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| Client Letter Rubric   |  | | --- | | Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **Proficient** | **Competent** | **Emerging** | **Unprofessional** |
| **Identification of Primary Audience**  **Example:** | Prior to writing the letter and prior to meeting with instructor, the student identified the primary audience for the letter and selected an appropriate tone for that audience | Prior to writing the letter and with minimal prompting from the instructor, the student identified the primary audience for the letter and selected an appropriate tone for that audience | The first draft of the letter did not identify the primary audience for the letter and/or select an appropriate tone for audience, but with assistance from the instructor the final product successfully took these aspects into account. | The student did not identify the primary audience or select an appropriate tone. Furthermore, the student did not seek help from the instructor. |
| **Identification of Purpose**  **Example:** | Prior to drafting the letter and prior to meeting with instructor, the student considered the intended purpose of the letter and identified content and tone that would likely accomplish that purpose. | Prior to writing the letter and with minimal prompting from the instructor, the student considered the intended purpose of the letter and identified content and tone that would likely accomplish that purpose. | The first draft of the letter did not demonstrate that the student had considered the intended purpose of the letter and identified content and tone that would likely accomplish that purpose, However, with assistance from the instructor, the final product did so. | The student did not consider the intended purpose of the letter and identified content and tone that would likely accomplish that purpose. Furthermore, the student did not seek help from the instructor. |
| **Introductory Paragraph**  **Example:** | When writing an advisory letter to a client the student’s first draft, included an introductory paragraph that accomplished the following purposes:(1) identifies the issues the letter will address;(2) briefly answers the question and (3) sets the tone. | The student’s first draft, of the advisory letter, prepared with minimal prompting from the instructor, included an introductory paragraph that accomplished the following purposes: (1) identifies the issues the letter will address; (2) briefly answers the question and (3) sets the tone. | The first draft of the advisory letter to the client did not include an introductory paragraph that accomplished the following purposes: (1) identifies the issues the letter will address; (2) briefly answers the question and (3) sets the tone. However, with assistance from the instructor the final product did so. | The advisory letter to the client did not include an introductory paragraph that accomplished the following purposes: (1) identifies the issues the letter will address; (2) briefly answers the question and (3) sets the tone. Furthermore, the student did not seek help from the instructor. |
| **Factual Statements**  **Examples:** | In the first draft, prepared prior to meeting with the instructor, the factual statements in the letter included all the facts legally relevant to the issue, and the background facts helpful to a complete factual narrative. | In the first draft, prepared with minimal prompting from the instructor, the factual statements in the letter included all the facts legally relevant to the issue, and the background facts helpful to a complete factual narrative. | The factual statements in the first draft of the letter did not address all the facts legally relevant to the issue, and/ or sufficient background facts helpful to a complete factual narrative. However with assistance from the instructor the final product did so. | The factual statements in the letter did not address all the facts legally relevant to the issue, and/ or sufficient background facts helpful to a complete factual narrative. Furthermore, the student did not seek help from the instructor. |
| **Client Centered**  **Legal Discussion**  **Examples:** | In the first draft, prepared prior to meeting with the instructor, the student’s discussion of the law provided the client with enough information for the client to understand how the law supports the attorney’s conclusion. | In the first draft, prepared with minimal prompting from the instructor, the student’s discussion of the law provided the client with enough information for the client to understand how the law supports the attorney’s conclusion. | In the first draft, the student’s discussion of the law did not provide the client with enough information for the client to understand how the law supports the attorney’s conclusion. However with assistance from the instructor the final product did so. | The student’s discussion of the law did not provide the client with enough information for the client to understand how the law supports the attorney’s conclusion. Furthermore, the student did not seek help from the instructor. |
| **Legal Discussion**  **Examples:** | In the first draft, prepared prior to meeting with the instructor, the student explained how the law applies to the client’s factual situation and supports the client or appropriately identifies the weaknesses in the client’s case. | In the first draft, prepared with minimal prompting from the instructor, the student explained how the law applies to the client’s factual situation and supports the client or appropriately identifies the weaknesses in the client’s case. | In the first draft, the student did not explain how the law applies to the client’s factual situation nor supports the client or appropriately identifies the weaknesses in the client’s case. However with assistance from the instructor the final product did so | The student did not explain how the law applies to the client’s factual situation nor supports the client or appropriately identifies the weaknesses in the client’s case. Furthermore, the student did not seek help from the instructor. |
