

JD  NEXT

JD-Next: An Alternative to Legacy Admissions Tests for Law Schools



Overview: What is JD-Next?

JD-Next is a fully online, non-credit, eight-week course to train potential JD students in case reading and analysis skills before their first year of law school. This course is bundled with a norm-referenced assessment that provides students and prospective law schools with that student's performance relative to the population of JD-Next participants. As such, test scores from JD-Next can act as a score for participating law schools' acceptance in lieu of the LSAT and GRE or used in conjunction with these legacy tests to showcase relevant skill sets and predict law school success.

This bundling of a low-cost preparation course with the test itself is the JD-Next difference. As discussed later in this paper, the validity of a norm-referenced assessment is threatened when prospective test-takers vary widely in their ability to pay for expensive test-preparation courses and materials. JD-Next solves that issue by requiring all students to participate equally in both test preparation and assessment. This requirement preserves the integrity of the percentile rankings underlying norm-referenced assessments, assuring prospective law schools that a student's score is reflective of that student's expectation of success in law school.

Additionally, the JD-Next course is designed to prepare students for that all-important first year of law school. Students who are preparing for the JD-Next assessment by participating in the JD-Next coursework are simultaneously increasing their chances for success once accepted into law school. This is different from other norm-referenced assessments that are used for admissions decisions but whose content is only tangentially related to the actual coursework that students encounter during law school.

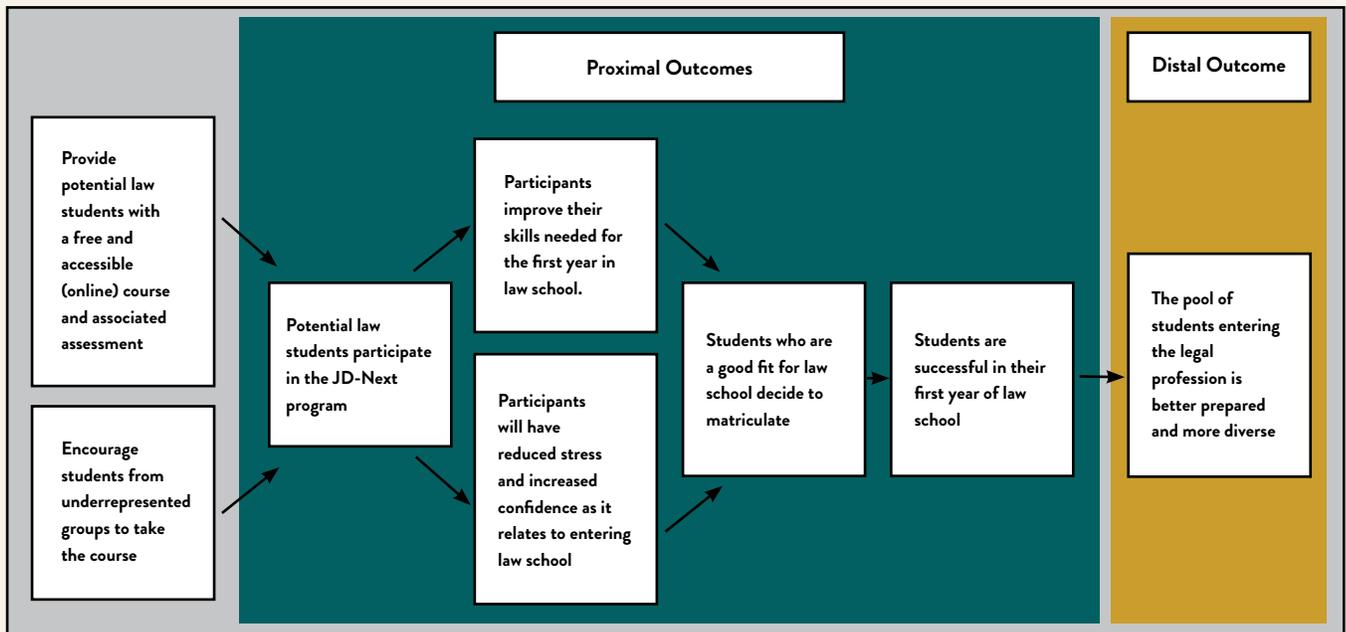
Design of the JD-Next Course

In 2019 a team of law professors and educational psychologists at the University of Arizona developed the foundation of JD-Next, offering prospective JD students prelaw education training and seeking to measure their knowledge and skills on topics covered in the course material with a standardized assessment. JD-Next is designed to introduce students to the materials and methods of legal education, preparing them for success. While helping students develop their skills in case reading and analysis, this course uses a few of the classic contracts law cases, which also appear frequently in law schools across the country.



