

APÉNDICE III



ESTADO LIBRE ASOCIADO DE PUERTO RICO
TRIBUNAL SUPREMO

19 de enero de 2022

Lcdo. Héctor Rodríguez Mulet
Director Ejecutivo
Junta Examinadora de Aspirantes
al Ejercicio de la Abogacía y la Notaría
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Estimado señor Director:

Reciba un saludo cordial de parte de los integrantes de la *Comisión Especial para evaluar la nota de pase de las reválidas de derecho general y derecho notarial* (Comisión Especial).

De conformidad con la *Resolución EC-2021-02* emitida el 28 de mayo de 2021 por el Tribunal Supremo de Puerto Rico, y con el propósito de cumplir a cabalidad las responsabilidades allí encomendadas a la Comisión Especial, necesitamos que la entidad que usted representa nos provea, a la brevedad posible, lo siguiente:

1. Descripción detallada del *Informe de Puntuación* que la *Junta Examinadora de Aspirantes al Ejercicio de la Abogacía y la Notaría* envía a los y las aspirantes con los resultados de su ejecutoria en la reválida de derecho general. Es decir, la Comisión Especial interesa que se le expliquen a profundidad (de manera que, a su vez, esta pueda comunicar a una persona lego los procesos para calcular la nota de pase) los siguientes aspectos del *Informe de Puntuación* que se le envía a la persona aspirante luego de tomar la reválida de derecho general:
 - a. En el cálculo inicial de las preguntas de discusión (la primera tabla), ¿qué fórmula se aplica o qué operación estadística se realiza para pasar de la puntuación *asignada* a la *convertida* y por qué se hace? Además, ¿por qué se hace esta conversión en las preguntas de discusión y no en las preguntas de selección múltiple?
 - b. En la segunda tabla del *Informe de Puntuación*, ¿por qué se suma la puntuación *convertida* de las preguntas de discusión, se pasa como puntuación *cruda* y luego se convierte en *calibrada*? ¿Qué fórmula se

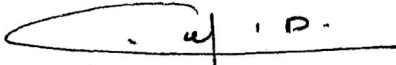
aplica o qué operación estadística se realiza para obtener la puntuación calibrada y por qué se hace?

- c. En cuanto a las preguntas de selección múltiple, ¿qué fórmula se aplica o qué operación estadística se realiza para obtener la puntuación calibrada y por qué se hace?
 - d. Por igual, ¿cómo explicamos el razonamiento detrás del *peso* y su posterior resultado, es decir, la *puntuación calibrada ajustada*?
 - e. **En suma, la Comisión Especial desea conocer cómo puede explicar de manera sencilla la valoración de los resultados en la reválida de derecho general; cómo se hace, cuál es el proceso, qué es, por qué y para qué se implementa.**
2. Desempeño de los y las aspirantes primerizos(as) en la reválida de derecho general para septiembre de los años 2010 al 2020, por cada Escuela de Derecho.
 3. Trasfondo e información oficial relacionada a los cambios en el formato o estructura de la reválida de derecho general que entraron en vigor para el año 2012, así como cualquier otro dato sobre este particular.
 4. Descripción o resumen de hallazgos principales y copia de los informes de validación, a saber: *Relationships Among Law School Admission Test Scores, Law School Grades, and Scores Bar Examination*, para los últimos 10 años.
 5. En cuanto a las fórmulas o factores que se aplican o las operaciones estadísticas que se realizan para la conversión de las puntuaciones en las reválidas de derecho local, nos gustaría saber si otras jurisdicciones de Estados Unidos las siguen en el cálculo de los resultados de sus respectivas reválidas.
 6. Para septiembre de los años 2010 al 2020, ¿cuántas preguntas nuevas de selección múltiple (por materia) se han integrado por reválida de derecho general?
 7. Cualquier otra información que entienda pueda ser de ayuda para el análisis que se encuentra realizando la Comisión Especial.

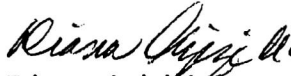
Agradeceremos que, tan pronto recopilen esta información, nos la faciliten. De tener alguna duda o pregunta, puede comunicarse a nuestra oficina al 787-721-6625.

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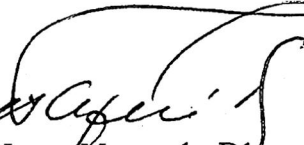
Cordialmente,



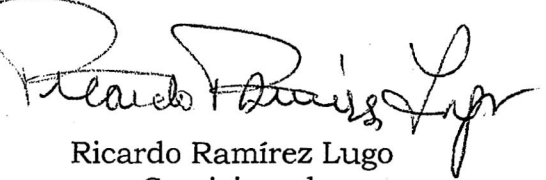
Ángel Colón Pérez
Presidente



Diana Azizi Arbona
Comisionada



Juan Marqués Díaz
Comisionado



Ricardo Ramírez Lugo
Comisionado



Poder Judicial de Puerto Rico

Tribunal Supremo

Junta Examinadora de Aspirantes al Ejercicio de la Abogacía y la Notaría

Lcdo. Héctor Rodríguez Mulet
Director Ejecutivo

24 de enero de 2022

Comisión Especial para Evaluar
la Nota de Pase de las Reválidas
de Derecho General y Derecho Notarial
Tribunal Supremo de Puerto Rico

Estimados miembros de la Comisión Especial:

Espero que se encuentre bien de salud.

Acuso recibo de su solicitud de información presentada mediante carta del 19 de enero de 2022. Para propósitos de organización, pasamos a proveer la información en el mismo orden y con la misma numeración utilizada al ser requerida.

1. Es menester comenzar la explicación sobre los ajustes psicométricos realizados a las puntuaciones de las reválidas con un trasfondo sobre las razones que justifican estas operaciones.

Actualmente, la puntuación para aprobar las reválidas de derecho es 596 puntos ajustados. Esta nota de pase es estática, es decir, no varía a través del tiempo hasta que otra cosa disponga el Tribunal Supremo de Puerto Rico. Véase Anejo I. Debido a ello, los 596 puntos ajustados deben representar un mismo nivel de desempeño, independientemente del momento en que un aspirante toma la reválida. Para que esto suceda, la Junta Examinadora de Aspirante al Ejercicio de la Abogacía (Junta) debe reducir al máximo las variables que pueden afectar este objetivo, como lo son los cambios en los niveles de dificultad de la prueba y los distintos niveles de severidad con que corrigen los correctores, entre otros factores. En otras palabras, los 596 puntos ajustados no deben estar afectados por el hecho de que una reválida particular estuvo más difícil que las demás o porque los correctores fueron más severos al otorgar los puntos en una ocasión en comparación con otros exámenes.

Como comprenderán, la Junta utiliza diversas versiones del examen a través del tiempo para evitar que los aspirantes memoricen las preguntas y puedan anticiparlas en reválidas futuras. Las preguntas de discusión son nuevas en todas las reválidas administradas. De otra parte, los miembros del Comité de

Correctores cambian en cada reválida y, aun cuando se utilicen los mismos correctores, la adjudicación de los puntos en las preguntas de discusión se verá afectada por la severidad con que cada uno corrija, el nivel de calibración de los correctores que corrigen una misma pregunta y su nivel de agotamiento durante el proceso. Igualmente, los cambios en el nivel de competencia de los grupos evaluados pueden afectar el significado de la puntuación asignada.

Esto significa que no habría forma de garantizar un mismo nivel de dificultad entre una reválida y otra si no se realizaran ajustes psicométricos a las puntuaciones crudas adjudicadas. Si la Junta utilizara puntuaciones sin ajustes psicométricos para determinar quién aprueba el examen, el resultado estaría afectado por estos factores inherentes a la redacción y la corrección del examen. Un aspirante podría reprobado un examen por el solo hecho de que su versión de reválida fue más difícil que la anterior. No habría un significado común y estandarizado entre la nota de pase de una reválida y las demás. Entonces, la Junta no podría asegurar que los aspirantes que aprobaron determinada reválida tienen los mismos conocimientos y las mismas destrezas que los demás aspirantes que han aprobado el examen anteriormente con la misma nota.

Todo lo anterior justifica que las puntuaciones crudas de la reválida sean ajustadas para que estas reflejen el nivel de desempeño del aspirante sin estar afectado por factores como los antes descritos.

- a) La puntuación asignada que recibe un aspirante en la parte de discusión representa la puntuación sin ajustar que fue otorgada por los dos correctores que corrigieron determinada pregunta de discusión. Debido a que la severidad de los correctores y el nivel de dificultad de cada pregunta de discusión pueden variar **dentro de un mismo examen**, estas puntuaciones asignadas son convertidas a otra escala de puntos. Las puntuaciones adjudicadas por los correctores pueden ser otorgadas entre 0 y 40 puntos. La nueva escala convierte estos puntos asignados entre 0 y 10 puntos. En este proceso se ajusta la distribución de puntos de cada pregunta de tal forma que todas tengan un promedio común (5 puntos) y una desviación estándar común¹ (1 punto). El orden de los aspirantes, según su puntuación original asignada por los correctores a cada pregunta, queda inalterado en esta conversión. Véase la Tabla de Conversión para la reválida de Derecho General de septiembre de 2021 en el Anejo II.

Desde un punto de vista estadístico, este proceso asegura que ninguna pregunta sea considerada más difícil o más fácil que las demás pues el promedio de puntuaciones asignadas en cada pregunta estará ubicado en 5 puntos convertidos en la nueva escala. Además, ninguna pregunta tendrá mayor peso que las demás pues se ajusta la desviación estándar de las puntuaciones para que su distribución sea común en todas las preguntas.

¹ La desviación estándar mide la dispersión de una distribución de datos, por lo que mientras más dispersa está una distribución de datos, más grande es su desviación estándar.

Supongamos, por ejemplo, que el promedio de puntos asignados en la Pregunta Número 1 fue de 4 puntos y el promedio de puntos asignados en la Pregunta Número 2 fue de 12 puntos. Esto significa que la Pregunta Número 1 resultó ser más difícil para el grupo evaluado en comparación con la Pregunta Número 2. Al ubicar ambos promedios en la nueva escala de puntos convertidos, los 4 puntos asignados de la Pregunta Número 1 estarían ubicados al mismo nivel que los 12 puntos asignados de la Pregunta Número 2, o sea, en o alrededor de 5 puntos convertidos en la nueva escala. Este efecto también se vería en las demás puntuaciones dentro de la escala pues las puntuaciones en la pregunta poseerán una misma desviación estándar. Por tanto, se nivela el efecto de la disparidad en puntos causado por la dificultad relativa de una pregunta. Luego del proceso de ajuste, ninguna pregunta culmina con más valor que las demás. La Junta no podría redactar preguntas más difíciles para que más aspirante reprueben o viceversa.

Esta operación no se realiza en la parte de selección múltiple. Es preciso destacar que esta parte del examen es completamente objetiva, corregida mediante un lector óptico que contiene la clave de esta parte del examen, por lo que la severidad con la que se corrige no es un factor que incide sobre la corrección. Asimismo, esta parte del examen permite repetir en diferentes reválidas un número determinado de preguntas, las cuales se denominan calibradores. Los calibradores se utilizan para determinar los cambios en dificultad entre un examen y otro, ya que permiten evaluar si un grupo en una reválida se desempeña mejor que otro grupo en otra reválida.

En vista de que podemos utilizar calibradores en la parte de selección múltiple para determinar las diferencias en dificultad de esta parte en un examen y otro, no es necesario aplicar la conversión de puntos descrita que se aplica en la parte de discusión.

- b) Las puntuaciones convertidas que un aspirante obtiene en las preguntas de discusión se suman para obtener la puntuación convertida total en esta parte del examen. Para propósitos del Informe de Puntuaciones, esta puntuación convertida total en la parte de discusión se denomina puntuación cruda pues, al igual que la puntuación cruda obtenida en la parte de selección múltiple, todavía no ha sido calibrada mediante la aplicación de la fórmula establecida por el psicómetra para cada una de las partes del examen.

Como expresamos en el acápite anterior, la puntuación convertida tiene el propósito de ajustar las diferencias entre niveles de dificultad de las preguntas de discusión **dentro de un mismo examen**. Sin embargo, hasta ese momento, la puntuación no se ha ajustado en consideración a la diferencia en dificultad de diversos exámenes a través del tiempo. Esto se hace aplicando a la parte de discusión la información que se obtiene sobre los cambios en dificultad entre una reválida y otra en la parte de selección múltiple.

Como hemos adelantado, las puntuaciones de las preguntas de selección múltiple son ajustadas utilizando preguntas administradas en reválidas pasadas. Este proceso, por tanto, permite considerar la dificultad histórica en las reválidas pasadas. Este proceso de calibración en la parte de selección múltiple se “extrapola” a la parte de discusión, la cual carece de preguntas calibradoras, pues todas las preguntas son nuevas. Esto es necesario puesto que, aun cuando se ajuste la parte de selección múltiple para considerar la diferencia en dificultad entre diversas versiones del examen, no se ha hecho lo mismo con respecto a la parte de discusión. La ausencia de un proceso similar en la parte de discusión nos traería el siguiente problema:

The difficulty of the questions/items, the proficiency of the group of examinees taking the exam, and the graders (and the stringency with which they grade) may also change. All three of these variables can affect the grades assigned by graders to examinees' responses to these written components of the exam and can have the potential to cause variation in the level of performance the grades represent across administrations.²

Para evitar esta variabilidad, se utiliza la información adquirida durante la calibración de la parte de selección múltiple --la cual produce una constancia en el significado de las puntuaciones a través del tiempo-- para ajustar estadísticamente la puntuación convertida total de la parte de discusión. El ajuste estadístico se realiza para que, colectivamente, estas puntuaciones convertidas en la parte de discusión tengan el mismo promedio y desviación estándar que se utilizó cuando se ajustó la parte de selección múltiple. Así, se calibra la parte de discusión a través del cómputo realizado anteriormente con los calibradores en la parte de selección múltiple. Esto es posible porque ambas partes del examen evalúan el mismo contenido y guardan una correlación alta entre ellas.

La fórmula que se aplica a la puntuación convertida total de la parte de discusión (denominada puntuación cruda en el Informe de Puntuaciones) es la siguiente:

$$\text{Puntuación Calibrada} = \left(\frac{\text{Puntuación Convertida Total} - \text{promedio de la Puntuación Convertida Total}}{\text{desviación estándar de la Puntuación Convertida Total}} \right) * \text{desviación estándar de la Puntuación Calibrada de Selección Múltiple} + \text{Promedio de la Puntuación Calibrada de Selección Múltiple}.$$

- c) La puntuación cruda en la parte de selección múltiple representa el total de contestaciones correctas que un aspirante obtuvo en esta parte del examen. Como es de notar, esta puntuación no refleja ningún ajuste relacionado con

² The Testing Column: Q&A: NCBE Testing and Research Department Staff Members Answer Your Questions, 86 (Núm. 4) The Bar Examiner (2017-2018), disponible en <https://thebarexaminer.org/article/winter-2017-2018/the-testing-column-qa-ncbe-testing-and-research-department-staff-members-answer-your-questions/>.

la dificultad relativa de esta parte en comparación con pasadas administraciones de la reválida. Para garantizar que las puntuaciones no estén afectadas por estos cambios en niveles de dificultad entre una parte de selección múltiple y otra administrada anteriormente, se utiliza el proceso de calibración.

