the thrust of their testimony was;
10. Mention how these witnesses were cross-examined and what the thrust of this cross-examination was;
11. Set out in brief the closing arguments of the respective attorneys or counsel;
12. What was the decision of the court, and summarise the presiding officer's reasons for judgment;
13. Discuss briefly if you agree with the verdict/judgment, or not.

This report is a substantial piece of work, and is worth% of your year mark. Start early to identify a case, and make contact with the attorney representing the plaintiff to find out when the matter has been set down etc. Trials run in the High Court, Labour Court and magistrate's court nearly every day.

It is suggested that you start by observing a trial in a court, and then working backwards by looking at the pleadings from the court file to see the issues as pleaded by the parties. Then consider the presiding officer's judgment in the light of the evidence you heard at trial and from the reading of the pleadings.

Ask your supervising attorney/clinician for help in any aspect of the logistics of this report.

Prof XYZ

Annexure D
RUBRICS FOR LAW CASE ANALYSIS

Example 1

	Exemplary	Effective	Minimal	Unsatisfactory
Statement of facts	All 'key' facts are recorded and organised in an extremely neat and orderly fashion (paragraph form)	Relevant facts are recorded legibly and are somewhat organised. However, some key facts are missing	Facts are recorded and legible but are not in paragraph form	Facts are not recorded
What are the relevant issues?	All issues/relevant disputes are addressed (Plaintiff/Defendant)	Some issues/relevant disputes are addressed (eg listing the issues presented by one party instead of both)	Less than half of all issues/relevant disputes are addressed	No issues are cited
What rule of law was involved?	Correct Rule of Law provided and stated accurately when providing rule explanation	Correct Rule of Law provided with inaccuracies in rule explanation	Incorrect Rule of Law provided with inaccurate rule explanation	No Rule of Law cited or legal citation
Rule application/analysis	Analysis provided for each relevant rule and applicable fact	Analysis provided. However, student fails to identify how each rule applies to key facts	Information clearly relates to the main topic. No details and/or examples are given	Information has little or nothing to do with the main topic
Conclusion	Student effectively ties analysis to conclusion. Student provides definitive conclusion by transitioning clearly from the analysis provided	Student provides definitive conclusion. However, conclusion does not coincide or effectively transition from the analysis provided	Conclusion provided without explanation or transition	Conclusion not provided

Example 2

	Exceeds	Competent	Progressing	Not Yet	Missing
Facts of Case	Presents accurate and concise case summary	Presents correct and detailed summary	Presents most major facts of case, but some important details are missing	Summarises case, but some important facts are missing	Omits all facts
Legal Issues	Correctly identifies and specifically explains legal issues	Correctly identifies and generally explains legal issues	Correctly identifies	Incorrectly identifies	Does not identify
Rule, Precedent or Test	Correctly identifies and specifically explains rule, precedent, or test	Correctly identifies and generally explains rule, precedent, or test	Correctly identifies	Incorrectly identifies	Does not identify
Court's Decision	Develops decision entirely; cites several relevant legal concepts, details and examples	Accurately identifies and analyses relevant legal concepts with examples	States decision, but does not define or analyse it	Mistakenly relays incorrect court decision as (describe incorrect citation)	Does not describe
Court's Reasons for Decision	Identifies all reasons and offers some analysis	Identifies at least one reason and offers some analysis	Identifies at least one reason but no analysis	Incorrectly identifies	Does not provide
Significance	Explains significance of case for all parties and society	Describes significance of case for all parties or society	Describes significance of case for one of the parties	Significance of case unclear or inaccurate	Does not explain significance of case

Annexure E
INSTRUCTIVE REFLECTIVE JOURNAL

STUDENT NAME STUDENT NUMBER

DATE

Dear Student — Your reflective journal serves as a regular, written communication to your clinician, related to your clinical and other experiences in CLE. Your clinician may respond in writing. The purpose of your journal is to record observations and reflections and to encourage a deeper, more critical thinking about your subject matter. Your reflections in this journal should empower you to take more responsibility for your own learning and offer you a safe environment for raising your questions and concerns. Your clinician may provide you with periodic feedback. The benefits for you are: improvement of your problem-solving skills, more and higher quality introspections, self-awareness, stress release, the nurturing of a lifetime of self-directed learning and the enhancement of your transfer of learning to new contexts and assignments.

CLE PROGRESS JOURNAL

For Your Consideration:	Case no & details:	Case no & details:	Case no & details:
<p>Lawyering Across the Dimensions:</p> <ul style="list-style-type: none"> • Facts • Rules • Goals • Context • Professional Role and Responsibilities <p>Keep in mind the Lawyering Dimensions:</p> <p>(a) What about the exercise challenged you the most?</p> <p>(b) What about the exercise seemed to most intuitive or easy to you?</p>	<p><u>Student reply (suggestion):</u></p> <p><i>Three aspects of this case challenged me: firstly,</i> <i>but I had difficulty with</i> <i>and</i> <i>but</i></p> <p><i>The most intuitive part was developing arguments and</i> <i>I managed to</i> <i>I struggled with</i></p>	<p><u>Student reply (suggestion):</u></p> <p><i>I struggled to distinguish</i> <i>I included unnecessary</i></p> <p><i>Going forward, I need to</i></p>	<p><u>Student reply (suggestion):</u></p> <p><i>I was challenged during the interview, in that the client</i></p> <p><i>I was able to draw from my experiences in ABC's case where I had to distinguish a</i></p>

For Your Consideration:	Case no & details:	Case no & details:	Case no & details:
<p>Skills Acquisition:</p> <ul style="list-style-type: none"> • Managing interpersonal interactions • Strategic planning for each phase of the exercise/case • Developing descriptions and the sequence of events • Developing legal analysis and writing • Using appropriate voice for the context and audience • Collegial collaboration • Critical thinking about issues of difference raised by the exercise/case • Organising tasks & time management • Critiquing your own work and others' • Participating in class, clinic and tutorials • Anything else? <p>Keeping in mind the above skills, or any others you find relevant:</p> <p>(a) Identify a skill or an area explored in this exercise or case in which you feel that you improved the most since your last exercise or case.</p> <p>(b) Identify a skill or an area explored in this exercise or case in which you think you made the most improvement.</p>	<p><u>Student reply (suggestion):</u></p> <p><i>After this case, I feel more comfortable to critique</i></p> <p><i>I feel that I am more prepared to accept others in</i></p> <p><i>I developed skills that will assist my legal writing skills after the blunder with</i></p> <p><i>I want to improve in the following areas after my exposure to this matter.</i></p> <p><i>Firstly,</i></p> <p><i>Secondly,</i></p>	<p><u>Student reply (suggestion):</u></p> <p><i>My biggest improvement after being exposed to this case, is my ability to think critically, in that the client</i></p> <p><i>I moved forward in my time management as a result of the consequences I may have faced if I did not</i></p> <p><i>and</i></p> <p><i>I still need to develop my ability to participate in</i></p> <p><i>and although I managed to</i></p> <p><i>I see that I still have to</i></p>	<p><u>Student reply (suggestion):</u></p> <p><i>My research ability was tested. My skills improved dramatically when I had to</i></p> <p><i>However, I would still like to be able to improve my skills in time management,</i></p> <p><i>and</i></p> <p><i>but</i></p> <p><i>I was thrilled when I discovered that I could also</i></p>
<p>Clinician's Response</p>			