Design of the JD-Next Course (cont.)

Figure 1. Theory of Change for JD-Next



The design of the JD-Next course will, of necessity, have similarities and differences with other 1L contract courses. JD-Next is not designed to be a watered-down course derived from the commonalities of hundreds of 1L contract courses. It is a rigorous course of study designed by law school professors with decades of experience.

The beginning of the course introduces critical “Case Brief Workshops” for law school, explicitly and directly showing participants how to read a case and to extract the key rules and facts. After completing the skills workshops during the first four weeks of the course, students will move onto doctrinal law and the application of the skills practiced in the skills workshops. Without purporting to preview an entire 1L Contracts course, the readings include classic cases (e.g., *Hawkins v. McGee*), with simple reading quizzes keyed to each one. Consistent with optimal curricular design principles, each lesson also includes a written “problem of the day”, so students begin practicing the application of their newly acquired concepts.

The course also includes videos, broken into dozens of smaller parts, including concept introductions, lectures, and takeaways. The video lectures are designed to be short, typically less than ten minutes. The course includes frequent formative assessments to provide feedback to promote learning and test preparation skills to improve future test performance (Sargent & Curcio, 2012).



A Level Playing Field

JD-Next is designed for all prospective students, regardless of their economic or personal situations. The course is designed to be rigorous and yet not so onerous that prospective students with full-time jobs or family commitments are at a disadvantage.

JD-Next is fully online and asynchronous, meaning that students can access the course anywhere and anytime. While students are encouraged to spend roughly 6-10 hours per week in coursework, students can work at their own pace in completing the classes each week.

All students are assigned a dedicated facilitator. Students receive timely feedback for all multiple-choice questions and exercises completed, as well as personalized feedback for discussion posts during skills workshops. For larger written assignments, students are guided through a self-evaluation process using both guided rubrics and model answers.

The problem of inequitable access to test-preparation courses and materials: criterion-referenced vs. norm-referenced assessments.

Any particular assessment is designed to be evaluated as either criterion-referenced or norm-referenced, depending on the goals of the assessment. Certification and licensure exams such as the Next Generation Bar Exam are criterion-referenced assessments; admissions exams such as the LSAT, the GRE, and JD-Next are norm-referenced assessments. The differences in the two types of assessments have enormous implications when test preparation courses and materials are not equitably distributed. For criterion-referenced examinations such as the Next Generation Bar Exam, inequitable access to these materials does not threaten the validity of the examination results. For norm-referenced examinations, inequitable access does threaten the validity of the examination scores. To understand why requires an understanding of the difference between these two types of assessment.

In a criterion-referenced assessment, a test-taker's success or failure is based on reference to an external standard, i.e., a passing point. The person either meets or exceeds the standard and passes the test, or the person does not meet the standard and fails the test. How other people perform on the exam is irrelevant. If 1000 people take the exam and all of them meet or exceed the standard, all of them pass.



The problem of inequitable access to test-preparation courses and materials: criterion-referenced vs. norm-referenced assessments. (cont.)

A norm-referenced assessment is different. In a norm-referenced assessment, a person's performance is not compared to some external standard but is entirely based on how a person performed on the exam compared to other test-takers. If a person answered 70% of the questions correctly, and that performance was better than 95% of other test-takers, that person will have a high score. If a person answered 70% of the questions correctly, and that performance was worse than 95% of other test-takers, that person will have a low score.

For this reason, the JD-Next program does not offer different tiers of preparation. All test-takers are required to take the low-cost, 8-week program, putting all test-takers on the same level playing field. It is possible that, in the future, preparation courses from private companies will arise for the JD-Next program; however, given that all students are already required to attend an intensive program that prepares them for the exam, it is questionable that future preparation courses would add much value to the current program.

For the LSAT, these are some preparation programs that are available to candidates who want to increase their scores relative to their peers:

- LSAC Law Hub Advantage: \$120
- Princeton Self-Paced Review: \$699
- Princeton Fundamentals: \$1049
- Princeton LSAT 165+: \$1699
- Princeton Immersion 165+: \$3649

Note that the \$1699 165+ program and the \$3649 Immersion 165+ guarantee a score of 165 or better, regardless of a candidate's ability or fitness for law school. To the extent that the correlations between admission scores and first year law-school GPA reflects a candidate's ability to pay for preparation courses such as the Princeton 165+ courses, the validity of those correlations is questionable.



The JD-Next difference: preparing for law school vs. preparing to take a test.