Los calibradores son preguntas que cubren todas las materias evaluadas en el examen y presentan las características psicométricas esperadas en las preguntas de selección múltiple. Aunque las versiones del examen sean distintas, estos calibradores constituyen un mini examen idéntico en las administraciones que utilicen el mismo grupo de calibradores. De esta forma, los psicómetras pueden evaluar las diferencias en desempeño entre los grupos de esas reválidas y determinar si se deben a la diferencia en la dificultad de una versión del examen versus la otra.

El proceso de evaluación de la información provista por los calibradores se describe así:

If the two groups did equally well on the common items (and the common items are indeed a “mini test”), then any differences in the groups’ average raw scores on the two forms should be due to differences in the difficulty levels of the two forms. For example, if the two groups did equally well on the common items and if Group A did better on Form A than Group B did on Form B, then Form A would be considered easier overall than Form B. If the group that took Form A did better on the common items than the group that took Form B, and if Group A did proportionally better on the test overall, it suggests that the two forms have the same difficulty. If Group A did better than would be expected on Form A relative to Group B’s performance on Form B, then Form A would be determined to be easier overall than Form B and vice versa. The use of common items allows a comparison of the abilities of the two groups on identical items. Once the group factor is accounted for, the form difficulty difference can be determined, and the appropriate statistical adjustment to raw scores can be made to ensure that the reported scale scores for both forms are equivalent. Statistical equating procedures are designed to make these kinds of adjustments, so that the scale scores have the same meaning regardless of which test form an examinee took.³

El proceso de calibración utiliza la información estadística que se obtuvo de las preguntas comunes (calibradores) a ambos exámenes como medida de desempeño de cada grupo. Este desempeño es comparado con el desempeño demostrado en las restantes preguntas (no calibradores) para determinar si un examen de selección múltiple fue más difícil que otro.

³ Harris, Deborah, *Equating the Multistate Bar Examination*, 72 (Núm. 3) *The Bar Examination* (2003), pág. 14, disponible en <https://thebarexaminer.org/wp-content/uploads/PDFs/720303-harris.pdf>.

A través de métodos de ajuste lineal, la puntuación cruda en la parte de selección múltiple es ajustada para atemperarla a los cambios en la dificultad de esta parte del examen. Luego de este ajuste, obtenemos la puntuación calibrada. Debido al proceso, esta puntuación calibrada puede ser interpretada consistentemente a través de diversas administraciones de selección múltiple. Es decir, un aspirante que obtiene 500 puntos calibrados en esta parte del examen ha demostrado el mismo nivel de conocimiento y habilidad que otro aspirante que tomó la reválida en otra ocasión y que obtuvo 500 puntos calibrados.

La fórmula que se utiliza en esta calibración es muy complicada. Simplemente, me limitaré a citar textualmente la fórmula, según redactada por el Dr. Roger Bolus:

The notation for the calculations is as follows:

A= Applicants taking the current test

B= Applicants taking the prior test

T= All applicants

C = Items that are in common to both tests, i.e., equators

X = All items on current test

Y = All items on prior test

M = Mean

S = Standard Deviation

R = Correlation coefficient

B = Regression Coefficient

MXA = Mean on test X for group A

SXA = Standard Deviation on test X for group A

MYB = Mean on test Y for group B

SYB = Standard Deviation on test Y for group B

MCA = Mean on test C for group A

SCA = Standard Deviation on test C for group A

MCB = Mean on test C for group B

SCB = Standard Deviation on test C for group B

RXCA= Part-whole correlation between test C and X in group A

RYCB= Part-whole correlation between test C and Y in group B

MCT = Mean on test C for group T

SCT = Standard Deviation on test C for group T

Calculations:

$BXCA = RXCA * (SXA / SCA);$

$BYCB = RYCB * (SYB / SCB)$

$MXT = MXA + (BXCA * (MCT - MCA))$

$MYT = MYB + (BYCB * (MCT - MCB))$

$SXT^2 = (SXA^{**2}) + ((BXCA^{**2}) * (SCT^{**2} - SCA^{**2}))$

$SYT^2 = (SYB^{**2}) + ((BYCB^{**2}) * (SCT^{**2} - SCB^{**2}))$

$P = (SQRT(SYT^2)) / (SQRT(SXT^2)) - \text{Multiplier}$

$Q = MYT - (P * MXT) - \text{Constant}$

- d) Al producirse una puntuación calibrada para cada parte del examen, la Junta obtiene un beneficio adicional. Ahora las puntuaciones en cada parte del examen se encuentran en una misma escala de puntos. Esto nos permite asignarle el peso que cada parte va a tener en la nota final del aspirante sin tener que intervenir con ninguno de los cálculos hechos hasta el momento sobre las puntuaciones y sin tener que cambiar la nota de pase.

El peso que cada parte del examen tiene en la nota final del aspirante es un asunto de política pública. Sin embargo, esta decisión debe considerar algunos factores como, por ejemplo, cuál parte del examen tiene mayor confiabilidad, en qué parte se evalúan más conceptos, cuál de las destrezas evaluadas resulta ser más importante para ejercer la profesión y el número de partes que componen el examen, entre otros elementos. Al considerar lo anterior, una junta o un tribunal puede determinar si desea conceder más peso a una parte que a otras en el resultado final de la prueba.

En nuestro caso, la parte de selección múltiple es la parte más objetiva del examen y en la que se evalúan más conceptos. También resulta ser la parte con mayor confiabilidad. Ahora bien, la parte de discusión es la que mide la expresión escrita, una destreza muy importante para ejercer la abogacía. En vista de todo lo anterior, la Junta decidió conceder igual peso a ambas partes del examen.

Por lo anterior, para calcular la puntuación final del aspirante, debemos multiplicar la puntuación calibrada obtenida en cada parte del examen por .50 para obtener los puntos que cada parte va a aportar a esa nota final. El producto de estas dos multiplicaciones se suma para obtener la puntuación calibrada ajustada o, lo que es lo mismo, la puntuación final en el examen.

2. Se incluye la información como Anejo III.
3. La estructura antigua de la reválida de Derecho General consistía en 124 preguntas de selección múltiple y 12 preguntas de discusión. Este examen era administrado en dos días y medio. Considerando que hay 13 materias objeto de examen, de ordinario, cada pregunta de discusión era redactada para evaluar una de las materias objeto de examen de forma aislada a las demás. La parte de selección múltiple tenía un peso de 45% en la nota final del aspirante y la parte de discusión tenía un peso de 55%. Esta estructura fue utilizada por casi tres décadas.

Posteriormente, y en consulta con varios psicómetras, la Junta decidió aumentar las preguntas de selección múltiple a 184 y reducir las preguntas de discusión a 8. El examen es administrado en dos días. Cada parte del examen tiene el mismo peso en la nota final.

Debido a que se evalúan 13 materias en 8 preguntas de discusión, cada pregunta integra problemas jurídicos de varias materias. Esto ayuda a fomentar el pensamiento crítico e integrado del derecho entre los evaluados.

El aumento en las preguntas de selección múltiple ofrece la oportunidad de evaluar muchos más conceptos jurídicos sin que aumente demasiado la duración del examen. Esto, además, representa un aumento y consistencia en la confiabilidad de esta parte del examen.

Para más información, se incluye la resolución de la Junta fechada el 19 de diciembre de 2011 (Anejo IV).

4. Con el propósito de validar los resultados obtenidos en la reválida de Derecho General mediante el análisis de información externa a este examen, la Junta realiza estudios sobre cada reválida administrada en septiembre. A través de estos estudios, se determina la relación que existe entre las puntuaciones de los aspirantes en la reválida, el promedio académico en el *Juris Doctor*, y las puntuaciones obtenidas en los exámenes de admisión a la escuela de derecho (LSAT y EXADEP). Cada estudio ha demostrado que las puntuaciones del examen guardan una relación mayor con los promedios académicos del grado de *Juris Doctor*. Igualmente, se ha determinado que mientras mayor sea este promedio académico, mayor es la probabilidad de un aspirante de aprobar el examen. Estos datos sostienen la validez del examen para medir los conocimientos adquiridos en la escuela de derecho. Véase Anejo V.
5. Los procesos de calibración y de conversión de puntos que hemos explicado en el primer acápite de este informe son ampliamente utilizados en otras reválidas profesionales para ajustar los puntos asignados. Véase, por ejemplo, la publicación del *National Conference of Bar Examiners, Bar Exam Fundamentals for Legal Educators*, páginas 14-16, en la cual se incluye una explicación sencilla de estos procesos, según utilizados para calibrar y ajustar los puntos de las reválidas de derecho administradas en los Estados Unidos. Anejo VI.⁴

Como norma general, la mayoría de las reválidas y certificaciones profesionales administradas en los Estados Unidos pasan por algún proceso psicométrico para ajustar las diferencias en dificultad que presentan las distintas versiones del examen en diversas administraciones.⁵ Por ejemplo, el examen de Contador Público Autorizado utiliza puntuaciones ajustadas para informar sus resultados.⁶ En la reválida nacional de médicos también se realizan ajustes y calibración de sus exámenes para atender las posibles diferencias en dificultad de la prueba a través

⁴ Véanse, además, los artículos citados en las notas 2 y 3 de este informe y Susan M. Case, *The Testing Column: Scaling, Revisited*, 89 (Núm. 1), *The Bar Examination* (2020), disponible en <https://thebarexaminer.ncbex.org/article/fall-2020/the-testing-column-3/>.

⁵ “Equating is a statistical procedure used for most large-scale standardized tests to adjust examinee scores to compensate for differences in difficulty among test forms so that scores on the forms have the same meaning and are directly comparable.” *The Testing Column*, *supra*, nota 2.

⁶ “Scaled scores on the MCQ and TBS portions of the Exam are calculated using formulas that take into account factors such as whether the question was answered correctly and the relative difficulty of each question”. Véase, *Certified Public Accountant Exam Scoring*, American Institute of Certified Public Accountants, disponible en <https://www.aicpa.org/becomeacpa/cpaexam/psychometricsandscoring.html>.

del tiempo.⁷ Sobre estos procesos, el *Board of Pharmacy Specialties* (BPS) informa en su página cibernética que:

BPS creates new versions, or forms, of all of its tests on a regular basis. In assembling the new forms, BPS and its testing consultants follow best practices in certification testing so that all forms are comparable in content and difficulty. Once the examination forms have been equated, a procedure called *scaling* is used to convert the actual number of correct answers, or raw scores, to a uniform scale. These converted scores are called scaled scores. Equated, scaled scores ensure that all candidates for a BPS specialty certification demonstrate at least the same level of knowledge in order to pass the examination.⁸

6. La cantidad de preguntas de selección múltiple nuevas administradas entre septiembre 2010 y septiembre de 2020 fueron las siguientes:

<u>Septiembre 2010</u>	
<u>Cantidad</u>	<u>Materia</u>
3	Derecho de Familia
1	Derecho de Sucesiones
1	Derechos Reales
2	Obligaciones y Contratos
3	Derecho Administrativo
2	Derecho Constitucional
2	Derecho Probatorio
3	Procedimiento Civil
1	Responsabilidad Extracontractual
2	Ética
2	Derecho Penal
3	Procedimiento Criminal
2	Derecho Hipotecario

<u>Septiembre 2011</u>	
<u>Cantidad</u>	<u>Materia</u>
5	Derecho de Familia
5	Derecho de Sucesiones
2	Derechos Reales
4	Obligaciones y Contratos
2	Derecho Administrativo
4	Derecho Constitucional
3	Derecho Probatorio
6	Procedimiento Civil
4	Responsabilidad Extracontractual

⁷ “Score information is collected during each testing period so that calibration and equating can be performed, which ensures comparability of score outcomes regardless of test date, test form, or test site.” United States Medical Licensing Examination, disponible en <https://www.usmle.org/frequently-asked-questions/#scores>.

⁸ Board of Pharmacy Specialties, <https://www.bpsweb.org/specialty-exams/scoring-process/>.

4	Ética
3	Derecho Penal
5	Procedimiento Criminal
2	Derecho Hipotecario

Septiembre 2012

<u>Cantidad</u>	<u>Materia</u>
1	Derecho de Familia
1	Derecho de Sucesiones
1	Derechos Reales
4	Obligaciones y Contratos
2	Derecho Administrativo
2	Derecho Constitucional
1	Derecho Probatorio
2	Procedimiento Civil
4	Responsabilidad Extracontractual
3	Ética
5	Derecho Penal
1	Derecho Hipotecario

Septiembre 2013

<u>Cantidad</u>	<u>Materia</u>
2	Derecho de Sucesiones
3	Derechos Reales
3	Obligaciones y Contratos
1	Derecho Administrativo
2	Derecho Constitucional
2	Derecho Probatorio
2	Derecho Penal
1	Procedimiento Criminal
2	Derecho Hipotecario

Septiembre 2014

<u>Cantidad</u>	<u>Materia</u>
1	Derecho de Familia
1	Derecho de Sucesiones
1	Obligaciones y Contratos
2	Derecho Administrativo
2	Derecho Constitucional
1	Procedimiento Civil
2	Responsabilidad Extracontractual
1	Derecho Penal
3	Procedimiento Criminal

Septiembre 2015

<u>Cantidad</u>	<u>Materia</u>
2	Derecho de Familia
1	Derecho de Sucesiones
3	Derechos Reales
1	Obligaciones y Contratos
2	Derecho Penal
1	Derecho Hipotecario

Septiembre 2016

<u>Cantidad</u>	<u>Materia</u>
2	Derecho de Familia
1	Derecho de Sucesiones
3	Derechos Reales
2	Procedimiento Civil
1	Responsabilidad Extracontractual
1	Procedimiento Criminal
4	Derecho Hipotecario

Septiembre 2017

<u>Cantidad</u>	<u>Materia</u>
1	Obligaciones y Contratos
1	Derecho Administrativo
1	Derecho Constitucional
3	Procedimiento Civil
1	Ética
2	Derecho Hipotecario

Septiembre 2018

<u>Cantidad</u>	<u>Materia</u>
2	Derecho de Familia
4	Derecho Penal
1	Procedimiento Criminal