Annexure F
INSTRUCTIVE REFLECTIVE JOURNAL
FOR USE IN SOUTH AFRICAN CLE COURSES

STUDENT NAME STUDENT NUMBER

DATE

Dear Student your reflective journal serves as a regular, written communication with your clinician, related to your clinical and other experiences in CLE. Your clinician will respond in writing. The purpose of your journal is to record observations and reflections and to encourage a deeper, more critical thinking about the work and cases that you deal with at the clinic. Your reflections in this journal should help you to take more responsibility for your own learning and offer you an environment for raising your questions and concerns. Your clinician will provide you with periodic feedback. You are dealing with a number of cases. You have to make journal entries to answer the following five questions: what, why, reaction, learned and goal setting in relation to each case you deal with every week.

CLE PROGRESS and REFLECTIVE JOURNAL

For Your Consideration:	Case no & details:	Case no & details:	Case no & details:
<p>WHAT</p> <p>Make brief notes of what you did: the consultations you had with your client or any of the other parties involved with the case, letters you wrote, telephone calls you made, documents and correspondence you perused, research and reading you have done and/or any other attendances pertaining to the specific case.</p>	<i>Student reply</i>	<i>Student reply</i>	<i>Student reply</i>
<p>WHY</p> <p>Make brief analytical notes: why did you do it? How was it useful? What learning outcomes did it cover? What part of the case is it helping you with?</p> <p><i>Knowing why you are doing something helps you move from being a passive to an active student.</i></p>	<i>Student reply</i>	<i>Student reply</i>	<i>Student reply</i>

For Your Consideration:	Case no & details:	Case no & details:	Case no & details:
<p>REACTION</p> <p>Make brief notes on your emotional response to the activity: notice the affective dimension to your learning. It allows you to build a picture of yourself as a learner and as a student.</p> <p>NB: This reflection allows you to notice what and how you like to learn: the aspects of the case and the topics that you enjoy—and the ones that you do not like so much; whether you like clinic duty, case file work, lectures or research and reading, whether you enjoy group work or independent study.</p>	<u>Student reply</u>	<u>Student reply</u>	<u>Student reply</u>
<p>LEARNED</p> <p>Make brief notes on all that you think that you learned from clinical experience, the lecture, consultation or research and reading and/or anything related to your case that you have done. These notes are where you make your learning conscious, which improves both the quantity and quality of your learning. When we do not do this we are in danger of leaving the learning behind as we walk away from that clinic consultation, lecture or close that book. You can make this section of your review as detailed and/or concise as you wish.</p>	<u>Student reply</u>	<u>Student reply</u>	<u>Student reply</u>
<p>GOAL SETTING</p> <p>Make brief notes about what you will do next...nothing will ever give you "all you need to know" on a subject. Therefore, you should always be thinking: What next?</p>	<u>Student reply</u>	<u>Student reply</u>	<u>Student reply</u>
<u>Clinician's response</u>			

Annexure G
SELF-ASSESSMENT

STUDENT NAME:

Answer questions 1 and 2 **before** reading the critique of your assignment. Answer the remaining questions after your read and analyse the critique of your assignment.

1. After re-reading your paper, list the three most significant mistakes you made in your paper.
 - a.
 - b.
 - c.

2. After re-reading your paper, list the three strongest parts of your paper.
 - a.
 - b.
 - c.

3. After reading the critique of your paper, what do you now consider to be the three most important areas that need improvement?
 - a.
 - b.
 - c.

4. What steps will you take to address these areas that need improvement?
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.....

Clinician's Critique

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.....

Annexure H
PEER EVALUATION

Group/Firm:

Please rate the team effectiveness of your team member by placing an 'x' in the appropriate block

	Name of team member to be rated:	Seldom	Some of the time	Most of the time	All of the time
1	Attended all group activities and meetings				
2	Participated in all group activities and meetings				
3	Shared responsibilities for assigned tasks				
4	Provided effective and efficient assistance				
5	Provided constructive feedback during projects				
6	Exerted a significant effort to achieve project goals				
7	Acted in a trustworthy way				
8	Motivated other group members				
9	Controlled temper during group activities				
10	Criticised ideas, not people				
	Name of team member to be rated:	Seldom	Some of the time	Most of the time	All of the time
1	Attended all group activities and meetings				
2	Participated in all group activities and meetings				
3	Shared responsibilities for assigned tasks				
4	Provided effective and efficient assistance				
5	Provided constructive feedback during projects				
6	Exerted a significant effort to achieve project goals				
7	Acted in a trustworthy way				
8	M otivated other group members				
9	Controlled temper during group activities				
10	Criticised ideas, not people				

Annexure I
CLIENT ASSESSMENT: QUESTIONS

	STRONGLY DISAGREE (1)	DISAGREE (2)	DON'T KNOW (3)	AGREE (4)	STRONGLY AGREE (5)
Made me feel comfortable					
Treated me with respect					
Was interested in me as a person					
Listened to me					
Understood what was most important to me					
Understood why I needed legal help					
I understood everything					
Did explain what he/she would do next for me					
Was someone I could trust					
I will recommend the clinic to my friends					
TOTAL					
TOTAL / 50					

Annexure J
RUBRIC: CLIENT LETTER

NAME:

DATE:

LEVELS OF QUALITY

	Exemplary Advanced work for student at this time in the course-the work would need very little revision from a clinician.	Competent Proficient work for a student at this time in the course-the work would need to be revised with input from a clinician.	Developing Work needs additional content or skills to be competent-the work would not be helpful and a clinician would need to start over.
<p>SUMMARY PARAGRAPH</p> <p>The purpose of the summary is to let the client know the most essential points of the analysis. This is what you might want the client to read as the client is waiting to meet with you.</p>	<ul style="list-style-type: none"> * Clearly communicates most important legal analysis in layperson’s terms. * Includes recommended course of action— what are the next steps? * Applies law to facts to show support for the recommended course of action. 	<ul style="list-style-type: none"> * Analysis is generally clear; may contain portions where there is too much legalese or where the language is too formal. * Includes somewhat clear recommended course of action. * Somewhat applies law to facts to show support for the recommended course of action, but may lack clear connections. 	<ul style="list-style-type: none"> * Analysis is unclear because legalese or language or writing mechanics and grammar make it too difficult to follow. * Refers to course of action, but client would be confused about what he/she is being counseled to do. * Minimally applies law to client facts OR relies too much on law OR relies entirely on facts to summarise the explanation.
<p>FACTS</p> <p>Facts should be stated specifically in letters to avoid confusion by the client. Facts that are unknown, but critical to the case, are often identified.</p>	<ul style="list-style-type: none"> * Clearly states dispositive facts in an organised way, notes absence of necessary facts (if applicable). * Clearly states that opinion was formed based on facts in letter. * Asks client to review closely and report any discrepancies. * Clearly identifies additional facts that might be helpful or facts that need further development 	<ul style="list-style-type: none"> * Facts are identified but may include minimal irrelevant facts or omit a couple of dispositive facts. * States that opinion was formed based on facts in letter. * Asks client to review facts. * Somewhat reference to developing additional facts. 	<ul style="list-style-type: none"> * Facts are identified but include several irrelevant facts or omit several dispositive facts or are overly general. * Omits that opinion was formed based on facts in letter. * Does not ask client to review facts closely and report any discrepancies. * Little reference to developing additional facts.

