

Name _____

E-Mail and Letter Writing Rubric

Student Involvement

1. Demonstrates engagement, interest, and effort in looking at and talking about the text samples in large and small groups.

Strong evidence

Some evidence

Little evidence

Oral Participation

1. Contributions to large group brainstorming about different messages and to small group sorting of texts demonstrate:
 - Understanding of differences in style (voice, language, level of elaboration, expectations for synchrony).
 - Understanding of differences in mechanics (spelling, capitalization, punctuation).

Strong evidence

Some evidence

Little evidence

Student Writing

1. E-mail messages and letters demonstrate appropriate style
 - Voice (chatting vs. deliberative voice)
 - Language (informal vs. formal)
 - Level of elaboration (abbreviated vs. elaborated)
 - Expectation for speed of possible reply (nearly synchronous vs. delayed)

Strong evidence

Some evidence

Little evidence

2. E-mail messages and letters demonstrate appropriate mechanics
 - Editing (little attention vs. some deliberate attention to checking writing)
 - Spelling (innovative vs. conventional)
 - Punctuation and capitalization (innovative vs. conventional)

Strong evidence

Some evidence

Little evidence