Septiembre 2019

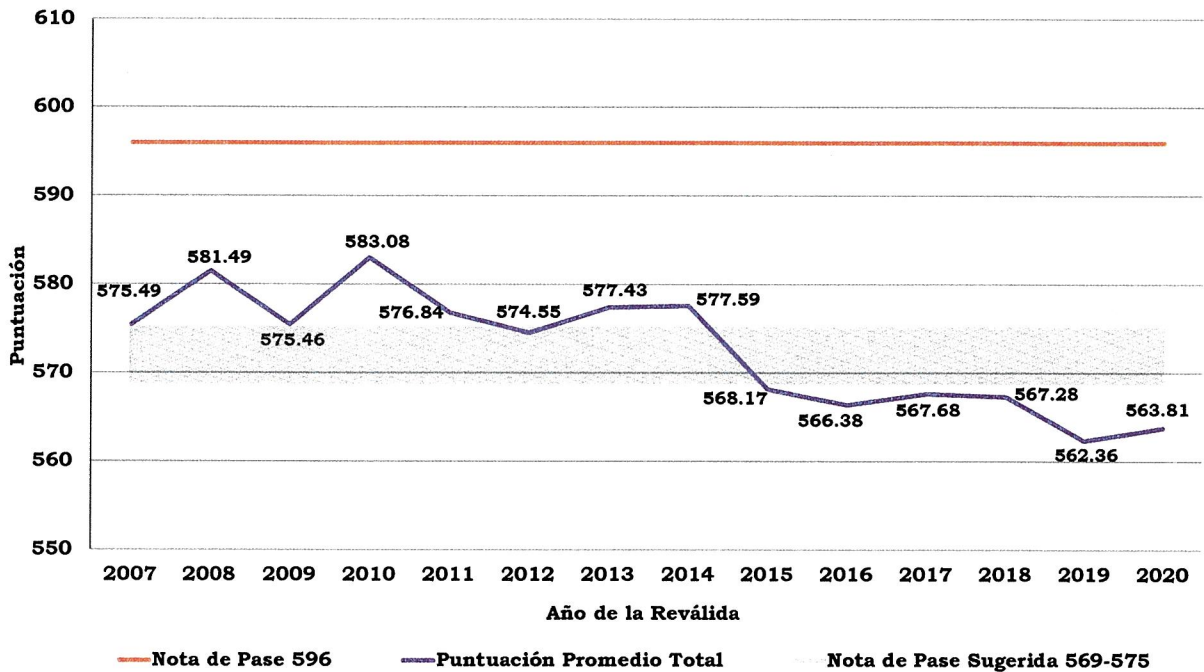
No hubo preguntas nuevas

Septiembre 2020

<u>Cantidad</u>	<u>Materia</u>
1	Derecho de Sucesiones
2	Derechos Reales
2	Derecho Hipotecario

7. Información adicional

Puntuación Promedio en las Reválidas de Derecho General de Septiembre (2007 al 2020)



Esta gráfica muestra la tendencia en declive de las puntuaciones promedio de las reválidas de septiembre administradas entre el 2007 y el 2020. En casi diez años, la puntuación promedio en estos exámenes se redujo más de 20 puntos ajustados (de 583.08 puntos en el 2010 a 562.36 en el 2019). Fijar la nota de pase en alguna de las puntuaciones sugeridas podría aumentar el porcentaje de aprobación en la reválida de Derecho General. Sin embargo, esto no necesariamente revertiría la tendencia mostrada en esta gráfica.

Espero que la información suministrada les sea de utilidad. De surgir la necesidad de otra información, favor de contactarme nuevamente.

Cordialmente,

Héctor Rodríguez Mulet

Anejos

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EN EL TRIBUNAL SUPREMO DE PUERTO RICO

In re:

Nota de Pase para las
reválidas general y notarial
de marzo de 1994 y enmienda
a las Reglas 6.2 y 7(f) del
Reglamento de la Junta
Examinadora de Aspirantes
al Ejercicio de la Abogacía

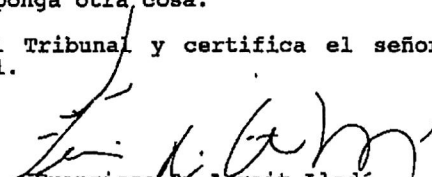
Núm. _____

RESOLUCION

San Juan, Puerto Rico, a 21 de enero de 1994.

A tenor con las resoluciones del 29 de enero de 1987 y del 11 de junio de 1993, y luego de considerar las recomendaciones de la Junta Examinadora de Aspirantes al Ejercicio de la Abogacía, se fija en 596 puntos ajustados como calificación mínima necesaria para aprobar los exámenes de reválida general y notarial hasta tanto este Tribunal disponga otra cosa.

Lo acordó el Tribunal y certifica el señor Secretario General.


Francisco R. Agrait Lladó
Secretario General

APÉNDICE I
REVÁLIDA DE ASPIRANTES AL EJERCICIO DE LA ABOGACÍA
TABLA DE CONVERSION DE LAS PUNTUACIONES DE DISCUSIÓN ASIGNADAS, CONVERTIDAS A UNA DISTRIBUCIÓN
CON UN PROMEDIO DE 5.00 Y UNA DESVIACIÓN ESTÁNDAR DE 1.00

SEPTIEMBRE DE 2021

RAW SCORE	ESSAY #1	ESSAY #2	ESSAY #3	ESSAY #4
0	3.27	2.03	2.00	1.73
1	3.41	2.18	2.14	1.87
2	3.55	2.32	2.29	2.01
3	3.68	2.47	2.43	2.15
4	3.82	2.61	2.58	2.29
5	3.95	2.76	2.72	2.42
6	4.09	2.91	2.87	2.56
7	4.23	3.05	3.01	2.70
8	4.36	3.20	3.16	2.84
9	4.50	3.34	3.30	2.97
10	4.64	3.49	3.45	3.11
11	4.77	3.63	3.59	3.25
12	4.91	3.78	3.74	3.39
13	5.05	3.92	3.88	3.53
14	5.18	4.07	4.02	3.66
15	5.32	4.21	4.17	3.80
16	5.45	4.36	4.31	3.94
17	5.59	4.50	4.46	4.08
18	5.73	4.65	4.60	4.22
19	5.86	4.79	4.75	4.35
20	6.00	4.94	4.89	4.49
21	6.14	5.09	5.04	4.63
22	6.27	5.23	5.18	4.77
23	6.41	5.38	5.33	4.90
24	6.54	5.52	5.47	5.04
25	6.68	5.67	5.62	5.18
26	6.82	5.81	5.76	5.32
27	6.95	5.96	5.91	5.46
28	7.09	6.10	6.05	5.59
29	7.23	6.25	6.19	5.73
30	7.36	6.39	6.34	5.87
31	7.50	6.54	6.48	6.01
32	7.63	6.68	6.63	6.14
33	7.77	6.83	6.77	6.28
34	7.91	6.97	6.92	6.42
35	8.04	7.12	7.06	6.56
36	8.18	7.26	7.21	6.70
37	8.32	7.41	7.35	6.83
38	8.45	7.56	7.50	6.97
39	8.59	7.70	7.64	7.11
40	8.73	7.85	7.79	7.25

SEPTIEMBRE DE 2010

UNIVERSIDAD DE PUERTO RICO

119 Primerizos de los cuales 89 o 75 % Aprobaron

SEPTIEMBRE DE 2011

UNIVERSIDAD DE PUERTO RICO

197 Primerizos de los cuales 122 o 62 % Aprobaron

SEPTIEMBRE DE 2012

UNIVERSIDAD DE PUERTO RICO

166 Primerizos de los cuales 99 o 60 % Aprobaron

SEPTIEMBRE DE 2013

UNIVERSIDAD DE PUERTO RICO

157 Primerizos de los cuales 86 o 55 % Aprobaron

SEPTIEMBRE DE 2014

UNIVERSIDAD DE PUERTO RICO

170 Primerizos de los cuales 96 o 56 % Aprobaron

SEPTIEMBRE DE 2015

UNIVERSIDAD DE PUERTO RICO

153 Primerizos de los cuales 87 o 57 % Aprobaron

SEPTIEMBRE DE 2016

UNIVERSIDAD DE PUERTO RICO

155 Primerizos de los cuales 78 o 50 % Aprobaron

SEPTIEMBRE DE 2017

UNIVERSIDAD DE PUERTO RICO

72 Primerizos de los cuales 39 o 54 % Aprobaron

SEPTIEMBRE DE 2018

UNIVERSIDAD DE PUERTO RICO

148 Primerizos de los cuales 70 o 47 % Aprobaron

SEPTIEMBRE DE 2019

UNIVERSIDAD DE PUERTO RICO

145 Primerizos de los cuales 73 o 50 % Aprobaron

SEPTIEMBRE DE 2020

UNIVERSIDAD DE PUERTO RICO

147 Primerizos de los cuales 61 o 42 % Aprobaron

SEPTIEMBRE DE 2010

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
184 Primerizos de los cuales 101 o 55 % Aprobaron

SEPTIEMBRE DE 2011

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
172 Primerizos de los cuales 83 o 48 % Aprobaron

SEPTIEMBRE DE 2012

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
152 Primerizos de los cuales 80 o 53 % Aprobaron

SEPTIEMBRE DE 2013

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
172 Primerizos de los cuales 98 o 57 % Aprobaron

SEPTIEMBRE DE 2014

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
138 Primerizos de los cuales 60 o 43 % Aprobaron

SEPTIEMBRE DE 2015

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
114 Primerizos de los cuales 35 o 31 % Aprobaron

SEPTIEMBRE DE 2016

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
120 Primerizos de los cuales 36 o 30 % Aprobaron

SEPTIEMBRE DE 2017

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
131 Primerizos de los cuales 50 o 38 % Aprobaron

SEPTIEMBRE DE 2018

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO
124 Primerizos de los cuales 36 o 29 % Aprobaron

SEPTIEMBRE DE 2019

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO

118 Primerizos de los cuales 31 o 26 % Aprobaron

SEPTIEMBRE DE 2020

UNIVERSIDAD INTERAMERICANA DE PUERTO RICO

113 Primerizos de los cuales 36 o 32 % Aprobaron

SEPTIEMBRE DE 2010**UNIVERSIDAD CATÓLICA**

100 Primerizos de los cuales 42 o 42 % Aprobaron

SEPTIEMBRE DE 2011**UNIVERSIDAD CATÓLICA**

134 Primerizos de los cuales 36 o 27 % Aprobaron

SEPTIEMBRE DE 2012**UNIVERSIDAD CATÓLICA**

142 Primerizos de los cuales 47 o 33 % Aprobaron

SEPTIEMBRE DE 2013**UNIVERSIDAD CATÓLICA**

151 Primerizos de los cuales 53 o 35 % Aprobaron

SEPTIEMBRE DE 2014**UNIVERSIDAD CATÓLICA**

136 Primerizos de los cuales 54 o 40 % Aprobaron

SEPTIEMBRE DE 2015**UNIVERSIDAD CATÓLICA**

107 Primerizos de los cuales 36 o 34 % Aprobaron

SEPTIEMBRE DE 2016**UNIVERSIDAD CATÓLICA**

82 Primerizos de los cuales 28 o 34 % Aprobaron

SEPTIEMBRE DE 2017**UNIVERSIDAD CATÓLICA**

82 Primerizos de los cuales 30 o 37 % Aprobaron

SEPTIEMBRE DE 2018**UNIVERSIDAD CATÓLICA**

79 Primerizos de los cuales 30 o 38 % Aprobaron

SEPTIEMBRE DE 2019**UNIVERSIDAD CATÓLICA**

67 Primerizos de los cuales 17 o 25 % Aprobaron

SEPTIEMBRE DE 2020

UNIVERSIDAD CATÓLICA

97 Primerizos de los cuales 31 o 32 % Aprobaron

EN EL TRIBUNAL SUPREMO DE PUERTO RICO
JUNTA EXAMINADORA DE ASPIRANTES AL EJERCICIO
DE LA ABOGACÍA Y LA NOTARÍA

Cambios en el formato del
examen de Reválida General

Núm. _____

RESOLUCIÓN

San Juan, Puerto Rico, a 19 de diciembre de 2011.

Con el propósito de fomentar el pensamiento crítico e integrado del Derecho en los aspirantes al ejercicio de la abogacía, así como procurar una evaluación más abarcadora de las figuras y los conceptos jurídicos en el examen de admisión a esta profesión --sin menoscabar su validez y confiabilidad como instrumento de medición psicométrica-- la Junta Examinadora de Aspirantes al Ejercicio de la Abogacía y la Notaría resuelve modificar el formato del examen de **Reválida General**.



Conforme a las Reglas 2.5.1(b) y 5.3.1 del Reglamento para la Admisión de Aspirantes al Ejercicio de la Abogacía y la Notaría (1998) (el Reglamento), 4 L.P.R.A. Ap. XVII-B, la Junta Examinadora tiene la facultad de determinar la proporción, el número y el peso que habrán de tener las preguntas de la reválida, así como los periodos requeridos para contestar cada parte del examen.

Luego de una cuidadosa evaluación de los aspectos psicométricos necesarios para garantizar la validez y confiabilidad del examen logrados hasta el presente, y para alcanzar una mayor integración de las materias objeto de examen, de acuerdo con la Regla 2.5.1(c) del Reglamento, la Junta Examinadora resuelve administrar la **Revalida General** con el siguiente formato:

-2-

- 1) Dos (2) sesiones de **preguntas de selección múltiple**, con una duración de tres horas y media cada una, en las que se administrarán noventa y dos (92) preguntas por sesión,
- 2) Dos (2) sesiones de **preguntas de discusión**, con una duración de tres horas cada una, en las que se administrarán cuatro (4) preguntas por sesión.

Las sesiones de preguntas de selección múltiple serán administradas durante las mañanas del primer y segundo día de examen. Las sesiones de preguntas de discusión serán administradas durante las tardes del primer y segundo día de examen.

La parte de selección múltiple tendrá un peso total de cincuenta por ciento (50%) en la nota de pase, mientras que el restante cincuenta por ciento (50%) corresponderá a la parte de preguntas de discusión.

Esta Resolución entrará en vigor inmediatamente, por lo que el nuevo formato será utilizado a partir de la próxima Reválida General de marzo de 2012.

Lo acordó la Junta Examinadora y lo certifica el Director Ejecutivo.



Héctor Rodríguez Mulet
Director Ejecutivo

**RELACIÓN ENTRE EXÁMENES DE INGRESO A ESCUELA DE DERECHO,
ÍNDICE ACADÉMICO EN ESTA ESCUELA Y LA PUNTUACIÓN
EN EL EXAMEN DE REVÁLIDA DE ABOGADOS
DE SEPTIEMBRE DE 2010**

INTRODUCCIÓN:

Este informe provee información sobre la relación que existe entre las variables; exámenes de ingreso a escuela de derecho (PAEG y LSAT); índice académico en esta escuela (LGPA); y la puntuación en las preguntas de selección múltiple y discusión del examen de reválida de abogados de los aspirantes egresados de escuelas de derecho en Puerto Rico. Los resultados se presentan por escuela de derecho y para todos los aspirantes en conjunto. La puntuación en el examen del PAEG fue convertida a una puntuación a escala utilizando para ello el índice académico en escuela de derecho. Esto se hizo para ajustar las diferencias en el índice académico por escuelas de derecho.

HALLAZGOS:

En términos generales, mientras más alta es la puntuación del aspirante en los exámenes de ingreso a escuela de derecho (PAEG y LSAT), mayor es su índice académico en escuela de derecho y por la tanto, mayor es su probabilidad de aprobar el examen de reválida de abogados.

