

Midwest Clinical Conference Presentation

- As clinical professors, whether in externships or in-house clinics, we engage in a variety of assessment activities that are required by ABA standards or simply by good pedagogical practice.
- Some of those activities include: [Look at new Std. 304]
 - Creating opportunities for student self-evaluation with respect to skills development (Standard 303)
 - Formative assessments of student progress.
 - Institutional assessment of progress toward learning outcomes.
 - Assessments of our own courses; are we meeting our own learning outcomes for our courses.
- I have been working with a tool that I believe is helpful on all four fronts. I currently use it in my externship classes. It is equally applicable to an in-house clinical class and arguably to simulation classes as well. I'm still struggling with how to make the best use of it, so I thought I'd share it and invite your feedback.
- Here's the tool:
 - Show the instrument: A simple 5-scale rating of a student's perceived level in a set of competencies. This list was developed by the Notre Dame law school faculty in 2013. I have simplified and summarized it slightly for purposes of this exercise.
 - On the first day of class, I pass it around and ask each student to fill it out. I ask them not to overthink it. Just their gut sense of where they stand with respect to a particular competency.
 - I then collect the sheets. My assistant, with the help of a work study student, compiles the results in a spreadsheet.
 - At the end of the semester, I pass out a fresh copy to the students and ask them to fill out the survey again. I don't show them their initial results. I just want their gut sense at the end of the semester. My assistant then compiles the results in her spreadsheet again and produces a table and a graph comparing the student's self perceptions at the beginning and the end of the semester. The graph also shows more generally the extent to which the student perceives he or she has progressed in skills and competencies during the semester. I share these with the students.
 - This semester, I plan to ask the students to fill out the survey during the second to last week of class, so that the surveys will reflect a full semester of work. Then I will give the students these results and ask them to incorporate a reflection on these results in their final reflective memo or journal entry of the semester.
 - How is this useful?
 - Development of learning goals: Many of us have students develop written learning goals at the beginning of the semester. During the initial class, I discuss learning goals with my students. Right after the students have filled out this survey, it can be a useful vehicle to have them reflect individually and in a group on what competencies they would like to hone during the semester.

- Student self-evaluation. This is a concrete way to help students assess their skill development. It can be viewed as a formative assessment tool, at least if it is used before the final semester of law school.
- You can use this tool in your own evaluation process and one-on-one meetings with students.
- It is a positive tool: It graphically shows students that they have progressed.
- It is a nuanced tool in that it distinguishes among competencies. You can see that this student believes she progressed significantly in some areas and less in others.
- It is flexible: You can substitute any list of competencies or measures that you wish to focus on in your class.
- You can also use this tool to evaluate the effectiveness of your class. The results can be aggregated for the entire class. [Share the results of a combined class.] You can reflect on what your own goals were for the class and whether they were met. For example, I emphasize ethical issues in my classes. I would be disappointed if those results were low. I don't emphasize financial literacy, and so I would expect number 15 to be low. On the other hand, work/life balance is an explicit topic in my seminars, so I am troubled when I see how low that number is and need to think about how to work on it more.
- One caveat here is that the results will be affected not just by what you teach in class, but also by students' experiences in the field, obviously, so you have to take that into account.
- On a broader institutional level, this instrument could be used as one measure of progress toward institutional ABA learning outcomes. Interpretation 315-1 specifically mentions that one type of measure that is appropriate to consider is "student evaluation of the sufficiency of their education". Doing so would require that the questions are consistent with your law school's learning outcomes. If such an instrument were used in multiple clinic and externship classes, it could provide substantial data on how students perceive the law school is doing in meeting its learning outcomes.
- I am happy to share the master spreadsheet template and an electronic version of the survey.

ND Competency Assessment

Competency Score Excel Presentation File How-To

The goal of the Final Presentation Model excel file is to provide a quick overview of students' development of lawyering skills throughout a course or externship program. Through a couple quick inputs in this excel file a presentation sheet will automatically populate to display this information. The remainder of this document will break out each portion of the excel document, explaining its purpose and instructions on how to update it accordingly.

Presentation Sheet Tab:

The first tab in the Final Presentation Model spreadsheet pulls from the Data Final and Data Initial tabs to concisely display the progression students have made in the various competencies throughout the course or program.

Update Instructions

- 1) All yellow fill cells should be updated to accurately reflect the use of the file
 - a. Program, Semester, Date Formatter, Author of File should be adjusted appropriately
 - b. The "Name of Program" cell is inputted in cell A1, and is automatically merged and centered across the document, so the updated program name should be entered in this cell
- 2) The question number and competency sections should be updated to reflect the questions being asked, the current inputs in cells A6 through B25 reflect the original survey being used
- 3) The "Initial Average", "Final Average" and "Change" columns will all populate automatically, as will the "Aggregation of Competency Scores" Chart, so no updates are needed

Data Final Tab:

This tab is where each individual student's final score will be reported. The highlighted green cells are the only cells where inputs are needed, the rest of the cells along the left will populate automatically based upon the inputs. The cells along the left will determine the average score for each question, which will then be pulled into the chart and graph on the presentation sheet tab.

