



HELIX AND THE NEXTGEN BAR EXAM



Event to Begin Shortly.



Building Bar Skills Conference

Presenters



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National Conference of Bar Exam Partnership

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MY LAW.COM **NEW**

NCBE to Collaborate With AccessLex in Developing Study Aids for NextGen Bar

"Official NCBE study aids are essential to examinees, law schools and bar exam preparation programs, and this agreement ensures that NCBE will continue to provide high-quality sample questions as we launch the NextGen bar exam," Judith A. Gundersen, president and CEO of NCBE, said in a statement.

January 09, 2024 at 11:53 AM



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Helix and the NextGen Bar Exam



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NextGen Format

- Three 180-minute blocks that consist of:
 - “Standalone” multiple-choice questions
 - Integrated question sets
 - 60-minute performance tasks



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Standalone Multiple-Choice Questions (MCQs)

- Traditional MBE-style MCQs
- Issue-spotter MCQs



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Integrated Question Sets

Counseling Set

- Designed to assess primarily client counseling, advising, negotiation, and dispute resolution skills
- Focuses on at least two content areas (or three content areas if an Ethics question is included)

Drafting Set

- Designed to assess primarily writing and editing skills that are not easily covered by the longer written portions of the exam
- Focuses on only one content area but may focus on more



Foundational Skills



Group A:

Issue Spotting and Analysis,
Investigation and Evaluation



Group B:

Client Counseling and
Advising, Negotiation and
Dispute Resolution, Client
Relationship and
Management



Group C:

Legal Research



Group D:

Legal Writing and Drafting



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Foundational Skills

Foundational Skills Group A: Issue Spotting and Analysis, Investigation and Evaluation

The purpose of Foundational Skills Group A is to assess the extent to which an examinee can apply fundamental legal principles and legal reasoning to analyze given fact patterns.

1. Identify which legal principles are likely to affect the outcome of a matter.

Note: Depending on the context of the question, a question assessing Task 1 may be classified as either an Issue Spotting and Analysis question (Group A) or a Legal Research question (Group C).

2. Identify which facts are likely to be relevant to or dispositive of a legal issue in a matter.

Note: Depending on the context of the question, a question assessing Task 2 may be classified as either an Issue Spotting and Analysis question (Group A) or a Legal Research question (Group C).

- The Notes under A.1. and A.2. indicate that tasks one and two may be **either** A-domain or C-domain questions **based on the context of the question.**



Counseling Set Content



3–4 questions should come from Group B (client counseling)



Other questions may come from Groups A (issue spotting, investigation) and C (legal research)



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Knowledge-Level Considerations

- CSO has a two-tiered system regarding the knowledge level required to answer questions



Starred Topics*



Unstarred Topics



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MCQ Insights

- Language of the prompts is derived from the NCBE CSO

Examples:

Which of the following search term(s) would be the most likely to produce resources that will answer the client's question?

Foundational Skills Group C: Legal Research

17. Identify efficient legal research strategies (including appropriate search terms) that are likely to uncover other legal sources to assist in the interpretation of a provided resource (such as a statute, contract, or judicial opinion).



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MCQ Insights

- Language of the prompts is derived from the NCBE CSO

Examples:

Which of the following legal topics is the most likely to affect whether the client can _____?

Foundational Skills Group A: Issue Spotting and Analysis, Investigation and Evaluation

1. Identify which legal principles are likely to affect the outcome of a matter.



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Short Answer Insights

- Questions should elicit short one-to-two sentence responses without extended application



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Exam Style

- Content is worded as though examinee is the attorney/law clerk
 - Applies to all content types on the exam

Example:

You are representing a client in a dispute with a neighbor. The client owns a single-family home with several acres of surrounding land. Recently, the client noticed that his neighbor had built a fence that extends onto the client's land. The client is unsure when the fence was built because that part of the client's land is obscured by large trees. When the client contacted the neighbor about the fence, the neighbor claimed that she did not know the location of the property line. The client has shown you a recent survey of the property that confirms the encroachment and has asked you whether he has a claim against the neighbor.

Which of the following legal topics are the most important for you to research before advising the client? **Select two.**



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Inside the Helix NextGen Course



Building Bar Skills Conference

Course Format

- Outlines
- Videos
- Building-Block Quizzes
- Flashcards
- MCQs
- Integrated Question Sets
- Performance Tasks



Building Bar Skills Conference

Course Format

- Outlines
- Videos
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Streamlined to reflect new scope

Adapted to include issue-spotter MCQs and to reflect new style

Adapted to reflect new time frame and formats



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Course Organization

How does the new exam style impact learning and retention?