Buzick et al (2023) surveyed 749 recent graduates of the JD-Next program about their perceptions of how the program may have prepared them for law school. On average, participants endorsed between 3 and 4 areas in which they felt more prepared following their completion of the JD-Next program.

The top 10 areas identified, in order, were:

- 1 Solving complex legal problems**
- 2 Acquiring legal knowledge and skills**
- 3 Preparing for exams**
- 4 Examining the strengths or weaknesses of a topic or issue**
- 5 Analyzing an idea, experience, or line of reasoning in depth by examining its parts**
- 6 Evaluating a point of view, decision, or information source**
- 7 Identifying key information from reading assignments**
- 8 Answering questions or contributing to course discussions in other ways**
- 9 Writing clearly and effectively**
- 10 Thinking critically and analytically**

Note that “preparing for exams” is only one out of ten areas identified, and it was endorsed fewer times than “solving complex legal problems” and “acquiring legal knowledge and skills.” This demonstrates that JD-Next is primarily a course designed to prepare students for law school. The end-of-course assessment is not the sole purpose of JD-Next but rather the logical end product that demonstrates what the students have learned.



The JD-Next difference: preparing for law school vs. preparing to take a test. (cont.)

In contrast, other norm-referenced assessments do not claim to prepare students for law school. For example, the LSAT provides extensive guidance to candidates preparing to take the exam. Almost all of this guidance is applicable only to the exam itself and not to any real-world concerns:

- Many students find it helpful to read the question before reading the passage.
- Many early LSAT students start reading the choices before they have a clear idea of what they're looking for.
- Active readers . . . like to circle keywords, such as “however,” “therefore,” “likely,” “all,” and many others.
- Comparative words (better than, healthier than, more useful than) can help you identify a conclusion as a comparison.
- Top tip: look out for common indicators. Often, keywords such as “should” or “ought to” will signal a recommendation to you.
- Some words are good indicators that the statements they introduce are part of a conclusion. The most common examples are thus and therefore, but however, yet, although, and but can indicate conclusions, too.
- Statements that begin with support-indicator words such as “since” and “because” are acting as evidence for other claims, so they can't be the main conclusion—you can eliminate those statements if they appear in choices.



The JD-Next difference: preparing for law school vs. preparing to take a test. (cont.)

Sometimes this advice is, arguably, antithetical to being a competent law student or lawyer (emphasis in original):

- One of your primary goals on most LSAT argument-based questions is to rephrase an argument in its “**conclusion**, because **support**” form in order to keep it simple. It’s rare that background information holds information critical to your ability to complete the task.
- Don’t be influenced by your own views, knowledge, or experience about an issue or topic. All the information that you need will be presented in the passage. When you add your own unwarranted assumptions, you’re moving away from the precision of the test’s language and toward more errors.
- **Don’t use your imagination!** Resist the urge to “fill in the blanks yourself”, which usually entails adding assumptions to try to make a choice true.

Most of the advice provided includes sound methods to boost one’s score relative to other test-takers who do not use those methods. However, in one area, the advice provided is problematic: whether to skip questions or not.

- Be prepared for a variety of challenges in the Logical Reasoning questions, and be prepared to skip when it makes sense to. When you skip, though, circle the question and return to it if you have time.
- **Don’t panic:** You’re not obligated to do the questions in any order, or even to do a given question at all. Many students find success maximizing their score by skipping a select handful of questions entirely, either because they know a question will take too long to solve, or because they just don’t know how to solve it.



The JD-Next difference: preparing for law school vs. preparing to take a test. (cont.)

Implying that a question should be skipped entirely is, frankly, poor advice. The LSAT, as most tests including the JD-Next assessment, does not penalize for incorrect answers. Therefore, if a candidate has, say, 30 seconds left in the test and has not answered 4 questions, they are advised to quickly click any option for those 4 questions before time expires. On average, they will improve their raw score by 1 point (and up to 4 points!) relative to test-takers who leave 4 questions blank.

This highlights another concern about the LSAT: the issue of *time*. Time management is a critical component in performing well on the LSAT, as shown by this advice to test-takers provided on the LSAT website:

- Many students find it helpful—and time-saving—to read the **question** before reading the passage.
- The more adept you become at identifying question types, the more easily you'll be able to choose an appropriate strategy—and that means greater accuracy and speed on Test Day.
- Many students who read the passage first wind up re-reading the passage after reading the question—and that can use up precious time.
- Only when you're feeling good about the mechanics of your approach should you introduce a stopwatch.
- If you're short on time, your awareness of not only a conclusion's type but also its degree can help you eliminate choices quickly.