ANNEXURE J: RUBRIC: CLIENT LETTER

<p>LEGAL ANALYSIS (EXPLANATION)</p> <p>Client letters must include the relevant legal analysis necessary to answer the client's question.</p>	<ul style="list-style-type: none"> * Identifies all relevant steps in legal analysis in a way that the client can easily understand. * Clearly articulates applicable rule. * Client's facts are woven into analysis so that client can clearly understand how the student attorney made the prediction. * Notes any uncertainty or unsettled aspects of the law, weaknesses, and resolves them. 	<ul style="list-style-type: none"> * Identifies the most relevant steps in legal analysis in a way that the client can understand. * Articulates applicable rule somewhat clearly. * Client's facts are woven into analysis but may have one area where relationship between law and fact is unclear. * Notes some uncertainty or unsettled aspects of the law, as well as weaknesses, but may not resolve them. 	<ul style="list-style-type: none"> * Identifies some of the legal analysis but omits important points. * Unclearly or inaccurately articulates rules and/or tests. * Client's facts are woven into analysis but relationship between law and fact is unclear or clients facts not woven into analysis. * Fails to note uncertainty or unsettled aspects of the law, as well as weaknesses, or notes them but ineffectively resolves them.
<p>ORGANISATION</p> <p>Like all legal writing, the client letters require organisation around central points of analysis.</p>	<ul style="list-style-type: none"> * Large-scale organisation is evident in clearly written, plain English, concise topic sentences. * Organisation within paragraphs is evident in clear, concise sentences logically ordered. * Sentences are clear and concise. * Headings are effective. 	<ul style="list-style-type: none"> * Large-scale organisation is somewhat evident in clearly written, plain English, concise topic sentences. * Organisation within paragraphs is mostly evident but some sentence sequences may be difficult to follow. * Sentences are mostly clear and concise. * Headings somewhat effective. 	<ul style="list-style-type: none"> * Large-scale organisation is hard to follow; topic sentences mostly lacking. * Organisation within paragraphs is confusing. * Sentences are unclear and fail to communicate efficiently or logically. * Headings mostly ineffective.
<p>WRITING MECHANICS</p>	<ul style="list-style-type: none"> * Uses correct grammar, punctuation and spelling. 	<ul style="list-style-type: none"> * There are some errors to fix, but generally uses correct conventions. 	<ul style="list-style-type: none"> * Errors distract the reader and makes letter difficult to read.

Overall comments:

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Annexure K
RUBRIC: CIVIL COMPLAINTS

NAME: DATE:

EXEMPLARY Advanced work at this time in the course. Very little revision by clinician required.	COMPETENT Proficient work this time in the course. Revision by clinician required.	DEVELOPING Work needs additional content or skills to be competent. Student work would not be helpful and clinician would need to start over.
Correctly joined and named all appropriate parties.*	Missed one appropriate party (or did not correctly name a party).*	Missed more than one appropriate party and/or did not correctly name an appropriate party.*
Correctly identified the proper court.	Correctly identified the proper court.	Did not correctly identify the proper court.
Correctly pled the necessary facts to establish jurisdiction and identified the jurisdictional basis.	Correctly pled the necessary facts to establish jurisdiction and identified the jurisdictional basis.	Did not plead the necessary facts to establish jurisdiction and/or correctly identified the jurisdictional basis.
Identified all potentially viable claims against each party and did not have any claims that were not viable.*	Identified all but one potentially viable claim against each party and did not have any claims that were not potentially viable.*	Did not identify two or more potentially viable claims and/or had claims that were not potentially viable.*
Pled all necessary facts to support each element of each claim and did not plead immaterial facts.	Pled most necessary facts to support each element of each claim and pled few, if any, immaterial facts.	Did not plead many facts necessary to support each element of each claim and/or pled many immaterial or unnecessary facts.
Pled all necessary elements of each potential claim.	Missed one or two necessary elements in potential claims.	Did not plead a number of elements necessary for each claim.
Had sound/logical/tactical reasons why parties/claims were excluded.*	Had sound/logical/tactical reasons why parties/claims were excluded.*	Failed to identify valid reason(s) for excluding parties/claims or reasons were not based upon sound legal/tactical grounds.*
Clearly and logically organised and easy to follow; allegations were concise-whenver possible, allegations contained only one fact per allegation.	Generally clearly and logically organised; allegations were generally concise.	Claims and facts organised in a way that made it difficult to follow the story of what happened; allegations often contained multiple facts per allegation.
No grammatical, typographical or spelling errors-presentation professional.	One or two grammatical, typographical or spelling errors.	Numerous grammatical, typographical or spelling errors-presentation unprofessional.

* Should the student decide not to sue certain parties or file certain claims; he/she should briefly explain why in a short memo attached to the complaint.

Annexure L
RUBRIC: CLIENT COMPLAINT

This rubric can be used to assess students' interviewing skills and client consultations.

PERFORMANCE GOAL	EXCEEDS	MEETS	APPROACHES
Complaint Individual Work Working in pairs Working in student firm or student team Goal: exposure, using facts from client interview notes, documents, researching law and providing a coherent and concise complaint	Complaint includes facts and law and is well organised, coherent and concise. Clinician would be confident that the student(s) understood and appropriately analysed issues.	Complaint includes facts and law and is generally well organised, coherent and concise. Clinician would require some additional clarification, reorganisation and/or analysis.	Complaint lacks clear organisation, coherence and conciseness. Clinician would require significant clarification, reorganisation and/or analysis.

Annexure M
RUBRIC: COMPETENCIES: CLINIC

DATE: NAME:

COMPETENCIES: CLINIC

This shows your progress in acquiring desired learning skills.

Assessed levels of competency—to successfully pass the clinical component of the course, you must meet or exceed competent levels clinical performance in at least the final two months of your clinical placement.

Your levels of competency may not exactly correlate with the course grade you earn.

E= **Exemplary**—The work meets all exemplary, or mostly exemplary and some competent, criteria. A student performing **exemplary** work requires minimal supervision.

