

Externship Student Evaluation

To be completed by **Supervisor** and forwarded to **Professor Katz** at end of semester

Student:																			
Agency:																			
Supervising Attorney and Position:																			
Brief Description of Work Performed:																			
<p>Evaluate student using the scale below as a guide. Rate each category separately. Please provide specific and illustrative comments. Comments should include skills or attributes in which the student showed particular potential or strength as well as areas that should be targeted for improvement. If a particular category is not applicable, please so note.</p>																			
<p>Scale:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%; vertical-align: top; padding-right: 10px;">6</td> <td style="width: 30%; vertical-align: top; padding-right: 20px;"><u>Outstanding</u></td> <td style="vertical-align: top;">Performance consistently and significantly above expectations.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">5</td> <td style="vertical-align: top; padding-right: 20px;"><u>Excellent</u></td> <td style="vertical-align: top;">Frequently goes beyond normal expectations. Effective and strong performance.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">4</td> <td style="vertical-align: top; padding-right: 20px;"><u>Normal</u></td> <td style="vertical-align: top;">Competent performance of the kind to be expected from a third-year student.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">3</td> <td style="vertical-align: top; padding-right: 20px;"><u>Acceptable</u></td> <td style="vertical-align: top;">Meets minimum requirements. No evidence of particular merit or serious defects or omission.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">2</td> <td style="vertical-align: top; padding-right: 20px;"><u>Needs Improvement</u></td> <td style="vertical-align: top;">Performance occasionally or frequently falls short of normal expectations.</td> </tr> <tr> <td style="vertical-align: top; padding-right: 10px;">1</td> <td style="vertical-align: top; padding-right: 20px;"><u>Unacceptable</u></td> <td style="vertical-align: top;">Consistently fails to meet minimum standards of quality.</td> </tr> </table>		6	<u>Outstanding</u>	Performance consistently and significantly above expectations.	5	<u>Excellent</u>	Frequently goes beyond normal expectations. Effective and strong performance.	4	<u>Normal</u>	Competent performance of the kind to be expected from a third-year student.	3	<u>Acceptable</u>	Meets minimum requirements. No evidence of particular merit or serious defects or omission.	2	<u>Needs Improvement</u>	Performance occasionally or frequently falls short of normal expectations.	1	<u>Unacceptable</u>	Consistently fails to meet minimum standards of quality.
6	<u>Outstanding</u>	Performance consistently and significantly above expectations.																	
5	<u>Excellent</u>	Frequently goes beyond normal expectations. Effective and strong performance.																	
4	<u>Normal</u>	Competent performance of the kind to be expected from a third-year student.																	
3	<u>Acceptable</u>	Meets minimum requirements. No evidence of particular merit or serious defects or omission.																	
2	<u>Needs Improvement</u>	Performance occasionally or frequently falls short of normal expectations.																	
1	<u>Unacceptable</u>	Consistently fails to meet minimum standards of quality.																	

SCORE COLUMN:	
A. SKILLS DEVELOPMENT	
Written Work	Did student write with clarity and precision? Was work product well organized and edited? Were briefs convincing in content and structure? Did they promote case theory?
Analysis/Research	Did student spot relevant issues? Was research thorough and complete?
Oral Skills	Was student able to speak to colleagues and clients in a clear and convincing manner? Could he/she make effective oral presentation?
Interviewing	Was student able to interact effectively with clients and others? Was student thorough and complete in questioning?
Negotiation	Was student an effective negotiator? Did student develop a thorough negotiating strategy? Was client's position presented in a convincing manner:

Fact Investigation	Was it thorough and imaginative? Were sufficient attempts made to secure all necessary data:
Case Planning	Did student develop a theory and strategy of each case? Did student recognize and take into account appropriate evidentiary issues, statutes, regulations and case law: Did student think through ethical strategies and interpersonal issues? Were the costs and benefits of alternatives considered?
Pre-Hearing/ Trial Preparation	Was the requisite time and effort expended to prepare properly? Were problem areas attended to? Were clients and other witnesses adequately prepared?
Hearing/Trial Performance	Were arguments (including opening and closing, where applicable) effective? Was student able to elicit relevant information from witnesses and weave it into a coherent narrative? Was cross-examination effective? Were objectives properly made?

B. PROFESSIONAL RESPONSIBILITY

Professional Ethics

Was the student alert to ethical issues as they arose? Did the student initiate discussion of these issues with supervisors? Were appropriate relationships maintained with clients, attorneys, court officers?

Discipline and Organization

Did student use good judgement in setting priorities and allocating time?

Timeliness

Did student meet deadlines? Was student prompt for appointments?

Responsibility

Was student always present when expected? Did student, in event of emergency, notify supervisor of expected absence and make alternative plans for completion of assignment?

Efficiency

Did student make good use of time?

C. PERSONAL ATTRIBUTES

Judgment

Did student know when to make an independent decision and when to ask for guidance? Did student know when to fish or cut bait, when to bring a transaction to resolution?

Maturity and Understanding

Was student sensitive and responsive to the needs of clients and co-workers?

Initiative

Did student learn from experience and seek opportunities for new challenge?

Interpersonal Relations

Did student work effectively with supervisor, other colleagues or clients? Was student able to acknowledge and deal with interpersonal tensions?

Appearance and Attitude

Did student demonstrate poise and professionalism and other generally intangible qualities which are necessary attributes of those in the legal profession?