La tabla 1 demuestra que las puntuaciones en el LSAT y en el PAEG generalmente colocan a los estudiantes en orden de rango bastante similar pero en términos generales las puntuaciones en el PAEG son un mejor predictor del índice académico en escuelas de derecho (LGPA), que las puntuaciones obtenidas en el LSAT.

TABLA I

***CORRELACIÓN ENTRE LA PUNTUACIÓN EN LOS EXÁMENES DE
INGRESO A ESCUELA DE DERECHO (LSAT Y PAEG) Y EL ÍNDICE
ACADÉMICO EN ESTA ESCUELA (LGPA)***

ESCUELAS DE DERECHO	TOTAL DE ASPIRANTES	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
UPR	150	.60	-.16	.03
UIA	261	.38	.04	-.05
UCPR	173	.37	.03	.11
EMH	67	.52	-.05	.20
TOTALES PARA TODOS LOS ASPIRANTES	651	.66	.37	.50

TABLA 2**CORRELACIÓN ENTRE LA PUNTUACIÓN EN EL EXAMEN DE REVÁLIDA Y LA PUNTUACIÓN EN EL LSAT Y PAEG**

ESCUELAS DE DERECHO	S/M		ENSAYO		PUNTUACIÓN TOTAL EN EXAMEN	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
UPR	.01	.06	-.03	.02	-.01	.04
UIA	.17	.03	.14	-.01	.16	.01
UCPR	.09	.13	.11	.22	.11	.19
EMH	-.01	.24	.04	.13	.02	.19
TOTALES PARA TODOS LOS ASPIRANTES	.23	.25	.25	.27	.25	.28

Una comparación entre las Tablas 1 y 2 demuestra que la puntuación en el LSAT y el PAEG tiene una correlación mayor con el índice académico, que con la puntuación total en el examen de reválida de abogados, y con la puntuación en las preguntas de selección múltiple y discusión del examen de reválida, para todas las escuelas de derecho. O sea, el índice académico en escuela de derecho, es un mejor predictor de éxito en el examen de reválida que la puntuación en los exámenes de ingreso a esta escuela.

Se demostró una correlación moderada hacia alta entre el índice académico en escuela de derecho y la puntuación en el examen de reválida en casi todas las escuelas. En términos generales, el índice académico en escuela de derecho, correlacionó igual de alto con la puntuación en las preguntas de selección múltiple y en las de discusión.

TABLA 3**CORRELACIÓN ENTRE LA PUNTUACIÓN EN EL EXAMEN DE REVÁLIDA DE ABOGADOS Y EL ÍNDICE ACADÉMICO EN LA ESCUELA DE DERECHO A ESCALA**

ESCUELAS DE DERECHO	S/M	ENSAYO	PUNTUACIÓN TOTAL EN EXAMEN
UPR	.53	.47	.53
UIA	.50	.52	.54
UCPR	.44	.47	.49
EMH	.47	.50	.51
TOTALES PARA TODOS LOS ASPIRANTES	.53	.55	.57

TABLA 4**POR CIENTOS DE PASANTÍA POR CUARTILES DE ÍNDICE ACADÉMICO Y PUNTUACIÓN EN EL PAEG A ESCALA**

QUINTILLO	INDICE ACADÉMICO	PAEG
Primeros 20%	82	64
Próximos 20%	59	60
Medianos 20%	42	37
Próximos 20%	32	38
Últimos 20%	19	35

Los resultados de la tabla anterior demuestran una fuerte relación entre el índice académico en escuela de derecho y la posibilidad de aprobar o fracasar en el examen de reválida de abogados. Los aspirantes en el primer quintillo del índice académico a escala, tienen una probabilidad mayor de aprobar, que los del próximo quintillo quienes a su vez tiene una probabilidad mayor que los del mediano quintillo y éstos a su vez que los del próximo y así sucesivamente.

Así mismo estos resultados demuestran que el índice académico en escuela de derecho es un mejor predictor de resultados en el examen de reválida de lo que es el PAEG. La diferencia en los por cientos de pasantía entre el primer quintillo y el último fue de **63** puntos en el índice académico y sólo de **29** puntos en el PAEG.

En cada Escuela de Derecho, mientras más alto es el índice académico de un aspirante, mayor probabilidad tiene de aprobar el examen de reválida de abogado (Tabla 5). Sólo 10% de los aspirantes de la UPR demostraron cuartiles de índice académico bajos y el 88% de los aspirantes de EMH demostraron índices en los dos cuartiles más bajos. Las diferencias en los por cientos de pasantía entre las escuelas generalmente corresponden a diferencias en los promedios de puntuación en los exámenes de ingreso a escuela de derecho de estos aspirantes.

TABLA 5**POR CIENTOS DE PASANTÍA POR CUARTILES DE ÍNDICE ACADÉMICO Y EL PROMEDIO EN LA PUNTUACIÓN EN EL PAEG**

CUARTILES DE ÍNDICE ACADÉMICO	UPR	UIA	UCPR	EMH	TODOS LOS ASPIRANTES
Primeros 25%	81	78	100	67	80
Próximos 25%	33	52	63	60	51
Próximos 25%	36	34	41	23	36
Últimos 25%	25	16	23	17	20
TOTAL	67	48	38	24	47
PROMEDIO EN PAEG	648	601	565	542	596

TABLA 6**PROMEDIO Y POR CIENTOS DE PASANTÍA PARA PRIMERIZOS Y REPETIDORES**

GRUPOS	LSAT	PAEG	ÍNDICE ACADÉMICO A ESCALA	RESULTADOS EN EL EXAMEN DE REVÁLIDA			
				S/M	ENSAYO	TOTAL	% DE PASANTIA
Primerizos	139	606	614	595	597	597	57
Repetidores	137	579	566	561	558	560	29
TOTAL	138	596	596	583	583	584	47

Los resultados de esta tabla demuestran que los 413 aspirantes primerizos obtuvieron una puntuación promedio mayor en el índice académico, en los resultados en el examen de reválida y en el por ciento de pasantía, que la que obtuvieron los 238 aspirantes repetidores.

Nótese que los análisis indicados en este informe hacen referencia a los aspirantes de las cuatro escuelas de derecho de los cuales se tienen los datos completos. Por lo tanto, estos resultados pudieran diferir de los datos estadísticos totales para el examen de reválida general de exámenes anteriores.

CONCLUSIÓN:

Los resultados anteriores demuestran que la puntuación en el examen de reválida de abogados y la probabilidad de aprobar o fracasar este examen, está altamente relacionada con el índice académico del aspirante. Esta relación es mucho más fuerte que la encontrada entre el índice académico y la puntuación en los exámenes de ingreso a escuela de derecho. Estos resultados son consistentes con los estudios de validez anteriores y proveen un fuerte apoyo a la validez del examen de reválida de abogados de Puerto Rico.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2011 BAR EXAMINATION**

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November 21, 2011

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the higher a student's admission test scores, the higher that student's LGPA. Table 1 shows that LSAT and PAEG scores generally rank order students in roughly the same way but overall, PAEG scores were a slightly better predictor of LGPA than were LSAT scores.

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	232	.65	.00	.07
Interamerican University	244	.31	.00	.09
Catholic University	215	.40	.03	.11
Eugina Maria de Hostos	46	.70	.30	.54
All Applicants	737	.71	.43	.51

A comparison of Tables 1 and 2 shows that across all the applicants from the four Puerto Rico schools, LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.08	.10	.07	.16	.14	.16
Interamerican University	.10	.03	.05	-.08	.07	-.03
Catholic University	.10	.14	.06	.08	.08	.12
Eugina Maria de Hostos	.39	.45	.35	.35	.39	.42
All Applicants	.31	.33	.21	.22	.27	.29

There was a moderate to high correlation between law school grades and bar exam scores at most schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.52	.50	.55
Interamerican University	.59	.54	.60
Catholic University	.43	.56	.55
Eugina Maria de Hostos	.47	.53	.53
All Applicants	.59	.53	.60

Table 4 shows the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 65 percentage points on LGPA, but only 32 points on PAEG.

Table 4
PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	86	57
Next 20%	84	50
Middle 20%	61	43
Next 20%	39	32
Lowest 20%	21	25

The higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Only 40 of the 232 UPR graduates (17%) had scaled LGPAs in the lowest two quartiles of law school GPAs whereas 39 of the 46 Eugina Maria de Hostos graduates (85%) were in these quartiles. Differences in passing rates among schools generally correspond to differences in the mean PAEG scores of their graduates.

Table 5
PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	76	77	88	100	77
Next 25%	47	58	64	50	55
Next 25%	27	14	25	38	21
Lowest 25%	21	10	11	19	13
Total	60	41	24	30	42
Mean PAEG	647	605	565	550	603

Table 6 shows that the 515 first time takers had higher mean admission scores, LGPAs, bar exam scores, and passing rates than did the 222 repeaters. Note that all the analyses in this report are restricted to just the candidates from the four law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.

Table 6
MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Admissions		Scaled LGPA	Bar Exam Results			
	Test Scores			Multiple Choice	Essay	Total	Percent Passing
	LSAT	PAEG					
First Timers	140	609	617	585	584	585	48
Repeaters	137	588	572	552	557	556	26
Total	139	603	603	575	576	576	42

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades. This relationship is much stronger than the one between law school grades and admission test scores. These findings provide strong support for the validity of Puerto Rico's bar exam.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2012 BAR EXAMINATION**

Stephen P. Klein, Ph.D.
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November 28, 2012

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the higher a student's admission test scores, the higher that student's LGPA. Table 1 shows that LSAT and PAEG scores generally rank order students in roughly the same way but overall, PAEG scores were a slightly better predictor of LGPA than were LSAT scores.

Table 1
CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	205	.49	.07	.11
Interamerican University	246	.50	.03	.04
Catholic University	253	.44	.02	.08
Eugina Maria de Hostos	31	.77	.44	.49
All Applicants	735	.69	.47	.53

A comparison of Tables 1 and 2 shows that across all the applicants from the four Puerto Rico schools, LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.14	.11	.01	.03	.08	.08
Interamerican University	.03	.00	-.04	-.05	.00	-.03
Catholic University	.08	.08	.02	.01	.06	.05
Eugina Maria de Hostos	.38	.46	.36	.33	.38	.41
All Applicants	.24	.25	.12	.14	.19	.21

There was a moderate to high correlation between law school grades and bar exam scores at most schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.57	.50	.57
Interamerican University	.59	.54	.60
Catholic University	.60	.55	.61
Eugina Maria de Hostos	.77	.70	.77
All Applicants	.59	.50	.58

Table 4 shows the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 67 percentage points on LGPA, but only 28 points on PAEG.

Table 4
PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	77	54
Next 20%	59	44
Middle 20%	34	44
Next 20%	23	35
Lowest 20%	10	26

Within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Only 12% of the UPR graduates had scaled LGPAs in the lowest two quartiles whereas 81% of the Eugina Maria de Hostos graduates were in these quartiles. Differences in passing rates among schools generally correspond to differences in the average law school admissions scores of these schools' graduates.

Table 5
PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	71	75	100	100	73
Next 25%	31	53	82	40	52
Next 25%	39	15	34	14	26
Lowest 25%	0	11	15	0	13
Total	56	42	30	16	41
Mean PAEG	647	606	562	565	601

Table 6 shows that the 471 first time takers had higher mean admission scores, LGPAs, bar exam scores, and passing rates than did the 264 repeaters. Note that all the analyses in this report are restricted to just the candidates from the four law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Admissions		Scaled LGPA	Bar Exam Results			
	Test Scores			Multiple Choice	Essay	Total	Percent Passing
	LSAT	PAEG					
First Timers	140	608	615	585	583	585	49
Repeaters	137	587	575	554	559	558	26
Total	139	601	601	574	575	575	41

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades. This relationship is much stronger than the one between law school grades and admission test scores. These findings provide strong support for the validity of Puerto Rico's bar exam.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2013 BAR EXAMINATION**

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December 19, 2013

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the higher a student's admission test scores, the higher that student's LGPA. Table 1 shows that LSAT and PAEG scores generally rank order students in roughly the same way but overall, PAEG scores were a slightly better predictor of LGPA than were LSAT scores.

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	202	0.549	0.089	0.089
Interamerican University	257	0.381	0.082	0.028
Catholic University	264	0.205	-0.035	0.041
Eugina Maria de Hostos	25	0.707	0.276	0.165
All Applicants*	748	0.66	0.45	0.49

* At these 4 schools only.

A comparison of Tables 1 and 2 shows that across all the applicants from the four Puerto Rico schools, LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	0.19	0.07	0.16	0.06	0.18	0.06
Interamerican University	0.18	0.01	0.10	0.03	0.15	0.03
Catholic University	-0.05	0.04	-0.04	-0.02	-0.05	0.02
Eugina Maria de Hostos	0.08	0.01	0.16	0.04	0.13	0.03
All Applicants	0.40	0.13	0.38	0.11	0.41	0.14

There was a moderate to high correlation between law school grades and bar exam scores at most schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	0.573	0.496	0.566
Interamerican University	0.567	0.530	0.586
Catholic University	0.591	0.537	0.603
Eugina Maria de Hostos	0.312	0.538	0.475
All Applicants*	0.569	0.485	0.561

Table 4 shows the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 60 percentage points on LGPA, but only 18 points on PAEG.

Table 4
PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	86.58	54.00
Next 20%	74.67	46.67
Middle 20%	53.69	40.27
Next 20%	46.00	35.24
Lowest 20%	26.67	36.33

Within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Only 11 % UPR graduates had scaled LGPAs in the lowest two quartiles whereas 72 % of the Eugina Maria de Hostos graduates were in these quartiles. Differences in passing rates among schools generally correspond to differences in the average law school admissions scores of these schools' graduates.

Table 5
PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	64.10	78.13	75.00	0.00	68.45
Next 25%	40.32	53.57	72.22	40.00	52.41
Next 25%	20.00	32.50	42.17	25.00	35.29
Lowest 25%	0.00	6.90	16.31	7.14	13.90
Total	51.49	47.86	32.95	16.00	42.51
Mean PAEG	653.44	609.62	560.25	559.84	602.37

Table 4 shows the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 67 percentage points on LGPA, but only 28 points on PAEG.

Table 4
PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	77	54
Next 20%	59	44
Middle 20%	34	44
Next 20%	23	35
Lowest 20%	10	26

Within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Only 12% of the UPR graduates had scaled LGPAs in the lowest two quartiles whereas 81% of the Eugina Maria de Hostos graduates were in these quartiles. Differences in passing rates among schools generally correspond to differences in the average law school admissions scores of these schools' graduates.