Update Instructions

- 1) In the green cells input each individual student's score. Each student will have their own column and their scores should be entered in vertically (i.e. first question response in the first row, second question response in the second row) amongst the highlighted cells
- 2) If the number of students you are recording scores for exceeds the range of cells already included in the formulas these will have to be expanded upon
 - a. Cells D3 through H22 are all automatically populated based upon the score inputs in cells M3 through AI22. In order to expand the range one should edit each cell along the top of columns D through H
 - b. Edit the SUMIF formula to include the expanded columns
 - i. E.g. change =SUMIF(M3:AI3, 1) to =SUMIF(M3:AK3, 1)
 - c. Edit each of those cells individually (D3, E3, F3, G3, H3) and then drag those formulas down to row 22. This can be done in two ways

- i. Starting with cell D3 highlight all the way down to cell D22 and then hit CTRL+D on the keyboard
- ii. Select cell D3, move mouse to the bottom right hand corner of the cell. When the cursor changes to a black plus sign drag this down to cell D22
- d. Repeat this process for each of the following columns

Data Initial Tab:

This tab is where each individual student's initial score will be reported. The highlighted green cells are the only cells where inputs are needed, the rest of the cells along the left will populate automatically based upon the inputs. The cells along the left will determine the average score for each question, which will then be pulled into the chart and graph on the presentation sheet tab.

Update Instructions

- 1) In the green cells input each individual student's score. Each student will have their own column and their scores should be entered in vertically (i.e. first question response in the first row, second question response in the second row) amongst the highlighted cells
- 2) If the number of students you are recording scores for exceeds the range of cells already included in the formulas these will have to be expanded upon
 - a. Cells B2 through F21 are all automatically populated based upon the score inputs in cells J2 through AF21. In order to expand the range one should edit each cell along the top of columns B through F
 - b. Edit the SUMIF formula to include the expanded columns
 - i. E.g. change =SUMIF(J2:AF2, 1) to =SUMIF(J2:AK2, 1)
 - c. Edit each of those cells individually (B2, C2, D2, E2, F2) and then drag those formulas down to row 21. This can be done in two ways
 - i. Starting with cell B2 highlight all the way down to cell B21 and then hit CTRL+D on the keyboard
 - ii. Select cell B2, move mouse to the bottom right hand corner of the cell. When the cursor changes to a black plus sign drag this down to cell B21
 - d. Repeat this process for each of the following columns

Available on Box at: <https://notredame.box.com/s/17u9m9404aitz03g3muf0j4g66olf56v>

ND Lawyering Competency Self-Assessment

Name _____

Date _____

Please rate yourself on each competency on a scale of 1-5 consistent with the following key:

1 = No Competence 2 = Minimally competent 3 = Moderately competent 4 = Advanced level of competence 5 = Highly competent

KNOWLEDGE OF THE LAW AND THE LEGAL PROFESSION

An understanding of:

- 1. Moral and ethical responsibilities of lawyers to clients, the profession, and the community 1 2 3 4 5
- 2. Structure of the legal profession and its role in society 1 2 3 4 5

PROFESSIONAL SKILLS

- 3. Legal communication, such as the ability to: 1 2 3 4 5
 - a. speak clearly, concisely, and persuasively on legal matters
 - b. write clearly, concisely, and persuasively on legal matters
 - c. communicate in forms and styles appropriate for a range of decision-making bodies and audiences
- 4. Legal and personal ethics, such as the ability to: 1 2 3 4 5
 - d. recognize and resolve legal and other ethical issues
 - e. appreciate how moral principles, faith, and values can be integrated with a lawyer's professional responsibilities

Please rate yourself on each competency on a scale of 1-5 consistent with the following key:

1 = No Competence 2 = Minimally competent 3 = Moderately competent 4 = Advanced level of competence 5 = Highly competent

5. Legal research skills, such as the ability to: 1 2 3 4 5
- f. locate appropriate legal authority
 - g. understand the relevant weight of authority
 - h. verify the current accuracy of authority
6. Factual research, such as the ability to: 1 2 3 4 5
- i. interview (*e.g.*, clients, witnesses, and victims)
 - j. gather facts by formal and informal means
7. Client relationships, such as the ability to: 1 2 3 4 5
- k. listen
 - l. understand the client's perspective and goals
 - m. develop a relationship of trust
 - n. provide effective counseling on alternative courses of action
8. Problem solving, such as the ability to: 1 2 3 4 5
- o. identify a problem
 - p. analyze uncertain or complex facts
 - q. recognize legal and non-legal issues
 - r. foresee risks and contingencies
 - s. appreciate the importance of professional judgment
 - t. identify and recommend appropriate strategies and courses of action