The psychometric term for the time element in assessment is *speededness*. Usually test developers guard against speededness when designing an assessment, *as time pressures tend to reward candidates who are skilled at taking tests, rather than candidates who are skilled in the content area being tested*. For the JD-Next assessment, time is less of a critical element, and we constantly examine our data to ensure that candidates have adequate time to provide their best performance.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

JD-Next: A Data-Driven Superior Path to Law School Success

As the legal profession seeks to address challenges in admissions and success rates, JD-Next emerges as a transformative tool. Recent empirical research demonstrates JD-Next's effectiveness in improving academic outcomes, fostering equity, and predicting long-term success in law school, making it a superior alternative or complement to traditional admissions tools like the LSAT (Cheng et al., 2022).

Let's explore!

A Look into Why JD-Next

In [their research](#) paper, Findley et al. (2023) discovered that admissions tests in higher education are facing growing criticism for perpetuating inequities, especially among underrepresented students. At the same time, other sectors are embracing “work-sample” or “proximal” testing which are methods designed to evaluate, not just what candidates already know, but how they might grow and succeed within a program. The JD-Next course aims at equipping prospective law students with essential case reading and analysis skills before starting law school.

The University of Arizona conducted two rounds of research exploring the JD-Next test's potential as a fair and effective admissions tool for juris doctorate programs and found:

- ✓ The JD-Next test is a **valid and reliable predictor of law school performance**, comparable to legacy tests.
- ✓ For law schools ranked outside the Top 50, the **JD-Next test added significant predictive value**, while the legacy tests often fell short.
- ✓ Known racial and ethnic disparities in legacy test scores were replicated in the study, but the **JD-Next test showed smaller, non-significant score gaps**.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

The Challenge JD-Next Overcomes

Law school admissions processes have relied on standardized tests like the LSAT and GRE for decades. While these tools provide some insight into analytical and reasoning skills, they fall short in several critical areas. The LSAT and GRE primarily assess logical reasoning and reading comprehension but neglect essential skills such as case analysis, legal reasoning, and the ability to synthesize and apply complex legal principles. Moreover, preparation for these tests often requires costly resources, including prep courses, tutoring, and study materials. Students from underrepresented groups and low-income backgrounds frequently lack access to these resources, exacerbating disparities in performance. While LSAT scores moderately predict first-year law school grades, they fail to assess broader competencies like resilience, critical thinking, or the ability to adapt to the rigors of legal education. These challenges underscore the need for a more inclusive, equitable, and effective approach to law school preparation and admissions.

JD-Next as a Transformative Tool for Promoting Equity and Success in Legal Education

Access to legal education and success in law school remain inequitable for many aspiring students, particularly those from underrepresented racial, ethnic, and socioeconomic backgrounds. According to Cheng et al. (2022), traditional law school admissions tools, such as the LSAT and GRE, present significant barriers, including limited predictive validity and systemic inequities. To address these challenges, the JD-Next program offers a groundbreaking solution by preparing students for the demands of law school while fostering diversity, equity, and inclusion (DEI).



Why JD-Next?

Overcoming Challenges

The JD-Next Solution

The Path Forward

The Limitations of the LSAT and GRE

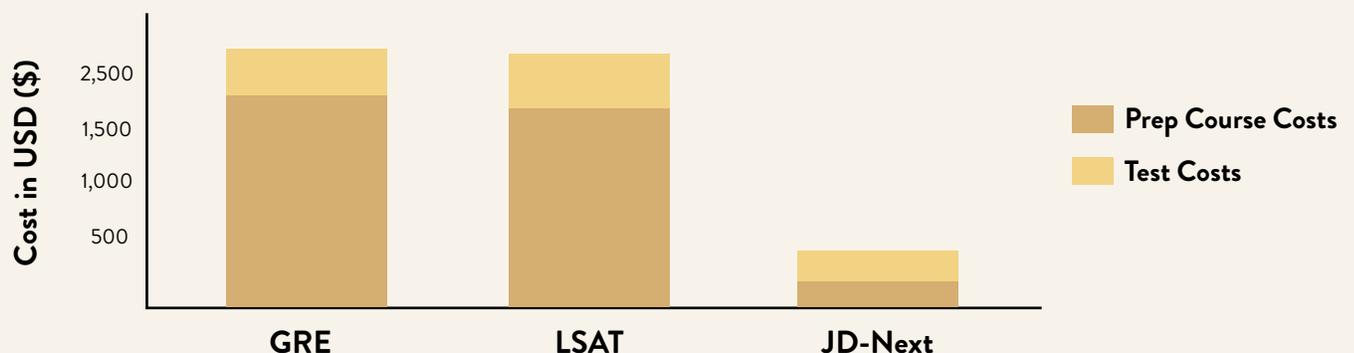
Narrow Skill Assessment

The LSAT and GRE focus heavily on analytical reasoning, logical thinking, and reading comprehension. While these skills are foundational to legal education, they represent only a fraction of what is required to succeed in law school. Neither test evaluates critical law school skills such as case analysis, legal reasoning or the ability to synthesize and apply complex legal principles (Cheng et al., 2022). As a result, these tests do not provide a complete picture of an applicant's readiness for law school.