Table 5
PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	64	78	75	100	68
Next 25%	40	54	72	40	52
Next 25%	20	33	42	25	35
Lowest 25%	0	7	16	7	13
Total	51	48	33	16	42
Mean PAEG	653	609	560	559	602

Table 6 shows that the 497 first time takers had higher mean admissions scores, LGPAs, bar exam scores, and passing rates than did the 267 repeaters. Note that all the analyses in this report are restricted to just the candidates from the four law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	139.6	610.2	615.8	584.26	584.08	585.61	48.36%
Repeaters	137.6	587.6	577.2	561.62	561.90	562.72	31.54%
Total	138.8	602.3	602.3	576.39	577.02	577.06	42.28%

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades. This relationship is much stronger than the one between law school grades and admission test scores. These findings provide strong support for the validity of Puerto Rico's bar exam.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2014 BAR EXAMINATION**

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RESEARCH SOLUTIONS GROUP

November 22, 2014

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the higher a student's admission test scores, the higher that student's LGPA. Table 1 shows that LSAT and PAEG scores generally rank order students in roughly the same way but overall, PAEG scores were a slightly better predictor of LGPA than were LSAT scores.

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	208	.576	-.011	.138
Interamerican University	224	.471	.120	.102
Catholic University	241	.276	.100	.124
Eugina Maria de Hostos	10	.059	.159	-.562
All Applicants*	683	.651	.404	.510

* At these 4 schools only. Note also that there were only 10 EMH graduates taking the September 2014 exam

A comparison of Tables 1 and 2 shows that across all the applicants from the four Puerto Rico schools, LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.126	.166	.066	-.001	.102	.085
Interamerican University	.100	.012	.091	.053	.102	.036
Catholic University	.159	.115	.137	.128	.157	.129
Eugina Maria de Hostos	-.321	-.316	-.002	-.344	-.174	-.344
All Applicants*	.231	.208	.190	.165	.225	.200

* At these 4 schools only.

There was a moderate to high correlation between law school grades and bar exam scores at most schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.589	.489	.577
Interamerican University	.427	.493	.497
Catholic University	.571	.597	.620
Eugina Maria de Hostos	.173	.343	.266
All Applicants*	.516	.506	.546

* At these 4 schools only.

Table 4 shows the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 60 percentage points on LGPA, but only 18 points on PAEG.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	72.26%	48.18%
Next 20%	53.28%	53.28%
Middle 20%	42.65%	43.38%
Next 20%	32.12%	36.50%
Lowest 20%	11.76%	30.88%

Within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Over 54 % UPR graduates had scaled LGPAs in the top quartile, compared to 24% of UIA graduates, 2% of UCPR graduates and none of the Eugina Maria de Hostos graduates. Differences in passing rates among schools generally correspond to differences in the average law school admissions scores of these schools' graduates.

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	66.4%	72.2%	100.0%	N/A	69.0%
Next 25%	43.1%	42.7%	69.0%	50.0%	47.4%
Next 25%	52.1%	25.0%	52.8%	0%	40.4%
Lowest 25%	0.0%	12.5%	14.0%	16.7%	12.9%
Total*	54.3%	42.0%	33.6%	20.0%	42.5%
Mean PAEG	647.17	612.10	560.25	562.05	604.25

* At these 4 schools only.

Consistent with historical findings, Table 6 shows that the 439 first time takers had higher mean admissions scores, LGPAs, bar exam scores, and passing rates than did the 244 repeaters.

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	140.2	610.5	619.1	582.5	587.8	596.0	47.6%
Repeaters	137.0	593.0	577.5	565.8	559.5	563.6	33.2%
Total	139.0	604.3	604.3	576.6	577.6	578.0	42.5%

It is worth noting again here that all the analyses in this report are restricted to just the candidates from the four law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades. This relationship is much stronger than the one between law school grades and admission test scores. These findings continue to provide strong support for the validity of Puerto Rico's bar exam.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2015 BAR EXAMINATION**

Roger E. Bolus, Ph.D

RESEARCH SOLUTIONS GROUP

November 20, 2015

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the student's admission test scores as measured by the PAEG and LSAT tend to be strongly related. When viewed across schools, those test scores tend to moderately correlate with student's LGPA. Table 1 shows that LSAT and PAEG scores generally rank order students in roughly the same way but overall, PAEG scores were a slightly better predictor of LGPA than were LSAT scores.

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	211	.627	.000	.096
Interamerican University	197	.514	.120	.061
Catholic University	254	.482	.163	.131
Eugina Maria de Hostos	3	.824	-.174	.414
All Applicants*	665	.712	.398	.449

* At these 4 schools only. Note also that there were only 3 EMH graduates with complete data taking the September 2015 exam so the correlations should be interpreted with caution.

A comparison of Tables 1 and 2 shows that across all the applicants from the four Puerto Rico schools (and consistent with historical findings), LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.106	.108	.056	.072	.085	.096
Interamerican University	-.002	-.074	.032	-.031	.016	-.057
Catholic University	.142	.084	.147	.081	.154	.088
Eugina Maria de Hostos	.999	.821	.600	.947	.921	.979
All Applicants*	.220	.205	.179	.171	.213	.201

* At these 4 schools only. EMH results based on only 3 cases.

There continues to be a moderate to high correlation between law school grades and bar exam scores at most schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.554	.501	.559
Interamerican University	.526	.490	.550
Catholic University	.479	.496	.518
Eugina Maria de Hostos	-.179	.683	.222
All Applicants*	.538	.502	.554

* At these 4 schools only. EMH results based on only 3 cases.

Table 4 illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are much more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 56 percentage points on LGPA, but less than half that amount (i.e., only 23 points) on PAEG.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	69.92%	47.37%
Next 20%	48.87%	46.62%
Middle 20%	30.08%	32.33%
Next 20%	18.05%	30.08%
Lowest 20%	13.53%	24.06%

Within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass (Table 5). Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged from 65% at Catholic University to 59% at the U. of Puerto Rico. .

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	Eugina Maria de Hostos	All Applicants
Highest 25%	65.3%	73.2%	80.0%	N/A	67.7%
Next 25%	51.9%	24.7%	55.0%	0.0%	40.4%
Next 25%	21.7%	20.9%	23.7%	N/A	22.3%
Lowest 25%	6.7%	12.5%	15.0%	0.0%	13.9%
Total*	53.1%	32.5%	33.6%	0.0%	36.1%
Mean PAEG	638.41	601.19	557.93	510.01	596.07

* At these 4 schools only. EMH results based on only 3 cases.

Consistent with historical findings, Table 6 shows that the 373 first time takers had higher mean admissions scores, and LGPAs than the 292 repeaters. Bar exam scores, and passing rates followed the same patterns.

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	140.3	603.2	612.2	572.7	574.2	574.3	41.8%
Repeaters	137.5	587.0	575.4	559.8	560.0	560.8	28.8%
Total	139.1	596.1	596.1	567.0	568.0	568.4	39.1%

(It is worth noting again here that all the analyses in this report are restricted to just the candidates from the four law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.)

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship is much stronger than the one between admission test scores and bar exam performance, which is over 3 years removed from the time of the bar examination. These findings provide continuing evidence for the strong concurrent validity of Puerto Rico's bar examination.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2016 BAR EXAMINATION**

Roger E. Bolus, Ph.D

RESEARCH SOLUTIONS GROUP

November 18, 2016

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the student's admission test scores as measured by the PAEG and LSAT tend to be moderately related, though we do see a difference by school. When viewed across schools, PAEG scores tend to correlate more highly with student's LGPA. Table 1 shows that PAEG scores generally rank order students in roughly the same way as LGPA (.654), whereas LSAT scores were a slightly less able predictor of LGPA ($r=.373$).

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	208	.572	.049	.145
Interamerican University	204	.425	.101	.063
Catholic University	186	.365	.048	-.057
All Applicants*	598	.654	.373	.654

* There are no longer EMH graduates with available data for this analysis

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools (and consistent with historical findings), LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.165	.193	.010	.072	.140	.139
Interamerican University	.091	.001	.029	-.068	.063	-.036
Catholic University	.002	-.084	-.049	-.020	-.024	-.150
All Applicants	.163	.129	.068	.005	.123	.071

There continues to be a reasonable consistent and moderate to high correlation between law school grades and bar exam scores at the law schools (Table 3). In general, law school grades correlated just as highly with bar exam multiple-choice scores as they did with bar exam essay scores.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.604	.528	.600
Interamerican University	.434	.365	.424
Catholic University	.512	.585	.582
All Applicants	.497	.427	.491

Table 4 illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile of scaled LGPA are much more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. The bottom 40% of law schools' students do pass at approximately the same rate (20%). The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 52 percentage points on LGPA, but only 9 percentage points on PAEG. While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has gotten smaller.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	72.50%	45.83%
Next 20%	44.17%	40.83%
Middle 20%	34.45%	31.09%
Next 20%	20.00%	36.67%
Lowest 20%	20.17%	36.97%

Table 5 illustrates that within a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged from 80% at Catholic University to 38% at the U. of Puerto Rico.

Consistent with historical findings, Table 6 shows that the 353 first time takers had higher mean admissions scores and LGPAs than the 245 repeaters. Bar exam scores and passing rates followed the same patterns, though the gap in the passing rate between first time takers and repeaters has gotten progressively lower since 2012 (23% in 2012, 17% in 2013, 17% in 2014, 14% in 2015 and just 4% in 2016).

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL AND MEAN PAEG SCORES BY SCHOOL				
Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	63.1%	61.8%	100.0%	64.0%
Next 25%	37.5%	32.9%	67.7%	41.6%
Next 25%	12.1%	26.8%	41.2%	29.3%
Lowest 25%	25.0%	11.8%	19.2%	18.1%
Total	46.2%	32.8%	35.5%	38.3%
Mean PAEG	629.43	592.18	557.39	594.32

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	140.2	597.2	611.1	565.8	568.1	567.9	39.9%
Repeaters	137.8	590.2	570.2	564.4	562.8	564.6	35.9%
Total	139.2	594.3	594.3	565.2	565.9	566.5	38.3%

(It is worth noting again here that all the analyses in this report are restricted to just the candidates from the three law schools that had complete data. Thus, these results may differ somewhat from those discussed in the technical report for some previous exams.)

Taken together, the results presented in this report show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship is much stronger than the one between admission test scores and bar exam performance,

which is over 3 years removed from the time a student sits for the bar examination. These findings provide continuing evidence for the strong concurrent validity of Puerto Rico's bar examination.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2016 BAR EXAMINATION**

Roger E. Bolus, Ph.D.

RESEARCH SOLUTIONS GROUP

December 17, 2017

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the student's admission test scores as measured by the PAEG and LSAT tend to be moderately related, though we do see a range between schools (.203 to .499). When viewed across schools, for this cohort, PAEG scores tend to correlate about the same with student's LGPA as LSAT does. Table 1 shows that LSAT to LGPA relationship was .356 while the PAEG relationship with LGPA was .301. Because of the restriction in the ranges of these scores at each school, there was little to no relationship of LGP with either LSAT or PAEG scores *within* any of the three schools (*r*'s ranging from -.054 to .158)

Table 1

CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	123	.499	.058	.020
Interamerican University	217	.203	-.030	-.085
Catholic University	171	.313	.158	-.054
All Applicants*	511	.550	.356	.301

* There are no longer EMH graduates with available data for this analysis

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools (and consistent with historical findings), LSAT and PAEG scores had generally higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.174	.006	.140	-.071	.170	-.043
Interamerican University	.076	-.106	.031	-.157	.058	-.139
Catholic University	.041	-.067	.028	-.059	.036	-.067
All Applicants	.191	.071	.103	-.024	.158	.026

There continues to be a reasonable consistent and moderate to high correlation between law school grades and bar exam scores at the law schools (Table 3). In general, law school grades correlated slightly higher with bar exam multiple-choice scores than they did with bar exam essay scores. These relationships could be observed within each school as well as across all applicants.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.537	.486	.557
Interamerican University	.521	.501	.545
Catholic University	.517	.507	.547
All Applicants	.536	.457	.533

Table 4 illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile (i.e., highest 20%) of scaled LGPA are much more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This trend remains consistent all through the LGPA distribution. The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 60 percentage points on LGPA, but only 2 percentage points on PAEG. While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has continued to get smaller.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	69.90%	42.72%
Next 20%	48.04%	31.37%
Middle 20%	33.33%	37.25%
Next 20%	20.59%	30.39%
Lowest 20%	9.80%	40.20%

Table 5 illustrates that *within* a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged at each school was 72% at Catholic University, 61% at University of PR, and 54% at Interamerican.

Showing a departure from historical findings, Table 6 shows that the first-time takers and repeaters had fairly similar mean admissions scores; while LGPAs were significantly higher for first time takers (594.8) than for repeaters (562.9). Bar exam scores and passing rates were higher for first-time takers (41.6% vs. 30.0%), reversing a trend the narrowing gaps in the passing rate between the two groups that started in 2012 (23% in 2012, 17% in 2013, 17% in 2014, 14% in 2015, 4% in 2016).

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	60.8%	75.0%	77.8%	66.4%
Next 25%	19.0%	41.9%	57.8%	43.8%
Next 25%	33.3%	22.2%	21.3%	23.4%
Lowest 25%	0.0%	21.5%	5.7%	11.8%
Total	47.2%	37.3%	27.5%	36.4%
Mean PAEG	625.71	575.35	554.44	580.47

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple			
	LSAT	PAEG		Choice	Essay	Total	
First Timers	139.3	575.5	594.8	573.4	573.6	574.4	41.6%
Repeaters	138.1	586.6	562.9	558.9	558.9	560.5	30.0%
Total	138.7	580.4	580.4	566.9	567.6	568.2	36.4%

Taken together, the results presented in this report continue to show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship is much stronger than the one between admission test scores and bar exam performance, which is over 3 years removed from the time a student sits for the bar examination. These findings provide continuing evidence for the strong concurrent validity of Puerto Rico's bar examination.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2018 BAR EXAMINATION**

Roger E. Bolus, Ph.D.

RESEARCH SOLUTIONS GROUP

November 14, 2018

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination for all the applicants (first timers and repeaters) with complete data from Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

In general, the student's admission test scores as measured by the PAEG and LSAT tend to be moderately related, though we do continue to see a range between schools (.26 to .57). When viewed across schools, for this cohort, PAEG scores tend to correlate about the same with student's LGPA as LSAT does. Table 1 shows that LSAT to LGPA relationship was .383 while the PAEG relationship with LGPA was .327. Because of the restriction in the ranges of these scores at each school, there was little to no relationship of LGPA with either LSAT or PAEG scores *within* any of the three schools (r 's ranging from -.063 to .131)

Table 1
CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	189	.567	.131	.100
Interamerican University	204	.218	.086	.021
Catholic University	172	.262	.130	-.063
All Applicants*	565	.576	.383	.327

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools (and consistent with historical findings), LSAT and PAEG scores continue to have higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.180	.143	.086	.154	.138	.156
Interamerican University	.086	.034	.047	-.081	.071	-.024
Catholic University	.048	.087	.001	.031	.027	.062
All Applicants	.174	.151	.055	.055	.121	.109

There continues to be a reasonable consistent and moderate to high correlation between law school grades and bar exam scores at the law schools (Table 3). In general, law school grades correlated slightly higher with bar exam multiple-choice scores than they did with bar exam essay scores. These relationships could be observed within each school as well as across all applicants.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.605	.568	.616
Interamerican University	.513	.466	.523
Catholic University	.550	.580	.594
All Applicants	.527	.519	.519

Table 4 illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile (i.e., top 20%) of scaled LGPA are much more likely to pass than those in the next quintile who in turn are more likely to pass than those in the next quintile, and so on. This trend remains consistent all through the LGPA distribution. The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 57 percentage points on LGPA, but only 20 percentage points on PAEG. Note also that there is relatively little difference in pass rates in the bottom 4 quintiles. While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has continued to get smaller.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	74.34%	52.21%
Next 20%	44.25%	32.74%
Middle 20%	30.97%	37.17%
Next 20%	20.35%	32.74%
Lowest 20%	17.70%	32.74%

Table 5 illustrates that *within* a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged at each school was 60% at Catholic University, 45% at University of PR, and 52% at Interamerican.