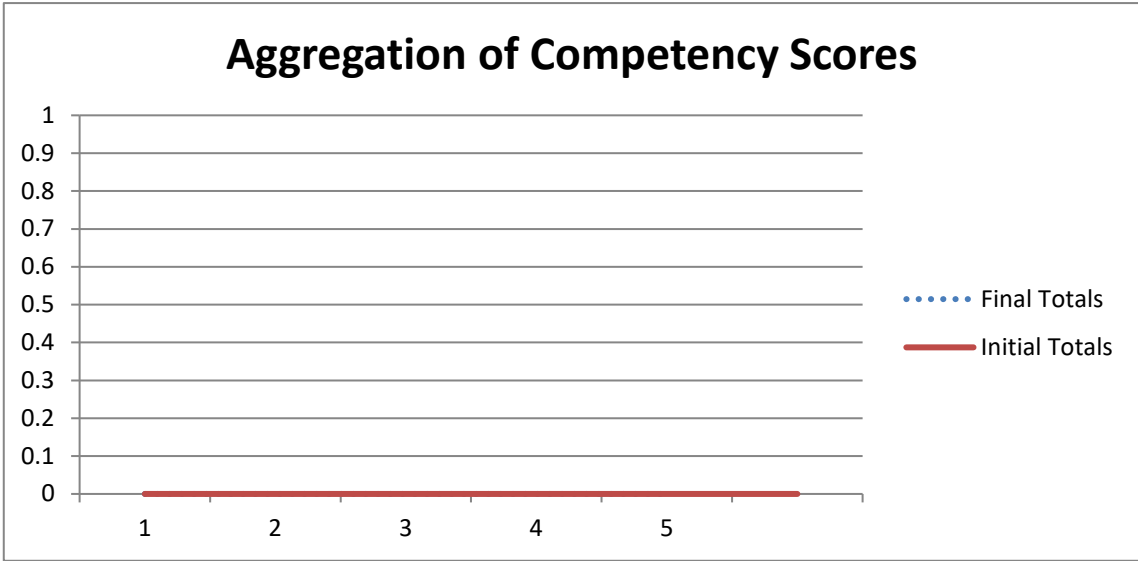
Please rate yourself on each competency on a scale of 1-5 consistent with the following key:

1 = No Competence 2 = Minimally competent 3 = Moderately competent 4 = Advanced level of competence 5 = Highly competent

- | | | | | | |
|---|---|---|---|---|---|
| 9. Representational skills, such as the ability to: | 1 | 2 | 3 | 4 | 5 |
| u. collaborate or otherwise work effectively with co-counsel and with third parties, including opposing counsel, tribunals, and other professionals | | | | | |
| v. negotiate | | | | | |
| w. draft agreements | | | | | |
| 10. Cross cultural skills, such as the ability to interact with clients, lawyers, and others from various cultures and socioeconomic groups | 1 | 2 | 3 | 4 | 5 |
| 11. Work/Life balance, such as the ability to: | 1 | 2 | 3 | 4 | 5 |
| x. achieve a healthy balance between personal and professional life | | | | | |
| y. manage work stress | | | | | |
| 12. Litigation skills, such as the ability to: | 1 | 2 | 3 | 4 | 5 |
| z. advocate in pretrial, trial, and appellate settings | | | | | |
| aa. draft various types of litigation documents | | | | | |
| 13. Transactional skills, such as the ability to: | 1 | 2 | 3 | 4 | 5 |
| bb. structure a legal transaction effectively | | | | | |
| cc. draft various types of transactional documents | | | | | |
| 14. Alternative dispute resolution skills | 1 | 2 | 3 | 4 | 5 |
| 15. Basic financial, accounting, and economic literacy | 1 | 2 | 3 | 4 | 5 |
| 16. Information technology skills relating to the practice of law | 1 | 2 | 3 | 4 | 5 |
| 17. Leadership skills | 1 | 2 | 3 | 4 | 5 |
| 18. Non-legal analysis relevant to the law (<i>e.g.</i> , empirical, interdisciplinary, and comparative) | 1 | 2 | 3 | 4 | 5 |
| 19. Practice management skills | 1 | 2 | 3 | 4 | 5 |
| 20. Project management skills | 1 | 2 | 3 | 4 | 5 |

Name of Program		Date Formatted
Program Semester		Author of File

Ques.	Competency	Initial Average	Final Average	Change
1	Understand moral and ethical responsibilities	#DIV/0!		IP
2	Understand structure of the legal profession	#DIV/0!		IP
3	Legal communication skills	#DIV/0!		IP
4	Legal and personal ethics	#DIV/0!		IP
5	Legal research skills	#DIV/0!		IP
6	Factual research	#DIV/0!		IP
7	Client relationship skills	#DIV/0!		IP
8	Problem Solving skills	#DIV/0!		IP
9	Collaboration, negotiation, and drafting skills	#DIV/0!		IP
10	Cross cultural skills	#DIV/0!		IP
11	Work/Life balance skills	#DIV/0!		IP
12	Litigation skills	#DIV/0!		IP
13	Transactional skills	#DIV/0!		IP
14	Alternative dispute resolution skills	#DIV/0!		IP
15	Financial, Accounting, Economic literacy	#DIV/0!		IP
16	I.T. skills related to law	#DIV/0!		IP
17	Leadership skills	#DIV/0!		IP
18	Non-legal analysis	#DIV/0!		IP
19	Practice management skills	#DIV/0!		IP
20	Project management skills	#DIV/0!		IP