Cost and Time Commitment

The costs of traditional tests are comparable to one another. The GRE costs \$220, while the LSAT costs \$238. Prep courses for the GRE vary from \$449 to over \$2,299. The time commitment for the courses is 40-180 hours (Kaplan Test Prep GRE, 2024). LSAT prep courses cost \$899 to over \$1999 and offer 40-80 hours of instruction (Kaplan Test Prep LSAT, 2024). Conversely, the JD-Next program costs \$349, which includes the test.

Cost of Traditional Tests v. JD-Next



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

Addressing Systemic Inequities

JD-Next is designed to address barriers to law school access and success, making it particularly beneficial for individuals from underrepresented groups. It helps to close opportunity gaps in legal education by removing financial and logistical barriers. The program offers a pathway for students who may face systemic challenges in traditional admissions processes or struggle to afford costly preparatory resources by focusing on skill-building, accessibility, and equity.

[The California Association of Black Lawyers](#) advocates for the American Bar Association (ABA) Council on Legal Education & Admission to the Bar to approve the JD-Next test as a valid third admissions test under Standard 503, citing its reliability and potential to mitigate racial disparities in law school admissions. CABL highlights the underrepresentation of Black students in law schools (8.3% versus 13.4% of the U.S. population) and attributes this gap partly to the LSAT, which disproportionately disadvantages black applicants and impacts financial aid decisions. They emphasize the urgency of adopting JD-Next to promote equity, align with anti-discrimination laws, and address systemic barriers in legal education admissions (Buffington, 2024).



The JD-Next program and exam have long-lasting positive effects on students' performance. Cheng, et al. (2022) state that "school GPA has important implications for bar passage, employment, and early career success" (p. 702). Their study showed modest, but statistically significant gains in contracts course grades, as well as first semester GPA for students from every racial background.



Why JD-Next?