Similar to 2017, Table 6 shows that the first-time takers and repeaters had fairly similar mean admissions scores; while LGPAs remained significantly higher for first time takers (591.5) than for repeaters (546.2). On this examination, Bar exam scores and passing rates were almost identical for first-time takers and repeaters (37.8% vs. 37.0%), reverting to the trend in the narrowing gaps in the passing rate between the two groups that started in 2012 (23% in 2012, 17% in 2013, 17% in 2014, 14% in 2015, 4% in 2016).

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	69.5%	66.7%	80.0%	69.7%
Next 25%	20.5%	33.3%	82.1%	39.0%
Next 25%	25.0%	17.6%	29.8%	22.7%
Lowest 25%	25.0%	14.7%	19.5%	18.4%
Total	48.2%	28.9%	36.1%	37.5%
Mean PAEG	612.24	570.46	536.94	574.23

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	140.1	576.5	591.5	565.8	566.2	566.9	37.8%
Repeaters	137.0	570.6	546.2	567.5	568.9	569.1	37.0%
Total	138.9	574.2	574.2	566.5	567.2	567.8	37.5%

Taken together, the results presented in this report continue to show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship is much stronger than the one between admission test scores and bar exam performance, which is over 3 years removed from the time a student sits for the bar examination. These findings provide continuing evidence for the strong concurrent validity of Puerto Rico's bar examination.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2019 BAR EXAMINATION**

Roger E. Bolus, Ph.D.

RESEARCH SOLUTIONS GROUP

November 11, 2019

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination (PRX) for all the applicants (first timers and repeaters) with complete data from operating Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

Table 1 presents the correlations of admission scores and law school performance. In general, the student's admission test scores as measured by the PAEG and LSAT tend to be moderately related, though we do continue to see a range between schools (.20 to .46). When viewed across schools, for this cohort, PAEG scores tend to correlate about the same with student's LGPA as LSAT does (.299). Relationships within schools tend to be much lower due to the restriction in the ranges of these scores at each school. There was little to no relationship of LGPA with either LSAT or PAEG scores *within* any of the three schools (r 's ranging from $-.081$ to $.054$). It should be noted that these correlations are further attenuated due to the fact that these are graduating students who sat for the bar exam.

Table 1
CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	196	.426	-.056	.054
Interamerican University	235	.201	.040	.022
Catholic University	161	.324	.021	-.081
All Applicants	592	.533	.299	.299

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools LSAT and PAEG scores continue to have higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance and similar to the patterns observed previous validity studies on the PRX.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.014	-.013	.019	.053	.019	.022
Interamerican University	.241	.141	.216	.087	.242	.121
Catholic University	.008	.048	.015	.044	.012	.049
All Applicants	.217	.175	.159	.135	.200	.165

There continues to be a reasonable consistent and moderate to high correlation between law school grades and bar exam scores at the law schools (Table 3). In general, law school grades correlated slightly higher with bar exam multiple-choice scores than they did with bar exam essay scores. These relationships could be observed within each school as well as across all applicants. The .518 correlation between grades and total PRX scores is comparable to the .52 average correlation over the previous 8 years.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.581	.477	.560
Interamerican University	.483	.361	.447
Catholic University	.483	.390	.469
All Applicants	.549	.424	.518

Table 4 further illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile (i.e., top 20%) of scaled LGPA are much more likely to pass (74%) than those in the next quintile who in turn are more likely to pass than those in the next quintile (38%), and so on. This trend remains consistent all through the LGPA distribution. The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 56 percentage points on LGPA, but only 17 percentage points on PAEG. Note also that there is relatively little difference in pass rates in the bottom 4 quintiles of the PAEG. While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has continued to get smaller over the years.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	73.95%	42.86%
Next 20%	38.14%	37.29%
Middle 20%	32.77%	34.45%
Next 20%	13.56%	36.44%
Lowest 20%	17.80%	25.42%

Table 5 illustrates that also *within* a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged at each school was 63% at Catholic University, 49% at University of PR, and Interamerican.

Similar to 2017, Table 6 shows that the first-time takers and repeaters had fairly similar mean admissions scores; while LGPAs remained significantly higher for first time takers (586.4) than for repeaters (545.5). On this examination, PRX passing rates were slightly higher for first-time takers than repeaters (37.0% vs. 33.2%), continuing the trend in the narrowing gaps in the passing rate between the two groups that started in 2012 (23% in 2012, 17% in 2013, 17% in 2014, 14% in 2015 vs. , 4% in 2016, .8% in 2018).

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	72.5%	52.5%	80.0%	67.5%
Next 25%	25.9%	35.2%	57.9%	34.5%
Next 25%	26.1%	22.5%	24.4%	23.7%
Lowest 25%	23.5%	9.1%	17.2%	15.5%
Total	49.0%	28.9%	28.0%	35.3%
Mean PAEG	603.6	564.8	528.9	567.9

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	139.3	572.5	586.4	562.7	561.9	563.3	37.0%
Repeaters	137.0	562.2	545.5	560.5	565.6	564.0	33.2%
Total	138.3	567.9	567.9	561.7	563.6	563.6	35.3%

Taken together, the results presented in this report continue to show that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship continues to be much stronger than the one between admission test scores and bar exam performance, which is over 3 years removed from the time a student sits for the bar examination. These findings offer continuing evidence for the strong concurrent validity of the PRX.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2020 BAR EXAMINATION**

Roger E. Bolus, Ph.D.

RESEARCH SOLUTIONS GROUP

November 17, 2020

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination (PRX) for all the applicants (first timers and repeaters) with complete data from operating Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

Table 1 presents the correlations of admission scores and law school performance. Consistent with previous years, student's admission test scores as measured by the PAEG and LSAT tend to be moderately related, varying slightly by school (.25 to .55). When viewed across schools, for this cohort, PAEG scores continue to correlate about the same with student's LGPA as LSAT does (.266 vs. .323). Relationships within schools tend to be much lower due to the restriction in the ranges of these scores at each school. There continues to be little to no relationship of LGPA with either LSAT or PAEG scores *within* any of the three schools (*r*'s ranging from -.10 to .17). It should be noted that these correlations are further attenuated due to the fact that these are graduating students who sat for the bar exam.

Table 1
CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	224	.551	.036	.050
Interamerican University	219	.250	.168	.010
Catholic University	167	.347	-.032	-.100
All Applicants	610	.584	.323	.266

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools LSAT and PAEG scores continue to have higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance and similar to the patterns observed previous validity studies on the PRX.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.120	.099	.145	.089	.141	.100
Interamerican University	.144	.070	.121	.049	.144	.063
Catholic University	-.019	-.044	-.017	-.126	-.019	-.091
All Applicants	.154	.118	.151	.083	.164	.108

There continues to be a reasonable consistent and moderate to high correlation between law school grades and bar exam scores at the law schools (Table 3). In general, law school grades correlated slightly higher with bar exam multiple-choice scores than they did with bar exam essay scores. These relationships could be observed within each school as well as across all applicants. The .518 correlation between grades and total PRX scores is identical to last September and comparable to the .52 average correlation over the previous 9 years.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.550	.475	.544
Interamerican University	.435	.414	.460
Catholic University	.511	.553	.574
All Applicants	.498	.468	.518

Table 4 further illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile (i.e., top 20%) of scaled LGPA are much more likely to pass (62%) than those in the next quintile (42%) who in turn are more likely to pass than those in the next quintile (34%), and so on. This trend remains consistent all through the LGPA distribution. The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 49 percentage points on LGPA, but only 11 percentage points on PAEG. Note also that the pass rate in the bottom 20% of the PAEG is actually higher than in the quintile above it (29.5% vs 23.8%). While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has continued to get smaller as initially noted in last year's report.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	61.5%	41.0%
Next 20%	41.8%	40.2%
Middle 20%	33.6%	33.6%
Next 20%	18.9%	23.8%
Lowest 20%	12.3%	29.5%

Table 5 illustrates that also *within* a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged at each school was 73% at Catholic University, 43% at University of PR, and 33% at Interamerican. Results are similar to recent validity studies conducted in California.

Similar to results from past reports, Table 6 shows that the first-time takers and repeaters had fairly similar mean admissions scores; while LGPAs remained significantly higher for first time takers (581.1) than for repeaters (539.8). On this examination, PRX passing rates were slightly higher for first-time takers than repeaters (36% vs. 31%), reversing a trend of narrowing gaps in the passing rate between the two groups.

Table 5
PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	57.7%	55.8%	100.0%	58.8%
Next 25%	32.1%	37.5%	62.5%	40.8%
Next 25%	27.9%	20.6%	14.9%	20.9%
Lowest 25%	23.5%	12.2%	15.9%	13.8%
Total	41.1%	30.1%	27.5%	33.6%
Mean PAEG	597.8	560.0	522.7	563.6

Table 6
MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple			
	LSAT	PAEG		Choice	Essay	Total	
First Timers	138.9	560.6	581.1	563.2	567.5	566.3	35.5%
Repeaters	138.0	567.9	539.8	563.6	558.8	562.1	31.0%
Total	138.5	563.7	563.7	563.4	563.8	564.5	33.6%

The results presented in this report continue to demonstrate that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school grades, the best performance indicator of students as they leave law school. This relationship, a measure of convergent validity, held up even when the current examination was one-half the length of past administrations. The divergent validity of the examination continues to be evidenced by the expected smaller relationship between admission test scores and bar exam performance, which is over 3 years removed from the time a student sits for the bar examination. These findings offer continuing evidence for the strong concurrent validity of the PRX.

**RELATIONSHIPS AMONG LAW SCHOOL ADMISSION TEST
SCORES, LAW SCHOOL GRADES, AND SCORES ON THE
SEPTEMBER 2021 BAR EXAMINATION**

Roger E. Bolus, Ph.D.

RESEARCH SOLUTIONS GROUP

November 18, 2021

This report provides information about the relationships among LSAT scores, PAEG scores, law school grades (LGPA), and scores on the multiple choice and essay sections of the September Puerto Rico Bar Examination (PRX) for all the applicants (first timers and repeaters) with complete data from operating Puerto Rico law schools. Results are presented separately by school and for all applicants combined. For the latter analysis, LGPAs at a school were scaled to that school's PAEG scores. This step adjusted the LGPAs for possible differences in admission and grading standards among schools.

Table 1 presents the correlations of admission scores and law school performance. In general, the student's admission test scores as measured by the PAEG and LSAT tend to be only moderately related, though we do continue to see variation between schools ($r=.26$ to $.62$). When viewed across schools, for this cohort, PAEG scores tend to correlate slightly lower with student's graduating LGPA ($r=.201$) than LSAT does ($.316$). Relationships within schools tend to be much lower due to the restriction in the ranges of these scores at each school. There was little to no relationship of LGPA with either LSAT or PAEG scores *within* any of the three schools (r 's ranging from $.004$ to $.182$). It should be noted that these correlations are further attenuated by the fact that these are limited to graduating students who sat for the bar exam, and not all students that matriculated.

Table 1
CORRELATIONS AMONG SCALED LGPA, LSAT, AND PAEG SCORES

Law School	Number of Applicants	LSAT & PAEG	LSAT & LGPA	PAEG & LGPA
University of Puerto Rico	160	.626	.053	.004
Interamerican University	200	.255	.106	.049
Catholic University	111	.484	.182	.022
All Applicants	471	.605	.316	.201

A comparison of Tables 1 and 2 shows that across all the applicants from the three Puerto Rico schools LSAT and PAEG scores continue to have higher correlations with law school grades than they did with bar exam multiple choice, essay, and total scores. This result is consistent with other research on predictors of bar examination performance and similar to the patterns observed previous validity studies on the PRX.

Table 2
CORRELATION OF BAR EXAM SCORES WITH LSAT AND PAEG SCORES

Law School	Multiple Choice		Essay		Total Bar Exam Score	
	LSAT	PAEG	LSAT	PAEG	LSAT	PAEG
University of Puerto Rico	.099	.141	.002	.029	.050	.089
Interamerican University	.026	.011	.023	-.062	.027	-.028
Catholic University	.186	.062	.163	.022	.188	.045
All Applicants	.111	.092	.048	.004	.085	.051

There continues to be a reasonable, consistent and moderate correlation between law school grades and bar exam scores at the law schools (Table 3). On this exam, law school grades correlated about as high with bar exam multiple-choice scores as they did with bar exam essay scores. These relationships could be observed within each school as well as across all applicants (.421 and .417 across all applicants). The .448 correlation between grades and total PRX scores is slightly lower than, but within range of, the .52 average correlation over the previous 9 years.

Table 3
CORRELATION OF BAR EXAM SCORES
WITH SCALED LAW SCHOOL GRADES

Law School	Multiple Choice	Essay	Total Bar Exam Score
University of Puerto Rico	.392	.410	.425
Interamerican University	.517	.558	.576
Catholic University	.448	.398	.455
All Applicants	.421	.417	.448

Table 4 further illustrates the strong relationship between law school grades and pass/fail status on the bar exam. Students in the highest quintile (i.e., top 20%) of scaled LGPA are much more likely to pass (67%) than those in the next quintile (46%) who in turn are more likely to pass than those in the next quintile (22%), and so on. This trend remains consistent all through the LGPA distribution. The table also shows that LGPA was a much better predictor of bar scores than was PAEG--the difference in passing rates between the highest and lowest quintiles was 53 percentage points on LGPA, but only 5 percentage points on PAEG. While LGPA has maintained its discriminating power vis-à-vis bar passage rate, PAEG's discriminating power has continued to get smaller over the years.

Table 4

PERCENT PASSING BY QUINTILE OF SCALED LGPA AND PAEG SCORE

Quintile	LGPA	PAEG
Highest 20%	67.37%	36.84%
Next 20%	46.81%	34.04%
Middle 20%	22.34%	27.66%
Next 20%	17.02%	37.23%
Lowest 20%	13.83%	31.91%

Table 5 illustrates that also *within* a law school, the higher an applicant's LGPA, the more likely that applicant was to pass. Within each of the schools, the top quarter of the class passed at a significant higher rate than in any other quartile; The difference in passing rates between the top and bottom quartiles ranged at each school was 84% at Interamerican, 69% at Catholic University and 45% at University of PR.