Question #		# of people with each score (final)				5 Avg Final
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
1	1	0	0	0	0	0 #DIV/0!
	2	0	0	0	0	0 #DIV/0!
	3	0	0	0	0	0 #DIV/0!
	4	0	0	0	0	0 #DIV/0!
	5	0	0	0	0	0 #DIV/0!
	6	0	0	0	0	0 #DIV/0!
	7	0	0	0	0	0 #DIV/0!
	8	0	0	0	0	0 #DIV/0!
	9	0	0	0	0	0 #DIV/0!
	10	0	0	0	0	0 #DIV/0!
	11	0	0	0	0	0 #DIV/0!
	12	0	0	0	0	0 #DIV/0!
	13	0	0	0	0	0 #DIV/0!
	14	0	0	0	0	0 #DIV/0!
	15	0	0	0	0	0 #DIV/0!
	16	0	0	0	0	0 #DIV/0!
	17	0	0	0	0	0 #DIV/0!
	18	0	0	0	0	0 #DIV/0!
	19	0	0	0	0	0 #DIV/0!
	20	0	0	0	0	0 #DIV/0!
	End of Sem	0	0	0	0	0
	Beginning c	0	0	0	0	0

Make sure to only copy over the values and not the form

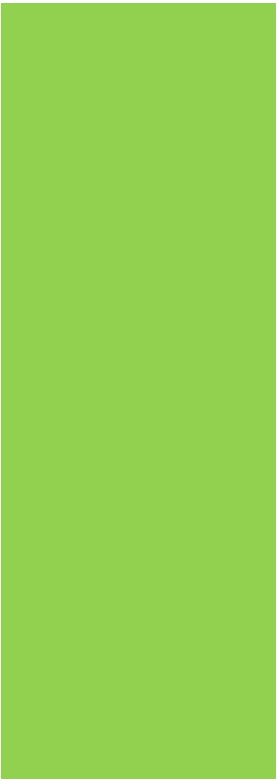
<u>Avg Initial</u>	<u>Change in</u>
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STUDENT RESULTS



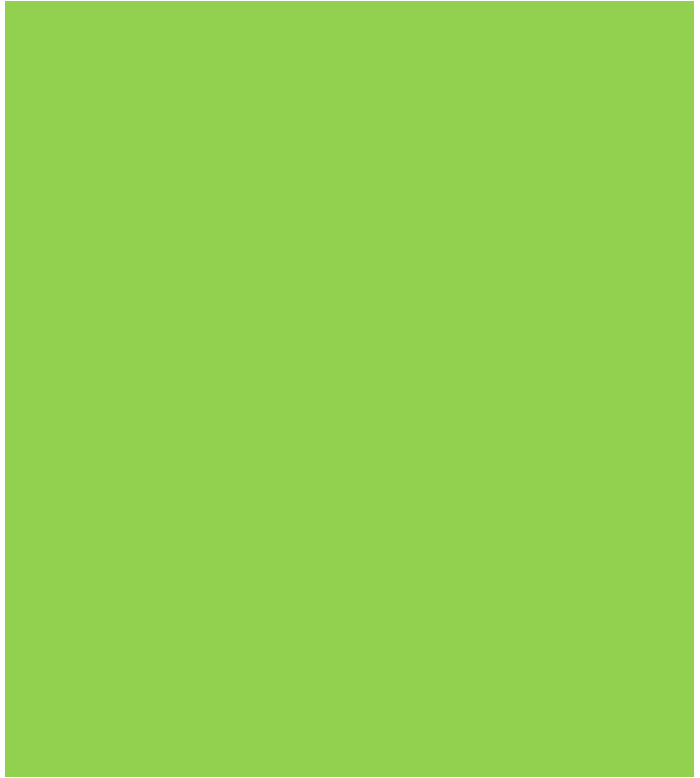






<u>Question #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5 Average</u>
1	0	0	0	0	0 #DIV/0!
2	0	0	0	0	0 #DIV/0!
3	0	0	0	0	0 #DIV/0!
4	0	0	0	0	0 #DIV/0!
5	0	0	0	0	0 #DIV/0!
6	0	0	0	0	0 #DIV/0!
7	0	0	0	0	0 #DIV/0!
8	0	0	0	0	0 #DIV/0!
9	0	0	0	0	0 #DIV/0!
10	0	0	0	0	0 #DIV/0!
11	0	0	0	0	0 #DIV/0!
12	0	0	0	0	0 #DIV/0!
13	0	0	0	0	0 #DIV/0!
14	0	0	0	0	0 #DIV/0!
15	0	0	0	0	0 #DIV/0!
16	0	0	0	0	0 #DIV/0!
17	0	0	0	0	0 #DIV/0!
18	0	0	0	0	0 #DIV/0!
19	0	0	0	0	0 #DIV/0!
20	0	0	0	0	0 #DIV/0!
Totals	0	0	0	0	0

Where student scores go!