C= **Competent**—The work meets all competent, or mostly competent and some exemplary, criteria. A student performing **competent** work would need some input from a clinician.

D= **Developing**—The work has one or more areas that do not yet meet competent criteria. A student performing work at this level needs to develop additional knowledge, skills or values to be competent. A clinician would need to start over or fix mistakes.

	Weeks ... to ... First Block	Weeks ... to ... Second Block	Weeks ... to ... Third Block	Weeks ... to ... Fourth Block
Professional Relationships				
Problem Solving				
Professional Identity				
Ethical Practice				
Organising and Managing Work				

ANNEXURE M: RUBRIC: COMPETENCIES: CLINIC

CLINICAL WORK—PERFORMANCE COMPETENCIES

NAME:

DATE:

LEVELS OF QUALITY

	Exemplary—score 2 for each exemplary criterion met	Competent—score 1 for each competent criterion met	Developing—score 0 for each developing criterion met
--	--	--	--

Professional relationships (8 Criteria)

Clients	* Keeps clients advised of case developments	* Usually keeps clients advised of case developments	* Sometimes keeps clients advised of case developments
Adversaries	* Helps clients make well-informed decisions	* Usually helps clients make well-informed decisions	* Sometimes helps clients make well-informed decisions
Staff	* Communicates effectively and respectfully with clients without using legalese	* Usually communicates effectively and respectfully with clients without using legalese	* Sometimes communicates effectively and respectfully with clients without using legalese
Classmates	* Interacts effectively and respectfully with adversaries	* Usually interacts effectively and respectfully with adversaries	* Sometimes interacts effectively and respectfully with adversaries
Clinician	* Interacts effectively and respectfully with clinic and other staff	* Usually interacts effectively and respectfully with clinic and other staff	* Sometimes interacts effectively and respectfully with clinic and other staff
	* Interacts effectively and respectfully with classmates	* Usually interacts effectively and respectfully with classmates	* Sometimes interacts effectively and respectfully with classmates
	* On time and prepared for all tutorials and meetings with clinician	* Almost always on time and prepared for all tutorials and meetings with clinician	* Sometimes on time and prepared for all tutorials and meetings with clinician
	* Open and honest with clinician; keeps clinician informed of all pertinent case developments	* Open and honest with clinician; keeps clinician informed of all pertinent case developments	* Not always open and honest with clinician; does not keep clinician informed of all pertinent case developments

Problem-solving (6 criteria)

Issue Spotting	* Identifies and diagnoses legal problems	* Identifies and diagnoses legal problems	* Identifies and diagnoses some legal problems
Generating alternatives	* Generates alternative solutions and strategies	* Generates some alternative solutions and strategies	* Generates few alternative solutions and strategies
Planning	* Thoroughly assesses alternative strategies	* Assesses alternative strategies	* Somewhat assesses alternative strategies
Executing	* *Develops a detailed plan of action	* Develops a coherent plan of action	* Somewhat develops a plan of action
	* Reliably implements a plan of action	* Implements a plan of action	* Somewhat implements a plan of action
	* Regularly seeks out and keeps the planning process open to new information and ideas	* Keeps the planning process open to new information and ideas	* Somewhat keeps the planning process open to new information and ideas

Developing professional identity and independent learning (6 criteria)

Taking initiative	* Takes the initiative to be resourceful, raise issues, strategise	* Sometimes takes the initiative to be resourceful, raise issues, strategise	* Infrequently takes the initiative to be resourceful, raise issues, strategise
Learning from experience	* Takes responsibility for actions and consequences	* Usually takes responsibility for actions and consequences	* Sometimes takes responsibility for actions and consequences
Contributing to others' growth	* Learns from feedback, critique, observations and experience	* Usually learns from feedback, critique, observations and experience	* Sometimes learns from feedback, critique, observations and experience
Self-reflection and evaluation	* Reflects critically and honestly about own performance	* Usually reflects critically and honestly about own performance	* Sometimes reflects critically and honestly about own performance
Developing independence	* Helps classmates improve their performances	* Usually helps classmates improve their performances	* Occasionally helps classmates improve their performances
	* Experiments and tries new ways of doing things—willing to take risks	* Sometimes experiments and tries new ways of doing things—willing to take risks	* Rarely experiments and tries new ways of doing things—willing to take risks

Ethical practice (4 criteria)

Issues	* Identifies and analyses ethical issues	* Usually identifies and analyses ethical issues	* Sometimes identifies and analyses ethical issues
Rules	* Observes client confidentiality	* Observes client confidentiality	* Usually observes client confidentiality
Communication	* Informs clinician about ethical issues as they arise	* Usually informs clinician about ethical issues as they arise	* Sometimes informs clinician about ethical issues as they arise
Performance	* Follows ethical rules	* Follows ethical rules	* Sometimes follows ethical rules

ANNEXURE M: RUBRIC: COMPETENCIES: CLINIC

Organising and managing legal work (5 criteria)

Case monitoring	* Tracks case development and meets all deadlines * Follows office procedures	* Tracks case development and meets deadlines, but need reminders	* Ineffectively tracks case development and meets all deadlines
Office Procedures	* Keeps files organised and updated	* Generally follows office procedures	* Does not follows office procedures
Files	* Asks for guidance about unsettled case management issues	* Usually keeps files organised and updated	* Sometimes keeps files organised and updated
Time-management	* Manages time effectively	* Usually asks for guidance about unsettled case management issues * Usually manages time effectively	* Sometimes asks for guidance about unsettled case management issues * Sometimes manages time effectively

Score:

Annexure N
ORAL ARGUMENT FEEDBACK: TRIAL ADVOCACY

ORAL ARGUMENT SKILLS

Persuasive emphasis of important issues; using reason, motivating argument, policy and logic	Counsel persuasively emphasises the issues important to his/her case Uses reason, policy, logic and motivating arguments in support of position, rather than relying solely on precedents
Incorporating relevant questions into overall analysis	Throughout the argument, counsel incorporates and weaves relevant questions into overall analysis Uses questions to make points persuasive to his/her side of issue
Responsiveness to questions; using authority to answer questions	Counsel answers questions directly the first time and does not evade difficult questions Counsel is able to answer questions with authority, by direct reference to authorities
Clarity and directness of arguments; addressing weak points	Throughout the argument, counsel develops arguments to a level of clarity that is easy to understand, and addresses the issue as directly and succinctly as possible Counsel understands weak points of argument and addresses weak points persuasively
Knowledge of record or decision, understanding and use of the facts	Throughout the argument, counsel shows thorough knowledge of the record and the facts in the case Counsel can explain the details and subtleties of the court's decision
Speaking ability	Throughout the argument, counsel uses correct grammar and talks in complete, audible sentences Counsel's voice is loud (but not overbearing) Counsel varies pitch and tone and uses a conversational approach Counsel makes no distracting sounds
Courtroom demeanor	Throughout the argument, counsel maintains good eye contact and has an obvious knowledge of his/her argument without notes Counsel has no distracting mannerisms Counsel is courteous and professional