Overcoming Challenges

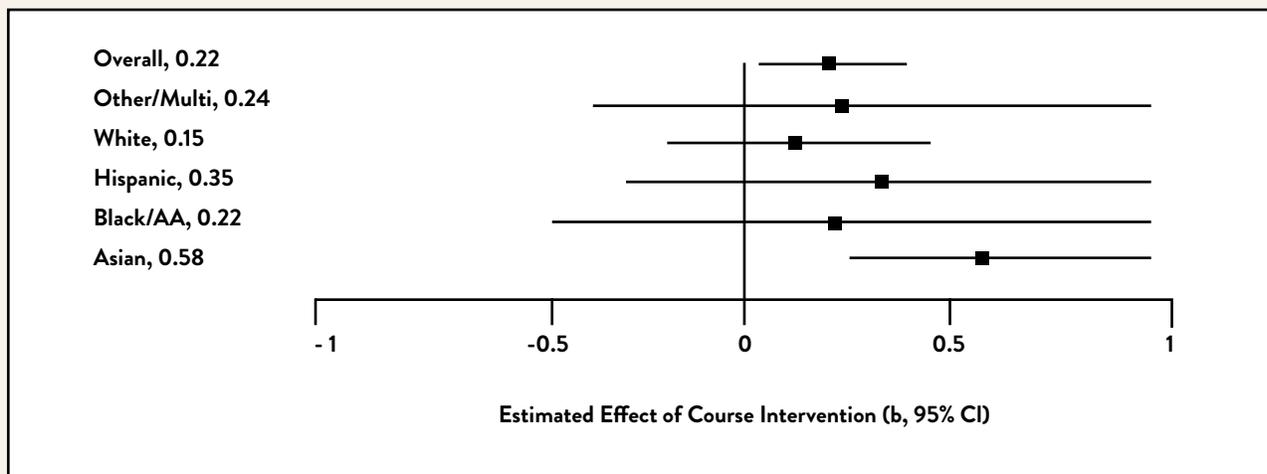
The JD-Next Solution

The Path Forward

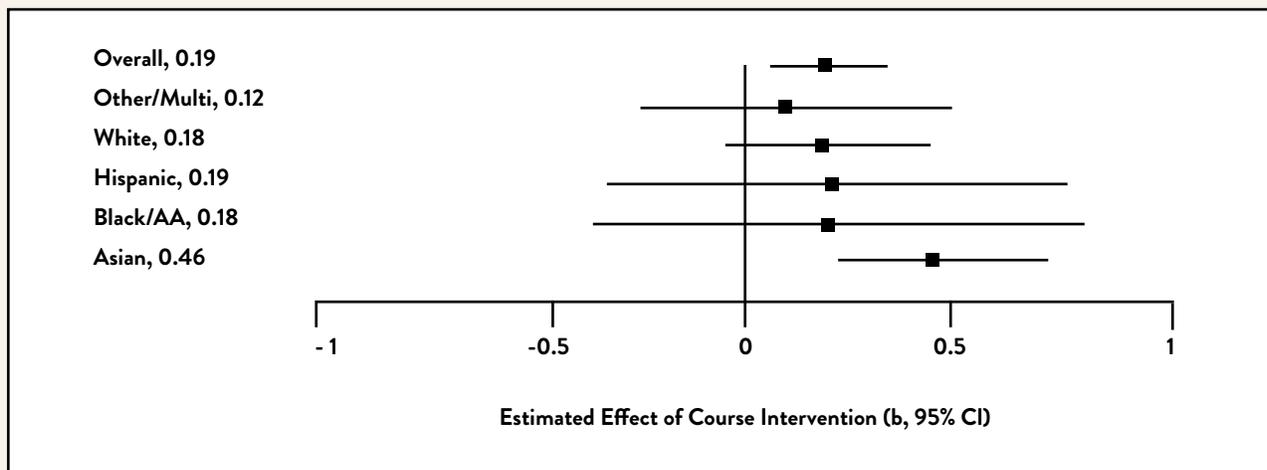
Addressing Systemic Inequities (cont.)

Figure 2: Effects of Program Participation on Contracts Grade (Panel B), and Fall 1L GPA (Panel C) – Overall and for Racial/Ethnic Groups

Panel B: Contracts Course Grade



Panel C: Fall 1L GPA



Note: "White" refers to non-Hispanic whites.



Why
JD-Next?

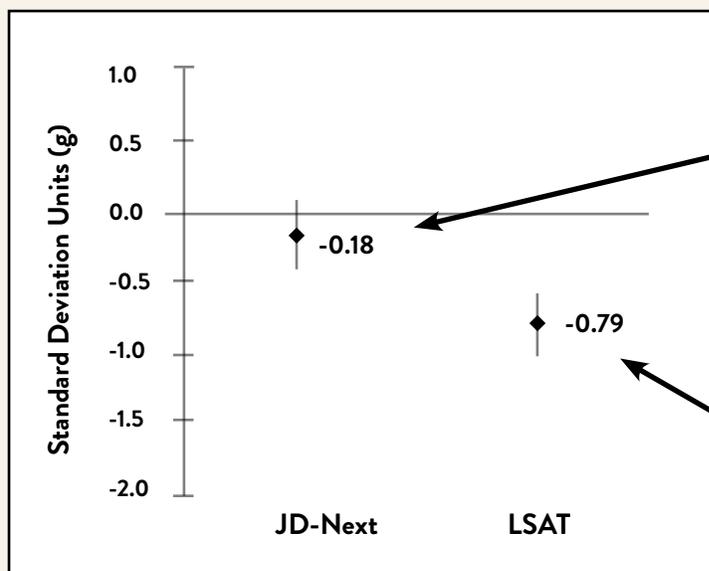
Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

Addressing Systemic Inequities (cont.)

Racial Disparities in Test Scores



JD-Next exam shown to have no significant disparity.

LSAT shown to have large score disparities for Black, Hispanic, Native, and Multi-Race test-takers.

Figure 1

From “JD-Next: A randomized experiment of an online scalable program to prepare diverse students for law school,” by K. Cheng, J. Findley, A. Cimetta, H. Burross, M. Charles, C. Balsler, R. Li, and C. Robertson, Scholarly Commons at Boston University School of Law (p. 694), 2022, Boston University of Law. Copyright 2022 by Boston University.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

The JD-Next Solution

JD-Next addresses the limitations of traditional admissions tools by combining skill development, accessibility, and equity-focused design. The program prepares students for law school success while leveling the playing field for all participants. JD-Next is offered at little cost to participants, compared with GRE and LSAT preparation courses; financial need-based scholarships are available. This aids in eliminating financial barriers that often hinder access to traditional preparatory resources. Its online, asynchronous format allows students with work, family, or other commitments to engage with the program at their convenience, ensuring broad participation.