- Order of subjects
- Groupings of subjects
- Skills presentation
- Skills practice



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Helix NextGen In-School Programming



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**Developed and Supported by
Academic/Bar Support/Legal Writing Educators**



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Comprehensive Programming

Free
Resources

Credit-
Bearing
Courses

Interactive
Online
Programs

Simulated
Exams

Question
Banks

Diagnostic
Tools

Retaker
Support

Customized Solutions



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2L Class Options

- Overview of the MPT or NextGen Performance Task, strategy, and practice
- Includes 3 graded and 10 self-graded MPTs or NextGen Performance Tasks

1 Credit MPT or Performance Task Course

- Overview of NextGen Integrated Question Sets and Performance Task components, strategy, and practice
- Includes 3 graded IQSs and 2 graded PTs

2 Credit Legal Skills Course

- Overview of MBE or NextGen MCQs, strategy, and practice
- Includes over 200 practice MBE or NextGen-style multiple-choice questions

2 Credit Multiple-Choice Course



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3L Pre-Bar Course

The screenshot displays the AskEDNA! platform interface. At the top left is the AskEDNA! logo. A search bar contains the text "Search content in the platform" and a magnifying glass icon. Below the search bar is a breadcrumb trail: "Ask EDNA! with JEdge > In School Programming". A main header for "In School Programming" features a grid icon. The main content area highlights the "Helix In-School Programming Demo Course" with a house icon and the text "Helix In-School Programming Demo Course". To the right of the course title is a "FOLLOW" button, a "1/3" indicator, and navigation arrows. Below the course title is a horizontal row of six course modules, each with a thumbnail image and a status label: "In Progress" for the first four and "Not Started" for the last. The modules are: "Syllabus, Welcome, and Resources", "Week 01", "Week 02", "Week 03", "Week 04", and "Week 05".




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Curated Course Elements

Bar Exam Terminology

- Uniform Bar Exam = UBE

There are two components to the written portion:

Helix BAR REVIEW Multiple-Choice Reflection Chart

As you practice multiple-choice questions, it's important to reflect on why you answer questions incorrectly. Once you begin to notice patterns in the reasons you answer questions incorrectly, you can develop strategies for breaking those patterns.

There are four primary ways that an answer choice can be wrong.

- The answer choice can be incorrect on the facts.**
 - To be wrong on the facts, an answer choice might mischaracterize the facts, contradict the facts, assume that facts in dispute are true, or apply facts incorrectly.
- The answer choice can state the law incorrectly.**
 - To be incorrect on the law, an answer choice might misstate the law, use old law, state inapplicable law, or state law without applying the facts to it.
- The result and the reasoning conflict.**
 - Sometimes, the result and the reasoning conflict. The reasoning may be an accurate recitation of the facts but analyzing those facts would lead to a different result.
- The answer choice may not be the best answer.**
 - Sometimes, an answer choice may fail to address the central issue you are being tested on in the question. It may be technically correct, but it's not what your professor is triggering with the facts.
 - The best answer is generally one that is the most effective because it is the strongest argument, the easiest to prove because there is ample factual support, and the most precise because it directly resolves the main problem. Sometimes you will get an answer that is technically correct, but it is not the most effective or easiest to prove, and therefore it is not the best answer.

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TORTS QUESTION

A boy lives in a northern state where three to four feet of snow typically blankets the ground throughout the winter, creating excellent conditions for snowmobiling. The boy is an experienced snowmobiler and a member of a club that maintains local snowmobile trails by clearing them of rocks, stumps, and fallen tree limbs that could cause an accident when buried under the snow. In January, the boy received a snowmobile as a present on his 12th birthday. The following Sunday, the boy took his friend, age 10, out on the boy's new snowmobile, which was capable of speeds up to 60 miles per hour. The friend had never been snowmobiling before.

The boy and his friend went snowmobiling on a designated and marked snowmobile trail that follows the perimeter of a rocky, forested state park near the friend's home. The trail adjoins forested property owned by a private landowner. Neither the boy nor his friend had previously used this trail.