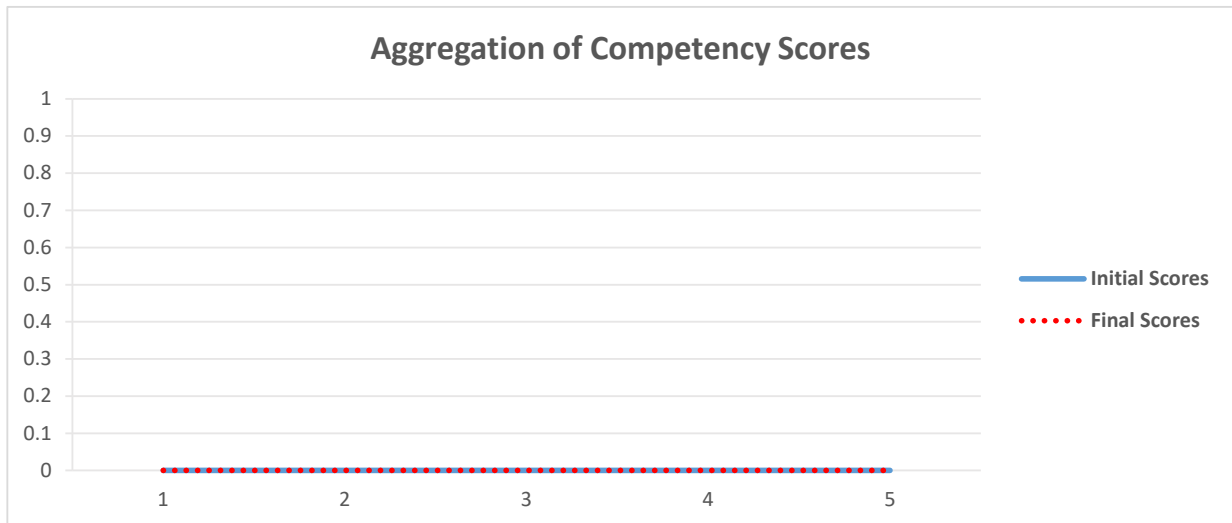




ND Competency Assessment Templates

October 2017

Lawyering Competency Self-Assessment				
	Student Name	Initial Assessment	Concluding Assessment	
	Site of Student Externship	Score	Score	Δ in scores
Ques #	Competency	MM/DD/YYYY	MM/DD/YYYY	
1	Moral and ethical responsibilities			IP
2	Structure of the legal profession			IP
3	Legal communication			IP
4	Legal and personal ethics			IP
5	Legal research skills			IP
6	Factual research			IP
7	Client relationships			IP
8	Problem Solving			IP
9	Representational skills			IP
10	Cross cultural skills			IP
11	Work/Life balance			IP
12	Litigation skills			IP
13	Transactional skills			IP
14	Alternative dispute resolution skills			IP
15	Financial, Accounting, Economic literacy			IP
16	I.T. skills related to law			IP
17	Leadership skills			IP
18	Non-legal analysis			IP
19	Practice management			IP
20	Project management			IP

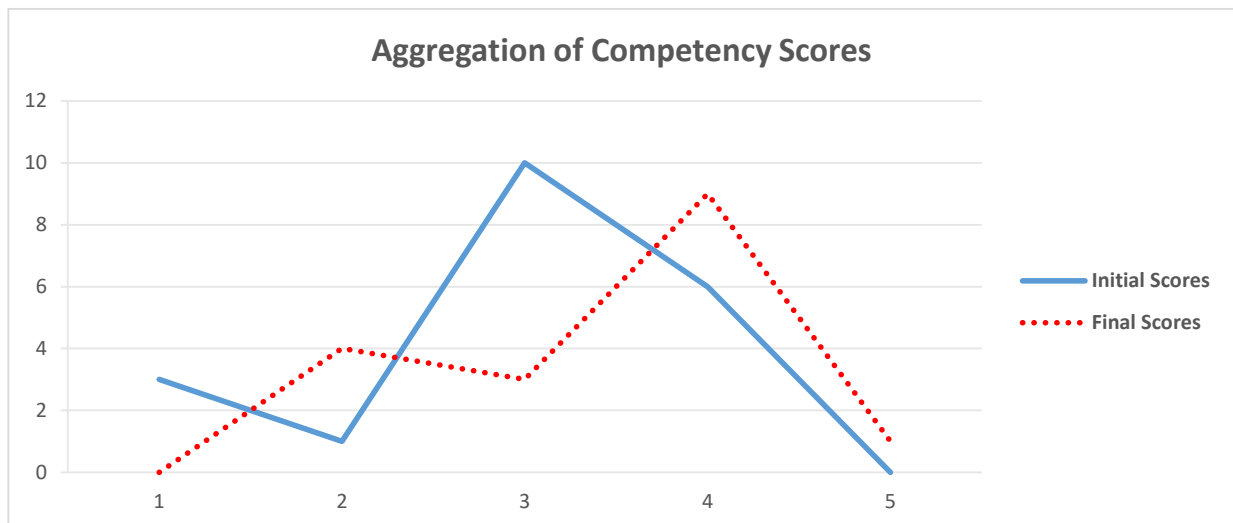


Score	Initial Score	Final Score
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0