Similar to previous years, Table 6 shows that the first-time takers and repeaters had fairly similar mean admissions scores; while LGPAs remained significantly higher for first time takers (578.5) than for repeaters (523.5). On this examination, PRX passing rates were 9% higher for first-time takers than repeaters (37.7% vs. 28.4%).

Table 5

PERCENT PASSING BY LGPA QUARTILE AND SCHOOL
AND MEAN PAEG SCORES BY SCHOOL

Quartile Of LGPA	Univ. of Puerto Rico	Interamerican University	Catholic University	All Applicants
Highest 25%	58.9%	90.9%	85.7%	69.5%
Next 25%	17.1%	37.9%	52.6%	33.1%
Next 25%	21.1%	14.3%	27.8%	19.5%
Lowest 25%	13.6%	6.5%	16.3%	12.0%
Total	37.5%	32.0%	28.0%	33.6%
Mean PAEG	584.1	548.2	520.5	553.8

Table 6

MEAN SCORES AND PASSING RATES FOR FIRST TIMERS AND REPEATERS

Group	Mean Admissions		Scaled LGPA	Mean Bar Exam Scores			Percent Passing
	Test Scores			Multiple Choice	Essay	Total	
	LSAT	PAEG					
First Timers	139.5	552.3	578.5	562.4	565.4	564.7	37.7%
Repeaters	137.2	555.8	523.5	563.1	561.2	563.1	28.4%
Total	138.5	553.8	553.8	562.6	563.5	564.0	33.5%

The results presented in this report continue to illustrate that an applicant's bar exam scores and pass/fail status are highly related to that applicant's law school GPA, the best available performance indicator of students as they leave law school. This relationship continues to be much stronger than the one between admission test scores and bar exam performance, which is over 3 years removed from the time a student sits for the bar examination. However, we do note that the slight decrease in 1st timer pass rate on September exams over the past several years appears to be tracking with the slight decrease in their mean LSAT scores. When taken as a whole, these findings offer continuing evidence for the strong concurrent validity of the PRX.



Bar Exam Fundamentals

for Legal Educators



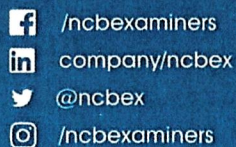
National Conference of Bar Examiners

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Greetings from the NCBE President



Educating and licensing lawyers to provide competent legal assistance to those who need it is vitally important work. At the National Conference of Bar Examiners (NCBE), we are proud to partner with law schools and jurisdiction bar admission agencies to help ensure that the public will be served by qualified attorneys, and we are committed to supporting the legal education community as you work to prepare the next generation of lawyers.

The questions we address in this publication are drawn from conversations we've had with legal educators across the country; we hope the answers we provide will be valuable for you. We believe that the more information you and your students have about how the bar exam is developed, administered, and scored, the better prepared your students will be to take and pass the bar exam.

Sincerely,

A handwritten signature in black ink that reads "Judith". The signature is written in a cursive, flowing style.

Judith A. Gundersen
NCBE President and CEO

What is NCBE?

The National Conference of Bar Examiners (NCBE) is a not-for-profit organization that develops the licensing and professional responsibility exams used by most US jurisdictions for admission to the bar. We develop the Multistate Bar Examination (MBE), the Multistate Essay Examination (MEE), the Multistate Performance Test (MPT), and the Multistate Professional Responsibility Examination (MPRE). The bar admission agency in each jurisdiction is responsible for administering the bar exam in that jurisdiction.

We also provide education and support to bar admission agencies and legal educators, perform character and fitness investigations on behalf of some jurisdictions, provide score services to candidates, and conduct research on topics relevant to bar admissions and high-stakes testing. Additionally, our websites and *Bar Examiner* magazine serve as authoritative sources for bar admissions news and information.

Our Mission

NCBE promotes fairness, integrity, and best practices in admission to the legal profession for the benefit and protection of the public. We serve admission authorities, courts, the legal education community, and candidates by providing high-quality

- assessment products, services, and research
- character investigations
- informational and educational resources and programs

Our Vision

A competent, ethical, and diverse legal profession.

How does NCBE partner with law schools?

Support for Your Professional Development

We regularly offer educational workshops and conferences for law school faculty and staff. Some recent offerings:

Multiple-Choice Question Writing Workshop. This workshop for tenured law school faculty members who teach core subjects represented on the MBE featured training sessions led by law school faculty with experience writing MBE questions.

Unpacking the Bar Exam: A Conference for Academic Support Professionals.

Academic support educators from law schools across the country attended this two-day conference, which provided an in-depth look at many aspects of the bar exam and bar performance, as well as the opportunity for educators and NCBE staff to exchange ideas about current issues and challenges in legal education and bar admissions.

Best Practices in High-Stakes Testing: What Legal Educators Need to Know. Cosponsored by NCBE and the Law School Admission Council, this

conference for law school faculty and staff aimed to advance understanding of testing and assessment principles and implementation in support of law schools' educational missions.

More educational opportunities are being planned.

Support for Your Bar Prep Classes

You and your students can get bar exam study aids straight from the source with BarNow, NCBE's eLearning platform.

With BarNow, students can log in anytime, anywhere, and complete practice questions and simulated exams to study for the bar exam.

BarNow also has special features for legal educators. You can use BarNow in your curriculum to track students' progress as they complete simulated exams.

Prefer a paper study tool? The MBE Study Aid, available as a PDF or in hard copy, offers 210 MBE practice questions organized by subject area.

All the questions included in NCBE's study aids are real questions that were used on

previous administrations of the bar exam.

For more information, visit ncbex.org/study-aids or email studyaids@ncbex.org.

Support for Student Success

NCBE is proud to collaborate with the Council on Legal Education Opportunity, Inc. (CLEO) in support of our shared goal of increasing diversity and inclusion in the legal profession. NCBE has provided funding to bolster CLEO's programs that help individuals from traditionally underrepresented racial and ethnic groups and disadvantaged communities achieve success in law school and prepare to take and pass the bar exam.

Support for Data-Driven Solutions

NCBE provides bar exam results and school-specific pass/fail lists to law schools on behalf of certain jurisdictions.

A new initiative, currently under way, will soon allow us to begin sharing summary MPRE candidate data with law schools.

How is the bar exam developed?

Each jurisdiction determines the content of its own bar exam. Most jurisdictions use one or more of the exam components developed by NCBE:

- the Multistate Bar Examination (MBE)
- the Multistate Essay Examination (MEE)
- the Multistate Performance Test (MPT)

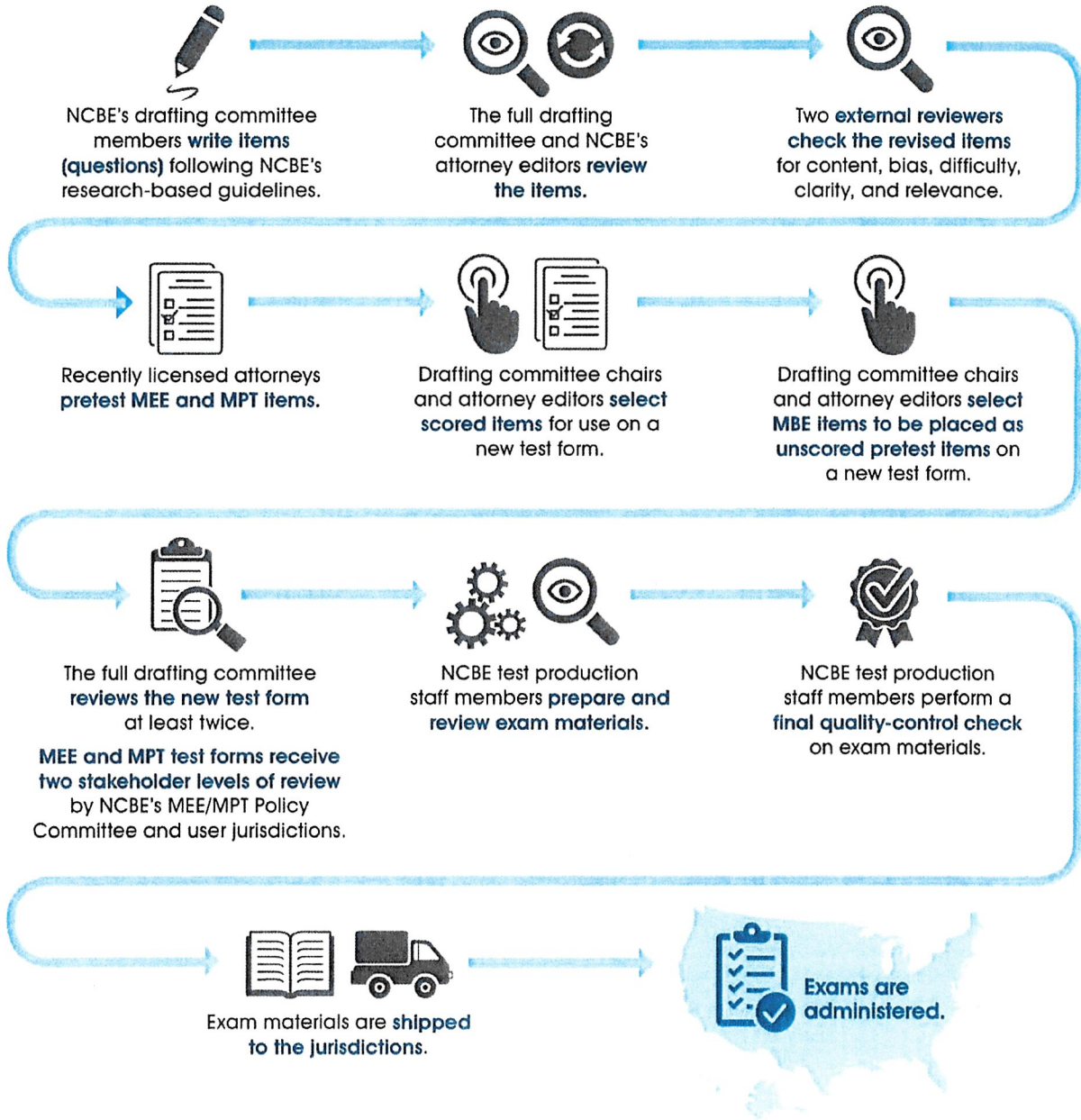
A majority of these jurisdictions use the Uniform Bar Examination (UBE), which consists of the MBE, the MEE, and the MPT, and results in a portable score that can be transferred to other UBE jurisdictions.

MBE, MEE, and MPT questions are developed by the volunteer members of nine NCBE drafting committees with the support of NCBE's attorney editors. Questions go through multiple stages of drafting, review, and revision by the practicing attorneys, judges, and law school faculty members that compose the drafting committees, along with NCBE's attorney editors.

New questions are pretested (a best practice for high-stakes exams) so that their performance can be evaluated before they are used on a future exam.

TEST DEVELOPMENT AND PRODUCTION

Building the bar exam



IN DEPTH

Writing questions for the Multistate Bar Examination

The process of developing MBE items (questions) begins with the members of the seven MBE drafting committees. Each member, or drafter, individually drafts initial versions of new items. Drafters are provided with test specifications that identify the topics to be tested within each subject area (e.g., from the MBE Contracts subject-matter outline, this might be “formation of contracts” or “contract content and meaning”). With this general guidance, the most difficult stage of the drafting process begins—conceptualizing an item. In generating ideas for items, drafters may turn to cases, treatises, Restatements of the Law, and their experiences as professors, practitioners, and judges.

Drafting principles

The four principles that guide drafters in item writing are based on best practices derived from psychometric research and specify that items should

1. be clear and concise;
2. use only the minimum number of actors and facts necessary to support the correctness of the key (the correct answer) and the plausibility of the distractors (the incorrect answers);
3. test core concepts rather than trivial or obscure topics; and
4. assess examinees’ knowledge of legal doctrine and their ability to apply legal reasoning and lawyering skills and strategies rather than rote memorization.

These principles also instruct drafters to aim for a level of difficulty that corresponds to the minimum competency expected of newly licensed attorneys.

The review process

The attorney editor

After a committee member drafts a set of items, the items are submitted to the NCBE attorney editor assigned to that particular committee. Committee members also provide a citation to the rule, case, or other legal authority that supports each item. Attorney editors engage in a detailed review of each item, focused on its compliance with NCBE best practices. Attorney editors send comments to drafters, who then have an opportunity to respond to the editor's concerns.

The outside experts

Items are also reviewed by two outside content experts, a practicing lawyer and a law professor, both with subject-area expertise. These reviewers engage in a process similar to that of attorney editors but focus primarily on whether a question tests a core concept and is realistic and whether the key (correct answer) represents an accurate reflection of the current law on the topic being tested. The reviewers also determine whether the item is at the appropriate level of difficulty, whether more than one option is potentially correct, whether a question is imbued with any subtle bias, and whether each distractor (incorrect answer) is plausible. External reviewers' written comments are shared with the entire committee for discussion.

Committee revisions

Committee members subsequently discuss and edit items in response to the concerns raised by the attorney editor and the external reviewers, as well as one another's concerns. If editing fails to resolve a concern, an item will either be assigned to a committee member for further revisions or retired (never placed on an exam). Items that have been revised to address concerns or those for which there are no concerns are promoted to pretest-ready status.

Pretesting

The attorney editor and the committee chair select items to be pretested from this group of pretest-ready items. At each administration of the bar exam, 25 of the 200 items that appear on the MBE are items that are being pretested and are therefore not scored. (The remaining 175 scored items have already successfully passed the pretest process.) Examinees' performance on these pretest questions is carefully evaluated to determine whether the questions meet NCBE statistical standards and can be included as scored questions on a future MBE. Pretest items that fall outside of these statistical standards are submitted for review by the committee, which has the opportunity either to edit the items or to retire them.

Adapted from "Drafting MBE Items: A Truly Collaborative Process," by Professor Timothy Davis, chair of NCBE's MBE Contracts Drafting Committee (The Bar Examiner, Fall 2019).

How does NCBE know that the bar exam tests knowledge and skills that are relevant for new lawyers?

NCBE periodically conducts studies to ensure that the content of the bar exam remains relevant and appropriate for a legal licensure exam. Additionally, the expertise of the attorneys, judges, and law school faculty members who compose our drafting committees helps to ensure that content remains current and relevant.

In 2018, NCBE appointed a Testing Task Force charged with undertaking a comprehensive three-year study to ensure that the bar exam continues to test the knowledge, skills, and abilities required for competent entry-level legal practice in a changing profession.

