

Family Law Education Reform Project

William Mitchell Direct Examination Evaluation

OVERVIEW

This document is an evaluation for a direct examination exercise.

EXPLANATION AND COMMENTS

This evaluation may be used to assess students' performances in a direct examination 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.

DIRECT EXAMINATION EVALUATION FORM

William Mitchell College of Law (Advocacy)

INSTRUCTOR: _____ STUDENT: _____

Absent: _____ Late: _____ (# of Min. _____) Left Early: _____ (# of Min. _____)
Student unprepared as opposing lawyer: _____ Student unprepared as witness: _____

DIRECT EXAMINATION

Instructors: Please circle the appropriate score for each exercise vector using 10 points as the high score.

- A. Detailed story (for the portion of the examination conducted)
B. Interesting and persuasive story
C. Proper questions
D. Proper structure
E. Proper pace and follow-up
F. Demeanor and presence

Total _____/60

SUGGESTIONS FOR IMPROVEMENT

Three horizontal lines for writing suggestions for improvement.

WRITTEN WORK

Instructors: Please circle the appropriate score for each written work vector using 5 points as the high score.

Preparation Memo

- A. Explanation of legal theories and factual themes
B. Explanation of approach/strategies/tactics
C. Explanation of anticipated problems

Questions

- A. Thorough and complete line of questioning

- | | | | | | |
|--|---|---|---|---|---|
| B. Chronological or orderly line of questioning | 1 | 2 | 3 | 4 | 5 |
| C. Questions designed to tell an interesting, persuasive story | 1 | 2 | 3 | 4 | 5 |

Total _____/30

SUGGESTIONS FOR IMPROVEMENT
