A Job at Santa’s Workshop!

Name :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **CRITERION** | **Very satisfactory**  **A (20-19-18)** | **Satisfactory**  **B (17-16-15)** | **Acceptable**  **C (14-13-12)** | **Unsatisfactory**  **D (11-10-9-8)** | **Very unsatisfactory**  **E (7-6-5-4)** |
| **Adapted to the writing situation** | * Student greets Santa Claus and clearly establishes why he or she is writing this letter. * Student explains in a clear and detailed manner why he or she thinks he or she is the best candidate. * Student presents three of his or her skills and gives clear and detailed examples of him or her using them. * At the end of the letter student writes relevant details why he or she is the ideal candidate. * Throughout the text, it is clear that student is writing to Santa Claus. | * Student greets Santa Claus and establishes why he or she is writing this letter. * Student explains in a clear manner why he or she thinks he or she is the best candidate. * Student presents three of his or her skills and gives examples of him or her using them. * At the end of the letter student writes why he or she is the ideal candidate. * Student refers to Santa Claus from time to time. | * Student briefly establishes why he or she is writing this letter. * Student explains why he or she thinks he or she is the best candidate in a general or brief manner. * Student presents three of his or her skills and gives one example of him or her using one of them. * At the end of the letter student writes vaguely why he or she is the ideal candidate. | The student’s text has one of the following characteristics :   * The intention is respected however explanations are vague because the ideas are not developed. * Many pieces of information lack precision, are superfluous, or not pertinent. * One of the main ideas is left out of the text. | * The student writes a listing of information related to the topic without respecting the intention of text. |
| **Coherence** | * Ideas flow with ease in a logical and chronological manner. * They are rationally grouped into paragraphs. * Appropriate links are made between sentences and paragraphs. | * Ideas flow in a logical and chronological manner. * They are grouped into paragraphs. * Links are made between sentences and paragraphs. | * Ideas often flow in a logical and chronological manner. * They are grouped together in clumsy paragraphs. * Some links are made between sentences and paragraphs. | * Many ideas don’t flow in a logical and chronological manner.   OR   * Ideas aren’t grouped together in paragraphs or are inappropriately grouped. | * Ideas are very difficult to follow. |
| **Use of appropriate vocabulary** | The expressions and words used are very precise and very varied. | The expressions and words used are often precise and varied. | The expressions and words used are simple and sometimes precise. | The expressions and words used are often imprecise and repetitive. | The expressions and words used are very often imprecise and repetitive. |
| **Appropriate sentences structure and punctuation** | Sentences are well structured and punctuation is well done.  Many sentences are well crafted. | Sentences are well structured and punctuation is well done.  Some sentences are a little incoherent. | In general, sentences are well structured and punctuation is well done.  Some sentences are badly structured. | Many sentences are badly structured and punctuation is not used correctly. | The majority of sentences are badly structured and punctuation is not used correctly. |
| **Grammar and spelling** | Less than 4 % errors. | 4 % to 7 % errors. | 8 % to 10 % errors. | 11 % to 14 % errors. | More than 14 % errors. |