

THIS IS A TEST GRADE! FOLLOW THE RUBRIC!

# Letter to Teacher

You are to write a letter to so that I can learn more about you. You do not have to share anything you do not want me to know, but feel free to be open and honest. I want to get to know you better!

Date  
Oakland High School  
225 Patriot Drive  
Murfreesboro, TN 37130

*Dear Mrs. Mallari*

- Paragraph 1: **Your Background**

- » Family, siblings, who you live with, pets
- » Places you've lived, schools

- Paragraph 2: **Your Interests**

- » Sports, Clubs, Hobbies
- » Favorite movies, TV shows, and music

- Paragraph 3: **What You Did This Summer**

- » Travel, activities, sleep, friends, change?

- Paragraph 4: **Past School Experiences**

- » How you learn best
- » What you like in a class
- » What you don't like in a class
- » What is something you like about school
- » What sports do you play? Clubs do you belong? Activities do you like?

- Paragraph 5: **What You Want Me To Know**

- » Things that might affect you
- » Why you act the way you do
- » What do you expect from English I

*Signed, (Sincerely, Regards, Genuinely, or Yours truly)*

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*Letter to Teacher Writing Assessment Rubric 2016*

<u>POINTS</u>	0	5	10	15	20
<u>Topics/ Language</u>	None of topics completed.  Little or no effort was made to create meaning or develop topics.	-At least 2 of the topics were completed. -Illustrates little to no syntactic variety for meaning and reader interest. - Utilizes no or few transitional words.	-At least 3 of the topics were completed. -Illustrates inconsistent command of syntactic variety for meaning and reader interest. - Utilizes basic or repetitive transitional words.	-At least 4 of the topics were completed. -Illustrates consistent command of syntactic variety for meaning and reader interest - Utilizes basic appropriate and varied transitional words.	-All of the topics were completed. -Illustrates sophisticated command of syntactic variety for meaning and reader interest - Utilizes basic sophisticated and varied transitional words.
<u>Focus/ Organization</u>	Paragraphs comprised of 0-1 sentences each and have no sentence variation.  Little or no effort was made to organize and clarify concepts.	-Paragraphs comprised of 2-3 sentences each and utilize two types of sentence variation. - Demonstrates unclear organizational strategies; ideas are hard to follow - Fails to clarify relationships among ideas and concepts; concepts are unclear.	-Paragraphs comprised of 4-5 sentences each and utilize three types of sentence variation. - Demonstrates attempt to use organizational strategies to create some unification, but ideas may be hard to follow - Clarifies some relationships among ideas and concepts, but there may be lack of focus	-At least two paragraphs have 5-6 sentences and utilize 3-4 types of sentence variation. -Writing is relevant -Utilizes adequate organizational strategies to create a mostly unified whole and aid in comprehension -Gaps in cohesion present	-Every paragraph is 5-6 sentences and utilizes 3-4 types of sentence variation -Writing is effective and relevant -Utilizes effective organizational strategies to aid in comprehension -Effectively clarifies relationships among ideas and concepts to create cohesion
<u>Conventions</u>	Little or no effort to follow convention of Standard Written English	-Demonstrates limited command of grade-level conventions (punctuation, capitalization, and parts of speech) -Contains numerous and repeated errors that may seriously impede meaning.	-Demonstrates inconsistent command of grade-level conventions (punctuation, capitalization, and parts of speech) -Contains many errors that may significantly interfere with meaning.	-Demonstrates consistent command of grade-level conventions (punctuation, capitalization, and parts of speech) -Contains some minor errors, but errors do not significantly interfere with meaning.	-Demonstrates consistent and sophisticated command of grade-level conventions (punctuation, capitalization, and parts of speech) -minor errors do not interfere with meaning.
<u>Format</u>	Letter does not follow proper letter format.	Letter contains <i>one</i> of the following: date and Oakland address at the top right, salutation and header at the top left of the page, five detailed paragraphs, and a closing and signature at the bottom right.	Letter contains <i>two</i> of the following: date and Oakland address at the top right, salutation and header at the top left of the page, five detailed paragraphs, and a closing and signature at the bottom right.	Letter contains <i>three</i> of the following: date and Oakland address at the top right, salutation and header at the top left of the page, five detailed paragraphs, and a closing and signature at the bottom right.	Letter contains date and Oakland address at the top right, salutation and header at the top left of the page, five detailed paragraphs, and a closing and signature at the bottom right.
<u>Development</u>	Little or no effort was made to develop topics.  Letter does make sense.	-Utilizes mostly irrelevant and repetitive responses that inadequately develop topic. -Inadequately explains connections to the topic, demonstrating little understanding of the topic.	-Utilizes mostly relevant but insufficient responses that partially develop topic. - Explains some of the connections to the topic, demonstrating only partial understanding of the topic.	-Utilizes relevant and sufficient responses that adequately develop topic. - Adequately and accurately explains and elaborates on responses provided, further demonstrating sufficient understanding of the topic.	-Utilizes well-chosen, relevant responses that thoroughly and insightfully develop topic. - Thoroughly and accurately explains and elaborates on responses provided, further demonstrating a clear, insightful understanding of the topic.

*Comments:*

Strength-

Area of focus-

**Total \_\_\_\_\_/100**