HOLISTIC RUBRIC EDLE 7343

Excellent writer 6	The essay clearly states a position, provides support for the position, raises a counter argument or objection, and refutes it. The evidence, both in support of the position and in refutation of counterpositions, is persuasive and original (that is, drawn from the student's own observations, not borrowed). The essay tackles a significant objection or counterargument, not a trivial one. The relationships between position, evidence, counterargument, and refutation are clear, and the essay does not contain extraneous or irrelevant information.
Good writer 5	The essay states a position, supports it, raises an objection or counterargument, and refutes it. The essay may, however, contain one or more of the following ragged edges: evidence is not uniformly persuasive or original; the counter-argument is not a very serious threat to the position; one has to read between the lines to see relationships between ideas and some ideas seem out of place or irrelevant.
Average Writer 4	The essay states a position and raises a counterargument, but their is well developed. The objection or counterargument considered may lean toward the trivial. The essay may also seem disorganised. Nonetheless, the essay should receive a 4 in acknowledgement of the cognitive complexity of the task. It is more difficult to address arguments and counterarguments than it is simply to support one line of argument.
Fair writer 3	The essay states a position, provides strong and original evidence supporting the position, and is well organised. However, the essay does not address possible objections or counterarguments. Thus, even though the support seems stronger and the essay may be more well organised than the 4 essay, it should not receive more than a 3.
Weak writer 2	The essay states a position and provides some support, but it doesn't do it very well. Evidence is scanty, general, trivial or not original. The essay achieves its length largely through repetition of ideas and inclusion of irrelevant information. The overall impression is that the essay has been dashed off at the last minute.
Very weak writer 1	The essay does not state the student's position on the issue. Instead, it restates the position presented in the assignment and summarizes the evidence discussed in the text or in class. The essay may include an occasional I agree with, but it provides nothing beyond what was said in class or in the readings. The essay receives a 1 rather than a 0 because there may be some merit to being able to summarise what the author of the text said.

Source: Gibbs, G., Habeshaw, S. and Habeshaw, T, (1986). 53 Interesting Ways to Assess Your Students. Technical and Educational Services: Bristo, pp. 11-26.

SCALE: 6 (36-40) 5 (31-35) 4 (26-30)

3 (20-25) 2 (15-19) 1 (10-14)