

Holistic grading

Holistic grading methods assume that an essay is other than a sum of particular parts so we read the essay as a whole. The holistic scoring guide describes the characteristics of excellent, good and not-so-good essays.

Samples of Holistic Scoring Rubrics

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*:Bristol, pp. 11-26.

Holistic Scoring Guide

Bruce B. Frey



Holistic Scoring Guide:

The Registered Holistic Scoring Method for Scoring Student Essays Diane Bloom,1985 **Assessing Student Learning** Linda Suskie,2018-01-05 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves **Designing and Using Performance Tasks** Tracey K. Shiel,2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you re ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation** Bruce B. Frey,2018-01-29 This encyclopedia is the first major reference guide for students new to the field covering traditional areas while pointing the way to future developments **Contemporary's Scoring Guide for the GED Assessment Program** ,1988 [Focused Holistic Scoring Guide](#) North Carolina. Department of Public Instruction,1994 **The Official Guide to the GRE revised General Test** Educational Testing Service,2010-04-23 The only guide to the GRE that comes straight from the test makers If you re looking for the best most trustworthy guide to the GRE you ve found it GRE The Official Guide to the General Test with CD ROM is the one and only GRE guide specially created by ETS the people who actually make the test Only ETS can give you real GRE questions for practice and and tell you the test maker s own strategies for success That s why this guide is your indispensable source for everything you need to know the GRE No other GRE guide gives you Everything you need to know about the GRE straight from the test makers Hundreds of authentic GRE questions so you can study with the real thing Companion CD ROM with a full length GRE practice test **GRE The Official Guide to the Revised General Test, Second Edition** Educational Testing Service,2012-08-10 Get the only official guide to the GRE revised General Test that comes straight from the test makers If you re looking for the best most authoritative guide to the GRE revised General Test you ve found it The

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using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

Elementary Language Arts Philip DiStefano, Janice A. Dole, Robert J. Marzano, 1984 **Reading and Language Arts for All Students** Evelyn Frances Miller, 1996

Evaluating Writing Charles Raymond Cooper, 1977 Assessing Learning in Universities Peggy Nightingale, 1996 This book is written for teachers in all disciplines in post secondary education It offers insight into the abilities teachers want students to develop for instance thinking critically solving problems and communication and offers advice on how to assess them

The Executive Educator , 1994 **Writer's Choice Writing Assessment and Evaluation Rubrics Grade 12** McGraw-Hill Staff, 2000-09

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