JD-Next emphasizes practical skills essential for law school success. Participants learn case reading and analysis, enabling them to extract legal principles and synthesize case law. The program also develops legal reasoning and problem-solving abilities, helping students caluate and construct legal arguments. Formative feedback through regular assessments provides actionable insights, helping participants refine their skills and build confidence. These skills are particularly valuable for students from underrepresented groups, who may face educational disparities that leave them less prepared for law school.

Core Skills

 Case Reading & Analysis

 Legal Reasoning

 Problem-Solving

 Synthesizing Case Law

 Building Legal Arguments

 Receiving Formative Feedback



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

The JD-Next Solution (cont.)

JD-Next **participants achieve higher first-semester and first-year LGPAs** compared to non-participants. The program's emphasis on case analysis and legal reasoning directly improves performance in key 1L courses like contracts (Cheng, et al., 2022), which are critical for establishing academic momentum. Moreover, participants report feeling more prepared for law school after completing JD-Next, particularly in areas like solving complex legal problems and acquiring legal knowledge. JD-Next empowers underrepresented students to navigate the challenges of law school with confidence by addressing feelings of imposter syndrome or lack of belonging. This combination of skill-building, accessibility, and equity ensures that JD-Next provides measurable benefits to students from diverse backgrounds.

Skill Building

Participants report feeling more **prepared for law school** after completing JD-Next.

Accessibility

JD-Next is **offered at little cost to participants** compared to other traditional resources.

Equity

JD-Next empowers underrepresented students to navigate law school challenges.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

Supporting Institutional and Professional Goals

JD-Next aligns with the broader goals of legal education and the legal profession, including increasing diversity in the talent pipeline and ensuring that all students are equipped for success. Law schools can use JD-Next in lieu of or as an alternative to the LSAT or GRE, or as a supplemental evaluation tool that provides deeper insights into applicants' readiness. JD-Next helps law schools identify promising students who may be overlooked by traditional metrics by emphasizing practical skills and growth potential. It may help those students achieve better grades, feel more prepared, and administer confidence while in law school, ensuring students are not left behind once they are accepted into the program. This can bridge a gap with students who have diverse backgrounds and provide them with more choice in what internships and jobs they want to pursue. JD-Next is an added level of support for success thanks to its guidance in law school preparation.

The program's fully online, asynchronous format makes it economically efficient and scalable, allowing law schools to reach a wider audience without compromising quality. Institutions can partner with JD-Next to integrate the program into pre-matriculation offerings, ensuring that all incoming students are prepared for the rigors of law school. JD-Next lays the foundation for success beyond the first year of law school, potentially improving graduation rates, bar passage, and career readiness. Findings from Cheng et al. (2022) and Buzick et al. (2023) confirm that these skills translate to improved academic performance, particularly in 1L courses like contracts, which are often predictive of overall law school success. The program contributes to a more diverse and inclusive legal profession by fostering equity in admissions and preparation.

Improved 
1L Readiness

JD-Next provides deeper insights into applicants' readiness for law school.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

A Data-Driven Approach

Empirical evidence supports JD-Next's efficacy and fairness. Research demonstrates that JD-Next participants consistently outperform their peers in first-year grades, particularly in contracts courses (Cheng, et al., 2022). These improvements are linked to the program's emphasis on skill development and formative feedback. Studies also show that JD-Next assessments are unbiased, with no significant disparities across racial, ethnic, or socioeconomic groups (Holtzman, et al., 2024). Participants report significant gains in confidence and readiness for law school, addressing key gaps in traditional admissions processes (Buzick, et al., 2023). This evidence underscores JD-Next's role as a fair and effective tool for promoting academic success and diversity.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

The Path Forward

JD-Next should be integrated into law school admissions and preparation processes on a broader scale. Law schools can adopt JD-Next as a primary admissions tool or as a replacement for or complement to the LSAT and GRE, providing a more comprehensive assessment of applicants' readiness. Efforts should focus on scaling JD-Next to reach more students, particularly in underserved populations. Partnerships with undergraduate institutions and pre-law organizations could enhance outreach. Ongoing research and feedback will be essential to refining JD-Next (Buzick, et al., 2023). Enhancements could include additional modules on professional identity, growth mindset, or legal ethics.