ORAL ARGUMENT FEEDBACK

OPENING	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Begins with prepared opening					
Begins with good eye contact					
Begins with appropriate factual context					
Identifies disputed issues before moving into argument					
ARGUMENT & CONCLUSION	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Argument is conversational, not scripted					
Argument demonstrates sound knowledge or cases					
Argument demonstrates sound knowledge of facts					
Counsel stops speaking when the judge speaks					
Questions are regarded with anticipation, not fear or annoyance					
Counsel listens carefully to questions and pauses if needed					
Questions answered clearly and directly, no evasion, refers to authority					
Counsel makes reasonable points					
Counsel returns to argument after answering questions					
Argument ends with strong conclusion					
PRESENTATION	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Dress and appearance are conservative and professional					
Keeps eye contact throughout argument					
Avoids using distracting mannerisms					
Voice is clear and firm; pace is measured					
Keeps respectful demeanour and is prepared					
TOTALS					

Annexure O
ASSESSMENT REPORT: TRIAL ADVOCACY

Name of student:

Student number:

Guide to assessment: Outstanding 18–20; Excellent 16–17½; Very Good 14–15½; Good 12–13½ Average 10–11½; Poor 8–9½; Unacceptable 0–7½.

1. Examination in chief ✓

Full oral account obtained?	
Introduced witnesses?	
Set the scene?	
Describe the action?	
Use of open-ended questions?	
Use of leading questions when issues common cause?	
Short simple questions, not multiple questions?	
Use of carefully thought out questions, not rote questions?	
General success of examination-in-chief?	
Used short, simple questions?	
Posture? Use of gestures? Voice? Habitual use of "OK" and "Right"	
TOTAL:

2. Cross-examination and closing ✓

Used leading questions and statement put to the witness?	
Took written notes of examination-in-chief?	
Based cross-examination on oral evidence of witness?	
Had purpose/theme in questions asked?	
Used short, simple questions?	
Good control of witness/(Did not argue and cut short rambling)?	
No pointless repetition of evidence-in-chief?	
Put to witness version of own client in so far as they differ?	
General success of cross-examination?	
Posture? Use of gestures? Voice? Habitual use of "OK" and "Right"	
Listened to witness answers?	
Bonus points for total success performance (max 2).	
TOTAL:

Grand total of 1 and 2: /40

Annexure P
ASSESSMENT: TRIAL ADVOCACY

NAME OF STUDENT/S:

TEAM NUMBER:

ROUND 1, DATE:

PROSECUTION / DEFENCE ATTORNEY

OUTCOME	Achieved (2)	Partly achieved (1)	Not achieved (0)
OPENING ARGUMENT			
Clearly audible			
Indication that the student understands the process			
Court addressed and evidence adduced in terms of the rules of the court			
EXAMINATION-IN-CHIEF			
Student avoids leading questions			
No irrelevant questions asked			
All essential facts placed before the court			
CROSS-EXAMINATION			
Aimless questions avoided			
Questions asked in examination-in-chief were not repeated			
Misleading questions avoided			
Student is in control of examination			
Student puts his/her witness's version to the current witness			
Contradictions/discrepancies pointed out			
OBJECTION			
Relevant objections are noted and the student can provide grounds for the particular objection			
Objections against the student are handled in a satisfactory manner			
Student provides reasons for the particular question or line of questioning			
RE-EXAMINATION			
Unclear evidence cleared up			
No new evidence adduced			

CLINICAL LEGAL EDUCATION

OUTCOME	Achieved (2)	Partly achieved (1)	Not achieved (0)
CLOSING ARGUMENT			
Knowledge of criminal law is applied to the facts			
Clear and relevant argument is formulated and presented			
GENERAL			
Student maintained good court etiquette			
Student addressed the Presiding Officer correctly			
Witness and opposing team handled with respect			
Legal terms are used correctly			
Participation of team members equally divided			
General impression of student is satisfying			

TOTAL **/50**

COMMENTS

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Annexure Q
HOLISTIC RUBRIC
FOR ASSESSING STUDENT ESSAYS

Inadequate	The essay has at least one serious weakness. It may be unfocused, underdeveloped, or rambling. Problems with the use of language seriously interfere with the reader's ability to understand what is being communicated.
Developing Competence	The essay may be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Problems with the use of language occasionally interfere with the reader's ability to understand what is being communicated.
Acceptable	The essay is generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. The language lacks syntactic complexity and may contain occasional grammatical errors, but the reader is able to understand what is being communicated.
Sophisticated	The essay is focused and clearly organised, and it shows depth of development. The language is precise and shows syntactic variety, and ideas are clearly communicated to the reader.

Annexure R
HOLISTIC RUBRIC
FOR ASSESSING ONLINE DISCUSSIONS

Points	Performance Criteria
4 Points	The comment is original, relevant and demonstrates that you reflected upon the assigned material and it is well written. Four point comments add substantial discussion to the course and stimulate additional thought about the case. Authority for sources considered beyond the reading is provided.
3 Points	The comment lacks at least one of the above qualities, but is above average in quality. A three point comment makes a significant contribution to our understanding of the case issue being discussed.
2 Points	The comment lacks two or three of the required qualities. Comments which are based solely upon personal opinion or personal experience without reference to assigned readings and other authoritative sources often fall within this category.
1 Point	The comment fails to demonstrate analysis and/or reflection on assigned readings and/or posts of colleagues. However, one point comments may provide important class or student firm participation and contribute to a collegial atmosphere.
0 Points	The comment adds no value to the discussion.

Annexure S
DESCRIPTIVE/ANALYTIC RUBRIC
FOR A SLIDE PRESENTATION ON FINDINGS FROM
RESEARCH SOURCES

	Well done (5)	Satisfactory (4-3)	Needs Improvement (2-1)	Incomplete (0)
Organisation	Clearly, concisely written. Logical, intuitive progression of ideas and supporting information. Clear and direct cues to all information.	Logical progression of ideas and supporting information. Most cues to information are clear and direct.	Vague in conveying viewpoint and purpose. Some logical progression of ideas and supporting information but cues are confusing or flawed.	Lacks a clear point of view and logical sequence of information. Cues to information are not evident.
Introduction	Presents overall topic. Draws in audience with compelling questions or by relating audience's interest or goals.	Clear, coherent, and related to topic.	Some structure but does not create a sense of what follows. May be overly detailed or incomplete. Somewhat appealing.	Does not orient audience to what will follow.
Etc.				

