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.
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| **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.
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| **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. |