ND Competency Assessment

Sample Student #1

Lawyering Competency Self-Assessment				
#1		Initial Assessment	Concluding Assessment	
Indiana Legal Service		Score	Score	Δ in scores
Ques #	Competency	1/19/2017	4/27/2017	
1	Moral and ethical responsibilities	3	4	+1
2	Structure of the legal profession	3	4	+1
3	Legal communication	4	4	+0
4	Legal and personal ethics	3	4	+1
5	Legal research skills	3	4	+1
6	Factual research	3	3	+0
7	Client relationships	3	4	+1
8	Problem Solving	4	4	+0
9	Representational skills	1	3	+2
10	Cross cultural skills	4	4	+0
11	Work/Life balance	3	4	+1
12	Litigation skills	2	2	+0
13	Transactional skills	1	2	+1
14	Alternative dispute resolution skills	1	2	+1
15	Financial, Accounting, Economic literacy	3	2	-1
16	I.T. skills related to law	4	4	+0
17	Leadership skills	3	4	+1
18	Non-legal analysis	4	4	+0
19	Practice management	3	3	+0
20	Project management	4	5	+1

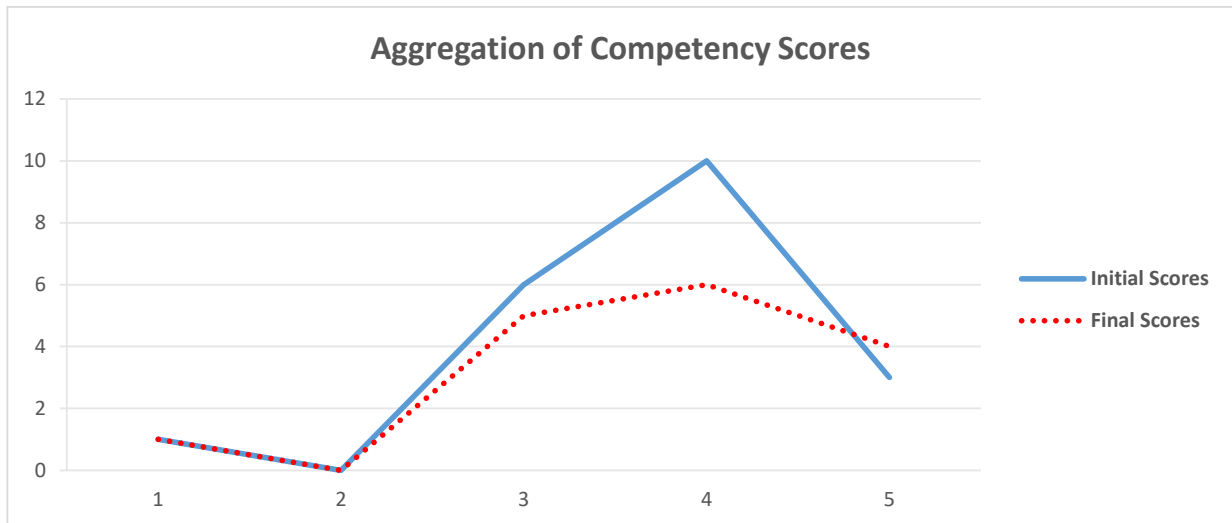


Score	Initial Score	Final Scores
1	3	0
2	1	4
3	10	3
4	6	9
5	0	1

ND Competency Assessment

Sample Student #3

Lawyering Competency Self-Assessment				
#3		Initial Assessment	Concluding Assessment	
Judge Gotsch		Score	Score	Δ in scores
Ques #	Competency	1/19/2017	4/27/2017	
1	Moral and ethical responsibilities	3	5	+2
2	Structure of the legal profession	5	5	+0
3	Legal communication	4	4	+0
4	Legal and personal ethics	5	5	+0
5	Legal research skills	3	5	+2
6	Factual research	4	4	+0
7	Client relationships	4	4	+0
8	Problem Solving	4	5	+1
9	Representational skills	4	5	+1
10	Cross cultural skills	5	3	-2
11	Work/Life balance	3	3	+0
12	Litigation skills	3	4	+1
13	Transactional skills	3	3	+0
14	Alternative dispute resolution skills	1	1	+0
15	Financial, Accounting, Economic literacy	3	3	+0
16	I.T. skills related to law	4	5	+1
17	Leadership skills	4	3	-1
18	Non-legal analysis	4	4	+0
19	Practice management	4	4	+0
20	Project management	4	4	+0