Annexure T
ANALYTIC RUBRIC
FOR PEER ASSESSMENT OF TEAM PROJECT MEMBERS

	Below expectation	Good	Exceptional
Project contributions	Made few substantive contributions to the team's final product	Contributed a "fair share" of substance to the team's final product	Contributed considerable substance to the team's final product
Leadership	Rarely or never exercised leadership	Accepted a "fair share" of leadership responsibilities	Routinely provided excellent leadership
Collaboration	Undermined group discussion or often failed to participate	Respected others' opinions and contributed to the group's discussion	Respected others' opinions and made major contributions to the group's discussion

Annexure U
ANALYTIC RUBRIC
FOR AN ORAL PRESENTATION

Performance Elements or Criteria	Beginning	Acceptable	Exemplary	Points earned
Organisation	No apparent organisation; evidence is not used to support assertions (0–3)	Presentation has a focus and provides some evidence which support conclusions (4–7)	Presentation is carefully organised and provides convincing evidence to support conclusions (8–10)	
Content	Inaccurate or overly general. Listeners unlikely to learn anything or may be misled (0–6)	Content is generally accurate but incomplete. Listeners may learn some isolated facts but they are unlikely to gain new insights about the topic (7–13)	Content is accurate and complete. Listeners are likely to gain new insights about the topic (14–20)	
Delivery	Speaker appears anxious and uncomfortable; reads notes, little or no eye contact (0–3)	Speaker is generally relaxed and comfortable, but too often relies on notes. Some eye contact (4–7)	Speaker is relaxed and comfortable, speaks without undue reliance on notes, and interacts effectively with listeners (8–10)	

Annexure V
**RUBRIC OF EVALUATION OF
 CLASS PARTICIPATION**

Performance elements or criteria	Inadequate (0 point)	Developing but below expectations (1 point)	Accomplished/ Meets Expectations (2 points)	Exemplary/ Displays Leadership (3 points)	Score
Level of engagement and active participation	Student never contributes to class discussion; fails to respond to direct questions	Few contributions to class discussion; seldom volunteers but responds to direct questions	Proactively contributes to class discussion, asking questions and responds to direct questions	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic	
Listening Skills	Does not listen when others talk, interrupts, or makes inappropriate comments	Does not listen carefully and comments are often nonresponsive to discussion	Listens and appropriately responds to the contributions of others	Listens without interrupting and incorporates and expands on the contributions of other students	
Relevance of contribution to topic under discussion	Contributions, when made, are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant	Contributions are relevant and promote deeper analysis of the topic	
Preparation	Student is not adequately prepared; does not appear to have read the material in advance of class	Student has read the material but not closely or has read only some of the assigned material in advance of class	Student has read and thought about the material in advance of the class	Student is consistently well-prepared; frequently raises questions or comments on material outside the assignment	

Annexure W
RUBRIC FOR ASSESSING PORTFOLIOS

	Unacceptable	Marginal	Acceptable	Exceptional
	Evidence that the student has mastered this objective is not provided, unconvincing, or very incomplete.	Evidence that the student has mastered this objective is provided, but it is weak or incomplete.	Evidence shows that the student has generally attained this objective.	Evidence demonstrates that the student has mastered this objective at a high level.
Learning objective 1				
Learning objective 2				
Etc.				

Annexure X
**‘MODEL’ ASSESSMENT RUBRIC RECOMMENDED
 FOR SOUTH AFRICAN UNIVERISTY LAW CLINICS**

STUDENT: STUDENT NO:

FILE DETAILS:

Levels of quality:

0= Fail; 1 = Poor; 2 = Developing; 3 = Competent; 4 = Very competent; 5 = Exemplary

CASE FILE ASSESMENT

	MARK	CLINICIAN'S COMMENTS
File cover		
Case Identified:		
LASA Ref no:		
On run sheet:		
Attendance entries File diarising Time keeping Fees entered		
File contents		
Client details recorded on record sheet		
LASA: legal aid application completed Means test completed correctly		
LASA: legal aid approved		
Client waiver completed and signed		
Sub-folders created		
Subfolders:		
Statement		
Consultation notes		
Correspondence and telephone calls		
Legal process		
Evidence		
Research		
Other		

	MARK	CLINICIAN'S COMMENTS
CORRESPONDENCE		
Letters to client:		
"Pitched at correct level"		
Style		
Salutation		
Subject matter		
Facts		
Organisation		
Legal analysis		
Contents on point		
Writing mechanics		
Ending		
Letters to adversaries:		
"Pitched at correct level"		
Style		
Salutation		
Subject matter		
Facts		
Organisation		
Legal analysis		
Contents on point		
Writing mechanics		
Ending		
PLEADINGS		
Identified court		
Identified sheriff		
Plaintiff's details		
Defendant's details		
Plead facts necessary for jurisdiction		
Identified claims		
Discarded non-viable claims		

CLINICAL LEGAL EDUCATION

	MARK	CLINICIAN'S COMMENTS
Plead facts to support element of each claim		
Did not plead immaterial facts		
Correct paragraphing and sequencing		
Plead necessary elements of each claim		
Provided sound reasons for excluding certain claims		
Clearly and logically organised		
Allegations contained only one fact per allegation where possible		
Legal drafting skills		
Grammar and spelling		
RESEARCH		
Critical thinking and analysis		
Writing skills on research report		
Ability to learn unfamiliar areas of law		
Initiative		
Problem-solving		
Sense of responsibility		
FILE MANAGEMENT		
WRITING SKILLS Persuasive/analytical/format/grammar/spelling		
ORAL COMMUNICATION		
During tutorials		
At presentations		
CLINIC COMPETENCIES		
Interviewing		
Fact investigation		
Counselling		
Problem-solving:		
Identifies legal problems		
Generates alternative solutions and strategies		
Develops a detailed plan of action		
Reliably implements a plan of action		
Seeks out and keeps planning process open to new ideas		

	MARK	CLINICIAN'S COMMENTS
Organising and managing work:		
Tracks case development		
Meets deadlines		
Follows office procedure		
File management		
Asks for guidance		
Time management		
Professional identity and independent learning		
Resourceful/raises issues/strategises		
Responsibility for actions and consequences		
Learns from feedback, critique, observations and experience		
Reflects critically and honestly on own performance		
Assists colleagues/partner in improving performance		
Experiments-willing to take risks		
PROFESSIONAL RESPONSIBILITY		
Ethical practice:		
Identifies and analyses ethical issues		
Observes client confidentiality		
Informs clinician about ethical issues		
Follows ethical rules		
On time and prepared for tutorials and meetings		
Open and honest with clinician and keeping clinician informed of case developments		
Social awareness		
ADDITIONAL COMPETENCIES:		
Eg: Oral examinations		
Eg: Reflective journal entries		
Eg: Self evaluation		
Eg: Peer evaluation		
Eg: Group work assessment		

Annexure Y
**GUIDELINES FOR INTERNAL AND EXTERNAL
 MODERATION OF THE ASSESSMENT PROCESS:
 INTERNAL MODERATOR’S REPORT**

Title and name of internal moderator:

Name of course/module:

Date of examination:

The following documentation is annexed for reporting by the internal moderator:

Examination paper

Memorandum

Course material

Evaluation of the attached examination paper and memorandum

	Excellent	Good	Acceptable	Unacceptable
The assessment paper				
Validity				
1. Were the outcomes, as set out in the course material, covered in the paper?				
2. Comment on the use of language				
Practicality				
3. Was the time allocation appropriate?				
4. Were the marks distributed evenly?				
5. Was there an appropriate balance in the different levels of competency (knowledge of facts, insight, application of principles, analysis and innovative thinking)?				
6. Reasonableness of the questions				
The memorandum				
7. Is the memorandum adequate?				
8. Was the memorandum drafted according to the outcomes of the course?				