The landowner's property is crossed by a private logging trail that intersects the snowmobile trail. The logging trail is not marked or maintained for snowmobiling, and access to it is blocked by a chain approximately 30 inches above ground level on which a "No Trespassing" sign is displayed. However, on the day in question, both the chain and the sign were covered by snow.

On impulse, the friend, who was driving the snowmobile, turned the snowmobile off the designated snowmobile trail and onto the logging trail. The snowmobile immediately struck the submerged chain and crashed. Both the boy and the friend were thrown from the snowmobile and injured. As a result of the accident, the snowmobile was inoperable.

About an hour after the accident, the woman passed the accident scene. She saw the snowmobile on the logging trail, reported the accident to the police, and called 911. The police arrived at the scene and found the snowmobile on the logging trail. The boy and his friend were not at the scene. The woman passed the accident scene and drove away.

As a result of the accident, the boy and his friend were injured. The boy has brought a tort action against the landowner.

Helix BAR REVIEW Grading Exercise: Be a Grader!

Grading Grid: MEE072012Q6G
MEE July 2012

Use this Grid to self-assess your essay response. Award your response a 0 or 1 depending on whether your answer includes the statement in each box below. Your statements do not need to exactly match the statements provided here. Instead award your response a "1," if your response does the following:

- Identifies the legal buzz word(s) in the rule and provides a general definition(s); and
- Explains how the facts match with the rule statement(s) using explicit links [i.e., rule + "is satisfied/not satisfied" + because + facts].

Question 1(a)	May Susan recover damages for physical injuries she suffered in Ann's attack from University?	0 or 1
Issue: Q1(a) Negligence	Negligence requires a showing of (1) duty, (2) breach, (3) causation, and (4) damages.	
Sub-Issue: Duty	Landlords need to maintain common areas of a building with reasonable care, effectively treating lessees in the building as invitees to the common areas.	0 or 1
Application	Here, University owed Susan a duty to maintain common areas of the building with reasonable care as a landlord because she was the resident of a dormitory maintained by University.	
Conclusion	Therefore, University owed Susan a duty.	
Sub-Issue: Breach	A defendant has breached the duty of care when the defendant has failed to act with ordinary care or as a reasonably prudent person would under the circumstances.	0 or 1
Application	A reasonably prudent person takes precautions to avoid foreseeable risks. University breached its duty of care and failed to act as a reasonably prudent landlord because it failed to repair a broken deadbolt lock for four days, which a reasonable landlord would have done sooner as it is foreseeable that if a lock is broken someone could break in and commit a crime.	
Conclusion	Therefore, University breached its duty.	
Sub-Issue: Causation	The defendant's actions must be both an actual and proximate cause of the plaintiff's injury.	0 or 1
Rule	Actual cause occurs when but for the defendant's actions the plaintiff would not have suffered the harm.	

Single Choice

1) A boater was using a canoe in a relatively isolated part of a lake and began to experience severe chest pains and shortness of breath. The boater shouted for help. A pedestrian on the lakeshore heard the boater's shout for help and suggested the boater come ashore. When the boater reached the shoreline, the pedestrian helped him out of the boat and onto a bench. The pedestrian tried to call 911 but did not have an adequate signal on her phone. The pedestrian told the boater she would leave to get help but then became distracted and took no further action. The boater later filed suit against the pedestrian.

What is the boater's best argument that the pedestrian owed the boater a duty of care?

- (A) The pedestrian had a duty of care under tort law's modern general duty to act in the manner of a reasonably prudent person.
- (B) The pedestrian and the boater had a "special relationship" as common users of the lake.
- (C) The pedestrian began rescuing the boater.
- (D) The boater was an invitee.

Search content in the platform

My Courses and Learning Plans > Week 03

Metacognition

Learning Academic

academic success. By being aware of your own learning processes,

Week 03
1/13 lessons completed

PREVIOUS NEXT

Week 3

- MPT - Introduction to the Multistate Performance Test
- MPT - Step-by-Step Approach for the Multistate Performance Test (MPT)
- Metacognition
- UBE Eastwood v. Eastwood MPT092020Q2 Prompt
- UBE Eastwood v. Eastwood MPT092020Q2 - Essay Upload for Helix University School of Law
- UBE Eastwood v. Eastwood MPT092020Q2 Issue Highlights Grading Grid Model Answer
- MPT Basics and Approach

Metacognition

Tags: practice essays, thinking processes, learning processes, skills, ability, metacognition, study process, decisions, relaxation strategies, self-assessments



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Questions?



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THANK YOU!