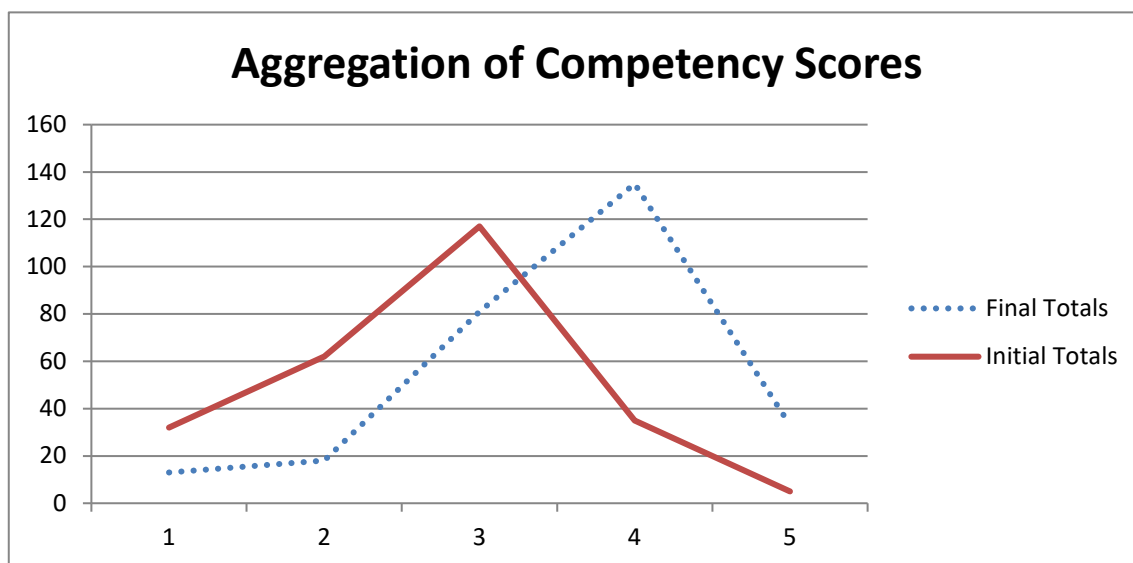
Score	Initial Score	Final Scores
1	1	1
2	0	0
3	6	5
4	10	6
5	3	4

Lawyering Competency Self-Assessment Before/After Externship

Program name: Lawyering Practice Externship (LPE)
Semester/Year: Spring 2017

5/4/2017
Robert L. Jones, Jr.

Ques.	Competency	Initial Average	Final Average	Change
1	Understand moral and ethical responsibilities	2.7	4.1	+1.45
2	Understand structure of the legal profession	3.3	4.3	+0.95
3	Legal communication skills	3.0	3.8	+0.79
4	Legal and personal ethics	3.1	3.9	+0.85
5	Legal research skills	2.9	4.1	+1.16
6	Factual research	2.4	3.4	+0.97
7	Client relationship skills	2.9	3.6	+0.71
8	Problem Solving skills	3.1	4.1	+1.07
9	Collaboration, negotiation, and drafting skills	2.1	3.2	+1.07
10	Cross cultural skills	3.3	3.7	+0.38
11	Work/Life balance skills	3.0	3.7	+0.71
12	Litigation skills	2.2	3.2	+1.00
13	Transactional skills	1.9	2.4	+0.57
14	Alternative dispute resolution skills	1.5	2.4	+0.86
15	Financial, Accounting, Economic literacy	2.4	2.7	+0.33
16	I.T. skills related to law	2.5	3.6	+1.10
17	Leadership skills	3.2	3.7	+0.53
18	Non-legal analysis	2.7	3.9	+1.16
19	Practice management skills	2.6	3.5	+0.92
20	Project management skills	3.3	3.9	+0.52



Question #	# of people with each score (final)				5	Avg Final
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
1	0	0	1	10	3	4.142857
2	0	0	0	10	4	4.285714
3	0	0	3	11	0	3.785714
4	0	0	3	9	2	3.928571
5	0	0	3	7	4	4.071429
6	1	2	4	5	2	3.357143
7	0	1	5	7	1	3.571429
8	0	0	2	8	4	4.142857
9	1	3	4	4	2	3.214286
10	0	0	5	8	1	3.714286
11	0	1	5	5	3	3.714286
12	1	2	5	5	1	3.214286
13	3	3	7	1	0	2.428571
14	4	3	5	2	0	2.357143
15	2	1	10	1	0	2.714286
16	0	0	7	5	2	3.642857
17	0	1	3	9	1	3.714286
18	0	1	2	9	2	3.857143
19	1	0	4	9	0	3.5
20	0	0	3	10	1	3.857143
End of Sem	13	18	81	135	33	
Beginning c	32	62	117	35	5	

*copy over initial totals from data initial sheet

Make sure to only copy over the values and not the form

Avg Initial Change in

3	+1.14
3	+1.29
3.2	+0.59
2.8	+1.13
3.6	+0.47
1.4	+1.96
2.67	+0.90
2.4	+1.74
2.8	+0.41
3.2	+0.51
3.2	+0.51
2.2	+1.01
2.4	+0.03
1.2	+1.16
3.2	-0.49
2.8	+0.84
3	+0.71
2.8	+1.06
2.2	+1.30
3.2	+0.66

STUDENT RESULTS

4	5	5
4	5	5
4	4	4
4	5	5
4	4	5
3	5	4
4	3	4
4	5	5
3	5	5
4	4	3
4	4	3
2	5	4
2	3	3
2	4	1
2	3	3
4	3	5
4	4	3
4	4	4
3	4	4
5	4	4

Steps for using the data final worksheet:

1) In the cells that are currently filled with the color green enter in the students' scores. Each student should have their own column.

