AALS New Law Professors Section – Webinar on Exam Construction and Grading April 15, 2021

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Follow-up questions and discussion are welcome: h.katz@csuohio.edu

Constructing the exam

Sources for ideas

Writing the exam as the course goes along

Reverse engineering to draft a question

Coverage

Different question formats (fact-pattern/issue spotting, essay, short answer, multiple choice, T-F)

Using "directed questions"

Unintentional and intentional complexity

Intentional simplicity

Avoiding path dependency

Length and depth of facts

Open book vs closed book

Grading (for both efficiency and fairness)

Managing your expectations

Rubric vs "global" or "gestalt" grading

Teaching to the exam (in a good way)

Grading each question independently and in a different order

Grading on a separate document

Utilizing a rubric

Other topics (as time permits)

Multiple-choice questions

Strategic use of multiple-choice questions

Providing an opportunity to challenge

Adjusting the weight given to questions (do we dare discuss math?)

Resources

General advice about teaching, as well as thoughts about constructing, grading, and reviewing exams

Strategies and Techniques of Law School Teaching

Chapter VIII Conducting the Course Review Session

Chapter IX The Sensitive Interval Between the Final Class and the Exam

Chapter X Creating the Exam

Chapter XI Grading the Exam

Chapter XII Reviewing the Exam

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=982234

A method of connecting classroom discussion to the exam in first year and doctrinal courses

Teaching Legal Analysis Using the 'Unified Field Theory' - A Systematic Method for Instructing Students in the Fundamental Skill

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3083005

The Strategies and Techniques series

Subject-specific advice for teaching core law school courses, including advice on exams

Free downloads:

https://www.wklegaledu.com/resources/law-school-faculty/law-school-faculty