Appeal to Stakeholders

Law School Admissions Committees

JD-Next may interest law school admissions committees in considering its test results for admissions; it offers a practical and skills-based evaluation of a candidate's readiness for the rigors of law school. The program provides an immersive experience in contract law, equipping students with essential skills such as legal analysis, critical thinking, and case reading, which are directly relevant to succeeding in law school. Committees can identify applicants who have demonstrated both aptitude and preparation by incorporating JD-Next results into admissions. This will lead to diversification of the admissions criteria beyond traditional standardized tests like the LSAT.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

Law School Deans and Faculty Members

Law school deans and professors will appreciate that JD-Next evaluates candidates on practical, law-specific skills directly relevant to their success in law school. Unlike traditional standardized tests, JD-Next focuses on teaching and assessing key skills such as legal reasoning, case analysis, and understanding of foundational legal principles, offering a more holistic measure of readiness (Cheng, et al., 2022).

Law schools could leverage the test to identify admitted students who would benefit from targeted academic support services. Law schools can foster a more diverse and prepared student body, align admissions criteria with the demands of legal education, and reduce reliance on tests that may not fully capture an applicant's potential for success in the legal profession by adopting the JD-Next.

Undergraduate College Students

College students should understand that “the JD-Next program and test serve two purposes” (Holtzman et al., 2024, p. 2): they can prepare students for law school by teaching essential skills like case briefing and legal analysis or they can function as a primary or supplemental admissions test to predict success in law school. This dual purpose makes JD-Next valuable for both undergraduate students and those already admitted to law school. The program provides college students with a realistic preview of the law school experience, helping them develop essential skills such as critical thinking, legal analysis, and effective communication. Undergraduate students might take JD-Next to gain a preview of the law school experience and use the test for admissions. Students can strengthen their law school applications and better prepare for the academic challenges ahead by completing JD-Next. Students who are already admitted to law school can use the program to strengthen their skills before starting law school.



Why
JD-Next?

Overcoming
Challenges

The JD-Next
Solution

The Path
Forward

Paralegals

Paralegals may see that JD-Next's structure allows working professionals to balance their current responsibilities while preparing for law school, facilitating a smoother transition into advanced legal studies. JD-Next offers a valuable opportunity to enhance their legal knowledge and skills, potentially strengthening their law school applications and better preparing them for the academic challenges ahead for paralegals aspiring to become attorneys.



Conclusion

JD-Next represents a bold and necessary shift in legal education, addressing systemic inequities while preparing students for academic and professional success.

For underrepresented groups, the program offers a pathway to overcome traditional barriers and achieve their full potential. For law schools and the legal profession, JD-Next is a critical tool for fostering diversity, equity, and excellence. By embracing JD-Next, the legal community can build a stronger, more inclusive pipeline of future lawyers, ensuring that the profession better reflects the society it serves.

For more information on this data, please visit Aspen Publishing:
www.aspenpublishing.com/pages/science-validity-of-jd-next



References

- Buffington, S. (2024, February 4). CABL President to Bridget Mary McCormack, Council Chair and William Adams, Jr., Managing Director, Re: JD-Next as a third admissions exam under Standard 503, February 4, 2024 [Letter]. California Association of Black Lawyers, San Jose, California. Retrieved from <https://cdn.shopify.com/s/files/1/0687/3566/4408/files/comments-received-jd-next.pdf?v=1722280345>
- Buzick, H. M., Robertson, C., Findley, J. D., Burross, H. L., Charles, M., & Klieger, D. M. (2023a). The association of participation in a Summer prelaw training program and first-year law school students' grades. *Journal of Educational Research and Practice*, 13(1). <https://doi.org/10.5590/jerap.2023.13.1.14>
- Cheng, K., Findley, J., Cimetta, A., Burross, H., Charles, M., Balsler, C.,...Robertson, C. T. (2022). JD-Next: A randomized experiment of an online scalable program to prepare diverse students for law school. *Journal of Legal Education*, 71, 673-715. Retrieved from https://scholarship.law.bu.edu/faculty_scholarship/3793
- LSAT prep (2024). Kaplan Test Prep. <https://www.kaptest.com/lsat>
- GRE prep (2024). Kaplan Test Prep. <https://www.kaptest.com/gre>
- Findley, J., Cimetta, A., Burross, H. L., Cheng, K. C., Charles, M., Balsler, C., Li, R., & Robertson, C. (2023). JD-Next: A valid and reliable tool to predict diverse students' success in law school. *Journal of Empirical Legal Studies*, 20(1), 134-165. <https://doi.org/10.1111/jels.12342>
- Holtzman, S., Steinberg, J., Weeks, J., Robertson, C., Findley, J., & Klieger, D. (2024). Validity, reliability, and fairness evidence for the JD-Next exam. ETS Research Report Series, 1-17. <https://doi.org/10.1002/ets2.12378>