Remarks:

Signature:

Date:

Annexure Z
**GUIDELINES FOR INTERNAL AND EXTERNAL
 MODERATION OF THE ASSESSMENT PROCESS:
 EXTERNAL MODERATOR'S REPORT**

Title and name of external moderator:

Institution of external moderator:

Contact details:

Position:

Name of course/module:

Code of course/module:

Date of examination:

The following documentation is annexed for reporting by the internal moderator:

Examination paper

Memorandum

Examination answering scripts—(amount)

Evaluation of the attached examination paper, memorandum and examination paper

	Good	Acceptable	Unsatisfactory
1. Quality and fairness of questions			
2. Fairness, accuracy and consistency in assessing			
3. Quality of answers in terms of language and presentation			
4. Standard of knowledge and quality of arguments			

Remarks:

Signature:

Date:

Annexure AA
**GUIDELINES FOR CLINICIANS' SELF-EVALUATION
 OF THE ASSESSMENT PROCESS**

SELF-EVALUATION OF THE ASSESSMENT PROCESS

1. Assessment date:
2. Subject/module/course:
3. Name of assessor:
4. Type of assessment:
5. Date of moderation:
6. Name of moderator:

Were my assessment goals 100% clear to myself prior to assessment?	Yes	No
Did I communicate my assessment goals to the students clearly prior to assessment?	Yes	No
How did I explain my assessment goals to my students?	Lecture	Other
Did I prepare a clear memorandum prior to the assessment?	Yes	No
Did I prepare an assessment rubric prior to the assessment?	Yes	No
If not, why?		
Did I prepare my assessment instrument with reference to the course outcomes?	Yes	No
Did I communicate the course outcomes to the students throughout?	Yes	No
Is there room for personal improvement?	Specify	

Annexure BB

COLLABORATION: GROUP WORK SURVEY

Sample Questions for group work survey

1. Indicate the predominate method your group used when collaborating on this assignment:
 - a. In-clinic meeting for group work
 - b. Out-of-clinic synchronous physical meeting (ie being in the same place simultaneously)
 - c. Synchronous virtual meeting (eg telephone, skype/video conference, or other simultaneous or contemporaneous electronic meetings)
 - d. Asynchronous virtual meeting (eg email, blog, shared space on Google docs, or other electronic meetings not occurring at the same time)
 - e. Other (please specify)

2. Thinking only of the initial drafting/researching (but not the editing or revising), how did your group complete the work? Please read all choices before answering.
 - a. The entire case/assignment was drafted/researched by only one person
 - b. The entire case/assignment was drafted/researched by each group member working separately, so that initially the group had multiple versions/drafts of the entire case/assignment
 - c. Different sections of the case/assignment were drafted/researched by different group members working separately
 - d. The group met synchronously and all group members drafted/researched the entire case/assignment together
 - e. Other (please specify)

3. How would you rate the drafting/researching process that you selected in the previous question (from 1 to 5, with 1 representing 'Poor' and 5 representing 'Excellent')?

4. Thinking only of the revising and editing (but not the initial drafting), how did your group complete the work? Please read all choices before answering.
 - a. The entire case/assignment was revised/edited by only one person
 - b. The entire case/assignment was revised/edited by each person working separately
 - c. Different sections of the case/assignment were revised/edited by different group members working separately
 - d. The group met synchronously, and all group members revised/edited the entire case/assignment together
 - e. Other (please specify)

5. If your group revised/edited the case/assignment, how would you rate the revising/editing process that you selected in the previous question (from 1 to 5, with 1 representing 'Poor' and 5 representing 'Excellent')?

6. Which of the following responses best describes your impressions after completing the case/assignment:
 - a. We shared the work equally
 - b. I did more than a fair share of the work
 - c. The other group members did more than a fair share of the work
 - d. I did all of the work
 - e. The other group members did all of the work
 - f. Other (please specify)

7. How would you rate yourself in the following areas (from 1 to 5, with 1 representing 'Poor' and 5 representing 'Excellent'):
 - a. Communication skills
 - b. Leadership skills
 - c. Professionalism
 - d. Teamwork
 - e. Problem-solving
 - f. Stress management
 - g. Quality

8. How would you rate your other group members in the following areas (from 1 to 5, with 1 representing 'Poor' and 5 representing 'Excellent'):
 - a. Communication skills
 - b. Leadership skills
 - c. Professionalism
 - d. Teamwork
 - e. Problem-solving
 - f. Stress management
 - g. Quality

Annexure CC

COLLABORATIVE PROJECT RUBRIC

Name of Evaluator:

Date of Evaluation:

Part 1: Evaluate the group as a unit with this section. Write to score in the score box.

Category	1	2	3	4	Score
Group cooperation	We talked very little among our group members	We shared information regularly	We worked together so that everyone contributed to the final project	Can't imagine better cooperation	
Distribution of Group Tasks	Some group members did not complete any of the work	Everyone had a job to do but some jobs were incomplete	We divided up and completed the work equally	Can't imagine better/fairer distribution	
Group Leadership	We had no leader so we just did our own thing	No one person was a leader so we usually helped each other get the job done	One or more persons took a leadership role and gave good directions that kept us going	Can't imagine better leadership	
Communication among group members	We only talked when we thought we needed to, but received little feedback	We occasionally talked about what we were doing and shared some feedback	We usually asked each other for help and showed our work to each other	Can't imagine better communication—we talked all the time and shared our work for group feedback	
Individual Participation	A few people tried very hard, but most didn't do much	Each person did some work and tried to do a fair share	We all seemed to find our place and do what was needed	Everyone did a great job, I'll work with them again—can't imagine better	
Listening to other points of view	We usually listened to what others were saying but some either did not share ideas or argued	We usually listened to each other and tried to use what they said in the project	We listened while others talked, we learned about different view-points, and used some of that information in the project	Everyone listened to each other a lot, and used what we heard to improve our work and the whole project—can't imagine better	
Showing respect	No one was courteous and opinions were not valued	Some were courteous and some opinions were valued	Most were courteous and most opinions were valued	All were courteous and valued each other's opinions	

Group Total Score

Rate your over-all group project experience	I would rather work alone	I learned that group work can sometimes be helpful	I liked learning this way and would probably try it again	It was a valuable and realistic way to learn. My group was great.	
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CLINICAL LEGAL EDUCATION

Part II. Use the following section to evaluate each member of your group. Your evaluation should be honest.

