

# Family Law Education Reform Project

## William Mitchell Demand/Response Evaluation

### OVERVIEW

This document is an evaluation for a demands/response exercise.

### EXPLANATION AND COMMENTS

This evaluation may be used to assess students' performances in a demands/response exercise. It may be distributed to students in the form of feedback, used to grade each student's performance, or both.

### ABOUT THE AUTHOR

*Contributed by the Faculty of:*  
**William Mitchell College of Law**  
St. Paul, Minnesota

The academic program at the William Mitchell College of Law is founded on legal theory and practical learning, professors who are both scholars and legal practitioners, and a student body that includes career professionals and recent college graduates.

The College of Law places an emphasis on practical lawyering skills by fusing together the curriculum and philosophy of teaching. From writing and trial advocacy program to their clinic program, the curriculum combines skills training with a focus on ethics and legal theory, preparing each student to be a powerful advocate and counselor to their clients.

<b>Demand or Response Letter Evaluation Sheet</b>	<b>WRAP</b> Spring 2008
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**William Mitchell College of Law (Writing & Representation: Advice & Persuasion)**

Writing professor: \_\_\_\_\_ Student \_\_\_\_\_

**Score**  
(up to 10 points): \_\_\_\_\_

Introduction clearly describing dispute  
Clear statement of desired outcome

unsatisfactory	satisfactory		excellent	

Accurate and convincing description of client's situation  
Accurate and convincing description of client's legal position

unsatisfactory	satisfactory		excellent	

Sensible opening proposal  
Effective presentation of demand or response to anticipated demand

unsatisfactory	satisfactory		excellent	

Clear and concise conclusion stating next steps

unsatisfactory	satisfactory		excellent	

**Presentation:**

Written well  
Complies with word-count range (800-1200 words)  
Complies with WRAP Format Rules

unsatisfactory	satisfactory		excellent	