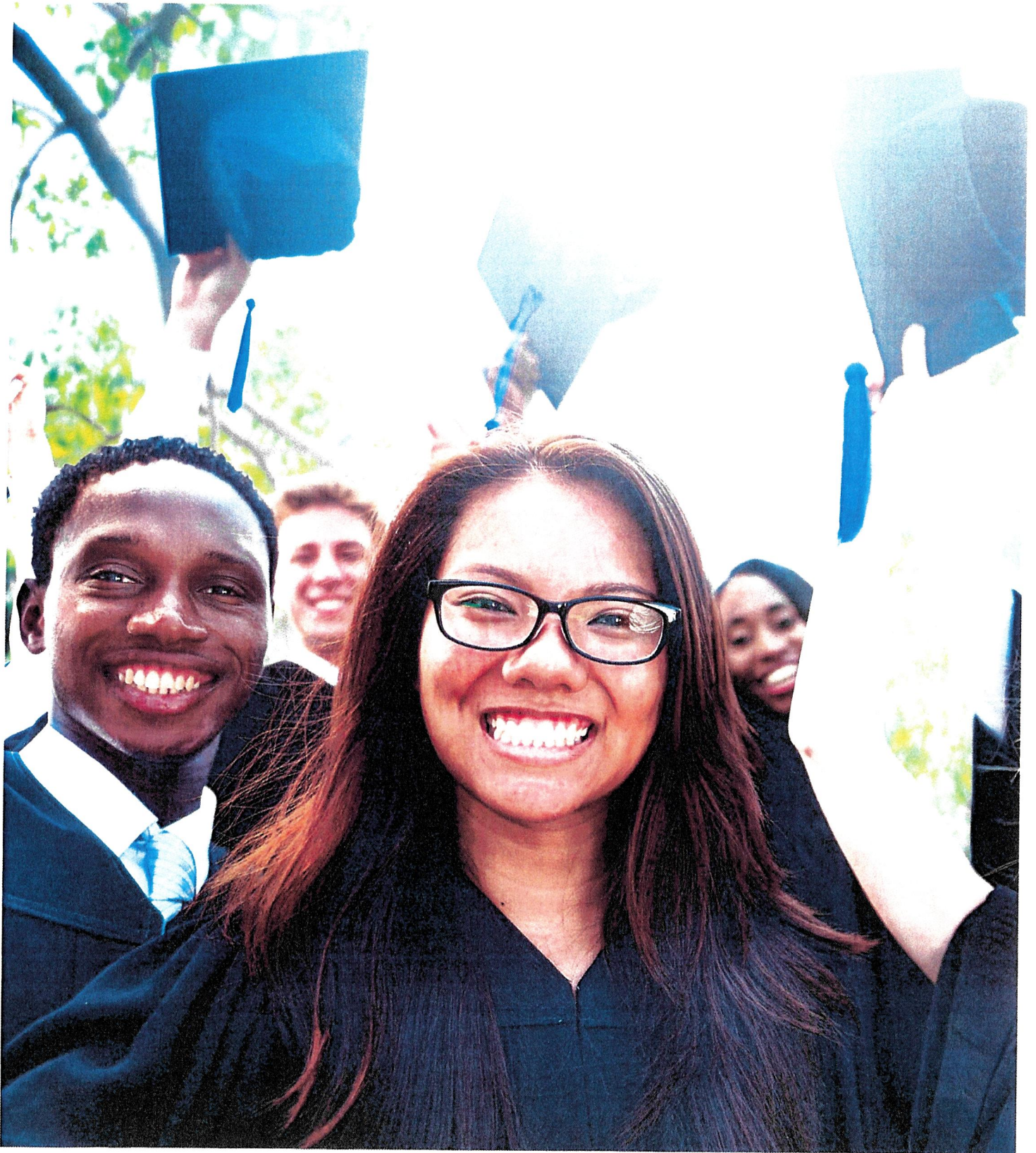


How does NCBE ensure that the bar exam is fair for everyone?

Fairness on the bar exam begins with the questions themselves. All question writers and editors receive bias training, and should have fairness in mind as they draft and review bar exam questions. Once drafted, questions undergo additional review for potential bias; if there is any concern that a subset of candidates (such as one based on race, ethnicity, age, or socioeconomic background) might be at a disadvantage, the question is archived or revised and resubmitted for a new review. Multiple rounds of statistical review also help evaluate each item's fairness.

To provide a fair exam for every candidate, NCBE also provides extensive training and support to jurisdiction bar admission administrators, helping to ensure that the exam is administered under standardized testing conditions following consistent policies and procedures. And, because test security is also necessary to exam fairness, NCBE takes multiple steps to keep exam material secure from the beginning to the end of the testing process.

Finally, fairness and consistency in scoring are crucial to a fair bar exam. Tools like the Grading Workshop sponsored by NCBE for jurisdiction graders after each exam support consistency in written scores, while equating the MBE and scaling the written components of the exam help us ensure that test scores mean the same thing over time.



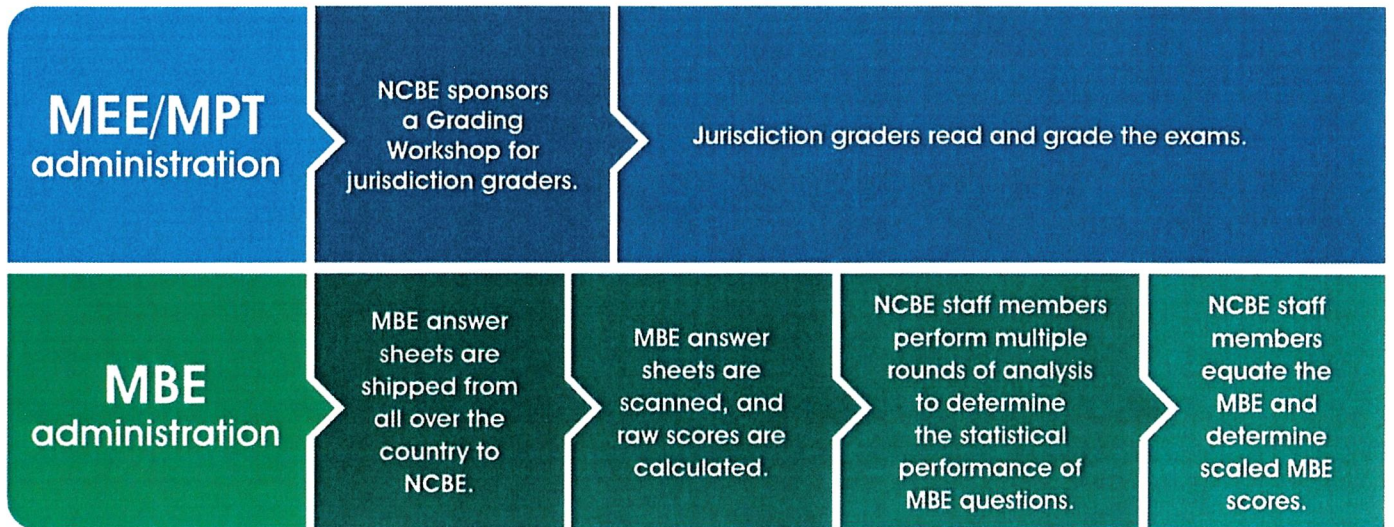
How is the bar exam scored?

Scoring the bar exam is a team effort by NCBE staff, jurisdiction bar admissions staff, and jurisdiction graders. NCBE scores and equates the MBE, jurisdiction graders grade the written portion(s) of the exam, and (for many jurisdictions) NCBE then scales those written grades to the MBE. (See pages 15 and 16 for more information about equating and scaling.)

Each jurisdiction determines the passing score, or cut score, required for candidates to be admitted to practice in that jurisdiction.

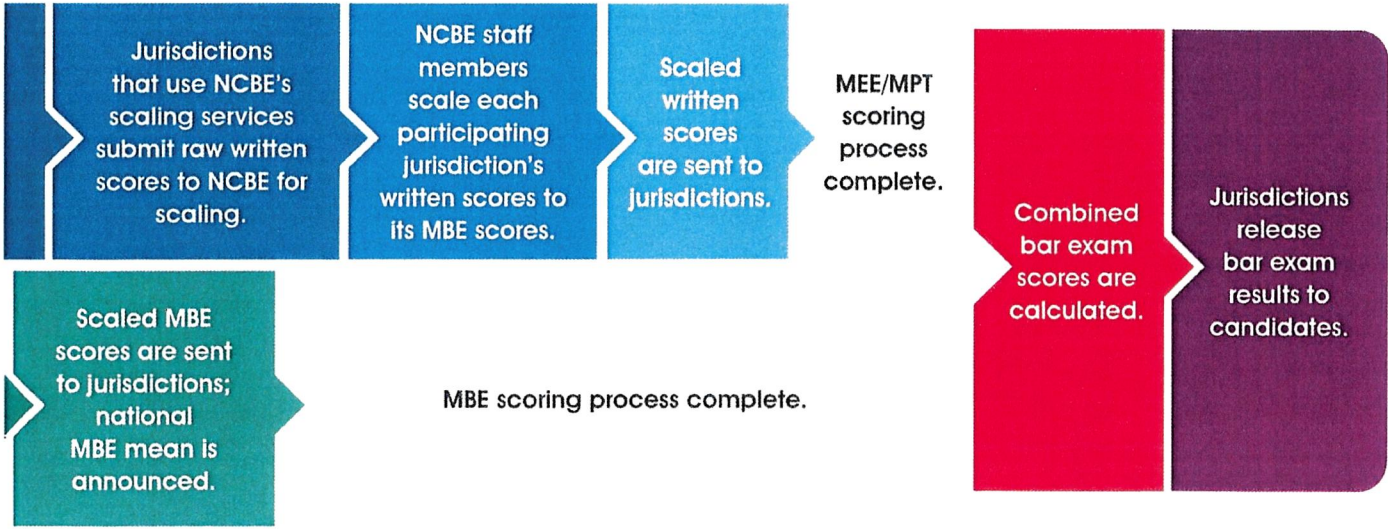
FROM TEST DAY TO TEST RESULTS

Scoring the bar exam



Why aren't bar exam results available immediately?

Scoring the bar exam is a multistep process. Simply put, it takes time to equate and score the MBE, to read and grade the written portions of the exam, and to produce final combined scores. In addition, every stage of the process receives multiple quality checks. The diagram below shows the sequence of events in the scoring process (the details and timing of the process vary by jurisdiction).



Why do bar exam scores need to be equated and scaled?

Equating and scaling are best practices for high-stakes testing. Although the procedures for equating the MBE and scaling written scores are different, both are performed for similar reasons: so that scores will remain consistent, no matter where or when the bar exam is taken.

The bar exam provides a consistent and accurate measure of candidates' proficiency. Differences in bar exam scores should reflect differences in proficiency—nothing more. To help ensure that this is the case, we need a way to adjust for other factors that could potentially (and inappropriately) affect scores—for example, differences in the difficulty of the questions, or, in the case of written exam components, differences between graders. Equating the MBE and scaling written scores to equated MBE scores allow us to do that.

What is equating and how does it work?

What is equating?

Equating is a statistical procedure that makes adjustments to candidates' MBE scores to compensate for variations in exam difficulty.

Why is the MBE equated?

While NCBE constructs the MBE carefully to minimize differences in difficulty from one exam to another, some variation in difficulty is unavoidable. Equating helps us ensure that current candidates' scores accurately reflect only their proficiency rather than any potential differences in the difficulty of the questions they answered.

How is the MBE equated?

There are many equating methods available; the approach used for the MBE is to include a set of previously administered questions known as equators on each exam. We can then compare the performance of current candidates with that of previous candidates on this common set of questions.

What is scaling and how does it work?

What is scaling?

Scaling is a procedure that statistically adjusts a jurisdiction's raw scores on the written components of the bar exam (the MEE and the MPT) so that collectively they have the same mean and standard deviation as the jurisdiction's scaled MBE scores.

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Why are written scores scaled?

Performance on the written components of the bar exam cannot be equated the way MBE performance can. Written questions are too memorable and there are too few of them to create and embed a mini test of previously administered materials on a current examination.

Instead, to ensure that written scores accurately reflect candidate proficiency, they are scaled to the MBE. This process takes advantage of equated MBE scores, which have consistent meaning over time. It uses those MBE scores as an anchor for statistically adjusting the written scores to account for fluctuations in written exam difficulty and/or grader stringency, while preserving the rank order of the written scores. Having written scores on the same scale as MBE scores also makes it possible to combine them into a single total bar exam score.

How are written scores scaled?

To produce scaled scores, we first determine the position of each raw written score relative to the mean and standard deviation for all the written scores in the same jurisdiction on the same administration of the exam. We then use a formula to anchor this information to the jurisdiction's scaled MBE mean and standard deviation, preserving the information about each score's position relative to those anchor points.

Linking written scores to MBE scores in this way is feasible because the content and concepts assessed on the MBE and the written components are aligned, and performance on the MBE and the written components is strongly correlated.

What support is available for jurisdiction graders?

Every jurisdiction that uses the MEE or the MPT receives grading materials from NCBE to provide to their graders. These materials provide detailed discussions by item drafters of the issues raised in the exam questions, as well as suggested resolutions or analyses of those issues.

Additionally, after every administration of the bar exam, NCBE sponsors a hands-on Grading Workshop for jurisdiction graders. Hundreds of graders attend each workshop. Individual workshop sessions, led by members of NCBE's MEE and MPT Drafting Committees, are held for each question. Participants are given real candidate answers (submitted by bar administrators from all over the country) and asked to assign a grade to each answer using a relative score scale. An in-depth discussion between graders and facilitators follows.

The Grading Workshop alerts graders to common answer trends and gives them a head start on calibration—the development of coherent and identifiable grading judgments so that rank-ordering is consistent throughout the grading process as well as across multiple graders.

Additional resources

The Bar Examiner magazine and website

NCBE's quarterly magazine, the *Bar Examiner*, is a one-stop resource for news and in-depth articles relating to all aspects of the bar admissions process. A wealth of information about testing, bar admissions, legal education, and the legal profession is available on the Bar Examiner website at thebarexaminer.org.

Statistics

Each spring, NCBE publishes annual bar examination and admission statistics gathered from all US jurisdictions. Statistics are available at thebarexaminer.org/statistics/.

The Comprehensive Guide to Bar Admission Requirements

The *Comprehensive Guide to Bar Admission Requirements*, published in collaboration with the American Bar Association, provides annually updated information on bar admission requirements in all US jurisdictions, including a directory of state bar admission agencies. View it at ncbex.org/publications/bar-admissions-guide/.

Ready to learn more about testing concepts?

Try these *Bar Examiner* articles:

- Scaling: It's Not Just for Fish or Mountains (December 2014)
- Equating the MBE (September 2015)
- It's All Relative—MEE and MPT Grading, That Is (June 2016)
- Q&A: NCBE Testing and Research Department Staff Members Answer Your Questions (Winter 2017–2018)
- Bar Exam Q&A: 13 Questions from Inquiring Minds (Fall 2018)
- How Are Questions Written for NCBE's Exams? Part One: Two Multiple-Choice Question Drafters Share the Process (Fall 2019)
- How Are Questions Written for NCBE's Exams? Part Two: Two Written-Component Question Drafters Share the Process (Winter 2019–2020)

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