2) The formulas for the total # of students with each score and average will change as data is inputted into the cells w/ the green, so no changes there are necessary

3) However, if your data does exceed the range set (the cells filled with green) then one will have to adjust the ranges set in the formulas to cover all of the cells

ulas

The best way to do this is to adjust the formulas in B2 through E2. Click on the formula in the formula box at the top of the sheet and highlight the range of cells listed. Then move your mouse over to the student scores and highlight the entire range of updated student scores. This should include the cells in the green, plus any cells that have been added. All the data should be in the same row.

4) Copy over the initial average data from your initial data sheet, and the change in averages will automatically calculate the change

4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	5	4	4
4	3	3	3	4	4	4	4	4
4	3	3	4	4	4	4	4	4
4	3	3	4	3	4	4	5	5
4	1	2	4	3	3	2	4	5
4	2	3	3	3	3	5	4	4
4	3	3	4	4	5	4	4	5
4	2	1	3	2	3	2	4	4
3	4	3	3	3	4	5	4	4
4	3	3	4	3	3	5	5	2
3	3	1	3	3	4	2	4	3
4	1	1	1	2	3	2	3	3
3	1	1	1	2	3	4	3	3
3	3	1	1	3	4	3	3	3
3	3	3	4	3	3	5	3	4
4	2	4	3	3	4	4	4	4
4	2	3	3	4	4	5	4	4
4	3	1	4	3	4	4	4	4
4	3	3	4	4	4	4	4	4

5	3
5	4
4	4
4	3
5	4
4	3
4	4
4	4
4	3
4	4
5	4
4	4
3	3
3	2
3	3
4	4
5	4
5	4
4	3
4	3

<u>Question #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Average</u>
1	0	5	7	1	0	2.692308
2	0	1	7	3	1	3.333333
3	0	3	6	3	0	3
4	0	2	9	1	1	3.076923
5	0	1	10	0	0	2.909091
6	0	9	3	1	0	2.384615
7	0	4	8	2	0	2.857143
8	0	2	8	3	0	3.076923
9	4	5	4	1	0	2.142857
10	0	2	6	2	2	3.333333
11	1	2	5	2	1	3
12	4	3	7	0	0	2.214286
13	6	4	4	0	0	1.857143
14	9	3	2	0	0	1.5
15	2	5	5	1	0	2.384615
16	2	5	3	3	0	2.538462
17	0	1	7	3	0	3.181818
18	1	4	2	3	0	2.7
19	3	1	6	2	0	2.583333
20	0	0	8	4	0	3.333333
Totals	32	62	117	35	5	

Where student scores go!

3	3	3	4	2
3	4	5	4	3
4	3	4	4	2
3	3	5	4	3
3	2	3	3	3
3	2	4	3	2
3	3	4	3	3
4	3	4	3	3
1	2	4	3	2
4	2	5	3	4
3	2	3	4	3
2	3	3	3	1
1	2	3	3	1
1	2	1	2	1
3	3	3	2	2
4	2	4	2	4
3	3	4	4	3
4	2	4	4	2
3	3	4	3	3
4	3	4	4	3

Steps for using the data initial worksheet:

- 1) In the cells that are currently filled with the color green enter in the students' scores. Each student should have their own column.
- 2) The formulas for the total # of students with each score and average will change as data is inputted into the cells w/ the green, so no changes there are necessary
- 3) However, if your data does exceed the range set (the cells filled with green) then one will have to adjust the ranges set in the formulas to cover all of the cells

The best way to do this is to adjust the formulas in B2 through E2. Click on the formula in the formula box at the top of the sheet and highlight the range of cells listed. Then move your mouse over to the student scores and highlight the entire range of updated student scores. This should include the cells in the green, plus any cells that have been added. All the data should be in the same row.

2	2	2	2	3	3	3	4	3
4	2	3	3	3	3	3	4	4
3	2	3	2	3	4	4	3	3
3	2	3	2	3	3	3	4	3
3	3	3	3	3	4	3	5	4
2	2	3	2	2	4	2	2	2
2	3	3	2	4	3	3	2	2
3	2	3	2	4	3	4	3	3
1	1	2	2	2	3	3	3	1
3	3	2	3	5	3	4	3	4
4	3	1	3	5	4	2	4	4
1	2	2	1	3	3	1	3	3
1	1	2	1	1	3	3	2	2
1	1	1	1	2	3	1	3	1
1	1	2	4	3	3	2	4	2
2	2	1	1	3	3	2	4	3
4	2	3	3	3	3	4	4	4
3	1	3	2	2	4	4	4	4
1	1	3	1	4	3	4	4	2
3	3	3	3	4	3	4	4	3