| **Conclusion**  **Examples:** | In the first draft, prepared prior to meeting with the instructor, the conclusion portion of the letter included a proposed course of action which: (1) clearly informs the client of what actions the client should take; and (2) clearly informs the client of what action the attorney intends to take. | In the first draft, prepared with minimal prompting from the instructor, the conclusion portion of the letter included a proposed course of action which: (1) clearly informs the client of what actions the client should take; and (2) clearly informs the client of what action the attorney intends to take | In the first draft, the conclusion portion of the letter did not include a proposed course of action which: (1) clearly informs the client of what actions the client should take; and (2) clearly informs the client of what action the attorney intends to take. However, with assistance from the instructor, the final product did so | the conclusion portion of the letter did not include a proposed course of action which: (1) clearly informs the client of what actions the client should take; and (2) clearly informs the client of what action the attorney intends to take. Furthermore, the student did not seek help from the instructor. |
| **Format**  **Examples:** | In the first draft, prepared prior to meeting with the instructor, included headers and approved format. | In the first draft, prepared with minimal prompting, included headers and approved format. | The first draft did not included headers and approved form However with assistance from the instructor the final product did so at. | The letter did not included headers and approved format. Furthermore the student did not seek assistance. |
| **Format**  **Examples:** | In the first draft, prepared prior to the meeting with the instructor, the letter identified the other individuals who received a copy of the letter and the enclosures included. | In the first draft, prepared with minimal prompting from the instructor the letter identified the other individuals who received a copy of the letter and the enclosures included. | The first draft did not identify the other individuals who received a copy of the letter and the enclosures included. However, with assistance from the instructor the final product did so at. | The first draft did not identify the other individuals who received a copy of the letter and the enclosures included. Furthermore the student did not seek assistance. |
| **Grammar**  **Examples:** | The first draft, prepared prior to the meeting with the instructor, contained correct grammar, syntax, spelling, punctuation, form and format. | The first draft, prepared with minimal prompting from the instructor, contained correct grammar, syntax, spelling, punctuation, form and format. | The first draft contains incorrect grammar, syntax, spelling, punctuation, form and format. However with assistance from the instructor the final product did so at. | The letter contained incorrect grammar, syntax, spelling, punctuation, form and format. Furthermore the student did not seek assistance |
| **Timing**  **Examples:** | The student completed the letter in a timely manner and provided sufficient time for feedback from instructor and correction. | The student completion of the letter was slightly delayed, but provided sufficient time for feedback from instructor and correction. | The student completion of the letter was delayed and did not provide much time for feedback from instructor and correction. | The student did not complete the letter in a timely manner or provided time for feedback from instructor and correction. |

1. **Pre-performance/Planning:** Student is expected to demonstrate competent skills in *case organization, case planning, identification of client goals and short-term objectives, preparation, collaboration*, following office procedures and time management. Pre-performance/planning includes exercising judgment in a manner that produces the timely advancement of a case or assignment.
2. **Performance:** Student is expected to demonstrate competent ability in engaging in lawyering activities such as: *client counseling, interviewing, fact investigation*, negotiating, *research, legal analysis* and writing, drafting legal documents, examining witnesses, oral advocacy, and corresponding with clients and relevant parties. In performing requisite activity, student is expected to exercise professional judgment in identifying when to adjust strategies, and the manner of adjustment, without compromising firm goals. Student is expected to maintain a professional demeanor at all times.
3. **Post-performance/Reflection, Correction & Judgment:** Student is expected to use sound, unbiased judgment in interpreting, analyzing, and evaluating alternative courses of action and in making decisions. In order to be effective throughout this process, student should also employ a reflective, self-corrective, and purposeful thinking process.
4. **Professional Responsibilities:** Student is expected to behave in a professional and ethical manner at all times in dealings with clients, the legal system, the community, colleagues and opposing counsel. In fulfilling these many roles and obligations, student must demonstrate sensitivity to client needs, concerns and goals and knowledge of ethical rules. For example, the student must represent his/her other clients with diligence, preserve client confidences, respect client autonomy, and exercise independent professional judgment on a client’s behalf.