Name of group member you are evaluating:

Category	1	2	3	4	Score
Source of Conflict	Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group	Was the source of conflict within the group. The group should have or did seek assistance from the instructor.	Was neutral; was not involved in either starting or solving conflicts.	Worked to minimize conflict and was effective at solving personal issues within the group.	
Assistance	Contributions were insignificant or nonexistent	Contributed some toward the project	Contributed significantly but other members clearly contributed more	Completed an equal share of work and strived to maintain equity throughout the project	
Effectiveness	Work performed was ineffective and mostly useless toward the final project	Work performed was incomplete and contributions were less than expected	Work performed was useful and contributed to the final project	Work performed was very useful and contributed significantly to the final project	
Attitude	Rarely had a positive attitude toward the group and project	Sometimes had a positive attitude toward the group and project	Almost always has a positive attitude toward the group and the project	Always had a positive attitude toward the group and the project	
Attendance and Readiness	Rarely attended group meetings, rarely brought needed materials, was rarely ready to work	Sometimes attended group meetings, sometimes brought needed materials, and sometimes ready to work	Almost always attended group meetings, almost always brought needed materials, was almost always ready to work	Always attended group meetings, always brought needed materials and was always ready to work	
Focus on the task	Rarely focused on the task and what needed to be done. Let others do the work.	Focused on the task and what needed to be done some of the time. Other group members sometimes had to nag, prod, and remind to keep this member on task.	Almost always focused on the task and what needed to be done most of the time. Other group members could count on this person most of the time	Consistently stayed focused on the task and what needed to be done. Other group members could count on this person all of the time.	
Group Member				Total Score	

Annexure DD
FIRM/TEAM ASSESSMENT RUBRIC

PERFORMANCE IN CASE: MR ABC v MRS XYZ		Pair/Partners	Firm
Skills and teamwork presentation 30 points (33%) 4 points per category	<ul style="list-style-type: none"> * Presentation organised; sequence coherent; direction clear * Uses visual aids/demonstration effectively, professionally * Voices, gestures, use of humour, clothing appropriate for material * Both partners/all firm members participate in presentation, with each getting about the same amount of time * Firm members show each other respect * Partners/Firm used time effectively * Partners/Firm members respond to questions 		
Content—research, identify and apply legal issues to facts 50 points (50%) 8 points per category	Applying relevant tests, rules and authorities: <ul style="list-style-type: none"> * Identifies all kinds of remedies available—clearly identifies which are definitively available, and which may be available * Accurately uses terms recognised by legal sources * Draws reasonable inferences from facts * Names assumed facts * Identifies methods of proving and measuring damages/alternative relief/type of relief * Provides justifiable specific amounts of damages/identified relief based on research 		
Handout by the clinician pertaining to the case 20 points (20%) 4 points per category Responsive-ness and organization	<ul style="list-style-type: none"> * Responds to questions posed in the problem * Organises response so that it is clear and easy to follow * Uses headings and subheadings to help the reader follow content * Cites to authorities-consistent and accurate * Includes the costs of preparing a settlement proposal (note: depends on the question posed by the clinician and applicable to the case) 		
	Totals		
	Note basis for reductions on criteria in the margins or on back		

Annexure EE
INTERVIEW TECHNIQUES:
ESTABLISHING RAPPORT WITH CLIENT

YES / NO

Be friendly

.....

Stand up to greet the client warmly and personally

.....

Engage in appropriate ice-breaking talk before the interview

.....

Make the interview space comfortable and inviting

.....

Give your client your full attention, avoid interruptions during the meeting

.....

Give the client an immediate opportunity to explain why he/she is there and how the student counsellors can help

.....

Attend to any immediate questions or other needs of the client

.....

Explain the purpose and structure of the meeting

.....

Listen to the client without being judgmental

.....

Use verbal and nonverbal communication facilitators, good listening techniques and employ good body language

.....

Avoid or adjust for communication inhibitors such as ego threat, case threat, etiquette barriers, trauma, perceived irrelevancy and greater need

.....

Employ a structure for organising the discussion

.....

Appear confident and competent

.....

ANNEXURE EE: INTERVIEW TECHNIQUES

Appear empathetic and concerned about the client's problem

.....

Ensure before the meeting ends that the client knows when to expect the next contact with the student counsellors and what the client and the student counsellors need to do before then

.....

Annexure FF
SELF-EVALUATION

Use the following questions to help you identify the source(s) of your academic performance issues.

GENERAL STUDY HABITS	YES	NO
Devoted 45+ hours/week outside of class reading, reviewing, outlining and answering hypothetical questions.		
Studied during most alert times.		
Studied in an effective physical location with few distractions.		
Refrained from emailing, texting, checking FB, surfing the internet, watching TV, or other distractions when studying.		
Familiar with my learning style and study in a way that best suits this style.		
Used my time efficiently and effectively.		

CLASS/CLINIC/TUTORIAL PREPARATION AND REVIEW	YES	NO
Regularly completed the assigned tasks and reading for class/clinic/tutorial.		
Usually understood what I read.		
When taking notes, I usually put things in my own words.		
Actively engaged in class/clinic/tutorial, treating each question as though it were asked of me.		
Took effective class/clinic/tutorial notes.		
Refrained from texting, checking email, surfing the internet in class/clinic/tutorial.		
Spent 10 minutes each day reviewing what was covered, correcting notes, etc.		
Went to clinician when I had questions about the material.		
Created my own outlines or flashcards (individually or with a study group).		
Wrote and answered my own hypothetical questions.		
Throughout the semester, I regularly reviewed the course material and my case files—on my own or with someone else.		
Took advantage of opportunities for self-assessment (practice and feedback from clinician, peers).		
Limited use of commercial study aid or other students' notes and summaries for substantive material.		
Avoided last-minute cram sessions.		

NON-ACADEMIC ISSUES THAT AFFECT LAW SCHOOL/CLINIC PERFORMANCE	YES	NO
I took care of myself—balanced academics with activities and personal interests.		
Kept in touch with family and friends outside of law school.		

ANNEXURE FF: SELF-EVALUATION

NON-ACADEMIC ISSUES THAT AFFECT LAW SCHOOL/CLINIC PERFORMANCE	YES	NO
I value myself as a person, whatever my grades might be.		
I have a group of law school friends who can help me when things go wrong.		
Exercised or was active on a regular basis.		
Regularly got 6–7 hours of sleep per night.		
For the most part, had a somewhat healthy diet.		
Consumed hyper-caffeinated beverages (ie Red Bull) on a regular basis.		
Dealt with stress effectively.		
Struggled with staying motivated through the semester.		
If I experienced any problems, academic or non-academic, I talked it over with a clinician, other professor, student aid services, or other school personnel.		
Kept sight of and reminded self of professional goals.		
Took stock of my skills that will be of value to the legal profession.		
Stable living arrangements (roommate, security, etc).		
Have my finances under control (didn't run out of money).		
I have a significant medical condition or disability, I received treatment or appropriate accommodations.		

