

**Email Assignment Assessment Rubric – Read Carefully to get the grade you want!**

	1	2	3	4
Appropriate Tone	<ul style="list-style-type: none"> <li>• impolite</li> <li>• Too familiar</li> <li>• Student is unaware s/he is addressing a superior.</li> <li>• no notice</li> <li>• informal</li> </ul>	<ul style="list-style-type: none"> <li>• Polite</li> <li>• Too familiar</li> <li>• Student is unaware s/he is addressing a superior.</li> <li>• Inadequate notice</li> <li>• Less than formal</li> </ul>	<ul style="list-style-type: none"> <li>• Polite</li> <li>• Courteous</li> <li>• Student is aware s/he is addressing a superior.</li> <li>• Inadequate notice</li> <li>• Formal</li> </ul>	<ul style="list-style-type: none"> <li>• Polite</li> <li>• Courteous</li> <li>• Student is aware s/he is addressing a superior.</li> <li>• Adequate notice (at least a week or more)</li> <li>• Formal</li> </ul>
Usage	<ul style="list-style-type: none"> <li>• Lacks proper salutation or is not present.</li> <li>• Inadequate control of syntax and vocabulary</li> <li>• Marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Salutations are present but maybe not correct.</li> <li>• limited control of syntax and vocabulary</li> <li>• Accumulated errors in grammar, usage, and mechanics that sometimes interfere with meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Proper salutations</li> <li>• demonstrates adequate use of syntax and language</li> <li>• some errors, but generally demonstrates control of grammar, usage, and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Proper salutations</li> <li>• fluent style with syntactic variety and a clear command of language</li> <li>• is generally free from errors in grammar, usage, and mechanics</li> </ul>
Description of The problem	<ul style="list-style-type: none"> <li>• Description of the problem lacks clarity.</li> <li>• Timeline is unclear</li> <li>• No attempt to solve the issue on the student’s own</li> <li>• Request for teacher involvement is inappropriate or is not present</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or partial recounting of the issue or problem</li> <li>• Timeline is unclear</li> <li>• Limited evidence that student attempted to solve the issue</li> <li>• Request for the type of teacher involvement maybe questionable.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate recounting of the issue or problem</li> <li>• Dates and Times may or may not be present</li> <li>• Previous solutions attempted or Proposal of solution</li> <li>• Requests teacher to be involved in solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Precise, in-depth discussion of the issue or problem</li> <li>• Dates and Times</li> <li>• Describes previous solutions attempted</li> <li>• Proposal of solution</li> <li>• Appropriate request of the teacher’s involvement</li> </ul>
Resolution/ Closing	<ul style="list-style-type: none"> <li>• No contact information</li> <li>• No offer of compromise</li> <li>• Lacking or improper salutation</li> </ul>	<ul style="list-style-type: none"> <li>• Contact information with either phone or email</li> <li>• Limited offer of compromise</li> <li>• Improper salutation</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Contact information with phone and email</li> <li>• Offer of compromise</li> <li>• Salutation with titles</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Contact information with phone and email</li> <li>• Offer of compromise</li> <li>• Salutation with title</li> </ul>
Netiquette	<ul style="list-style-type: none"> <li>• Does not account for the fact that the reader cannot hear the writer’s tone of voice and is only interacting with text.</li> <li>• Demands immediate attention or response.</li> <li>• Intentionally yells in ALL CAPS</li> <li>• May attempt to use sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Some statements do not account for the fact that the reader cannot hear the writer’s tone of voice and is only interacting with text.</li> <li>• Shows a lack of awareness that email is usually checked once or twice daily.</li> <li>• Unintentionally uses ALL CAPS</li> <li>• May include sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately accounts for the fact that the reader cannot hear the writer’s tone of voice and is only interacting with text.</li> <li>• Shows awareness that email is usually checked once or twice daily.</li> <li>• Avoids yelling in ALL CAPS</li> <li>• Avoids sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Completely accounts for the fact that the reader cannot hear the writer’s tone of voice and is only interacting with text.</li> <li>• Shows awareness that email is usually checked once or twice daily.</li> <li>• Avoids yelling in ALL CAPS or multiple exclamation points</li> <li>• Avoids sarcasm</li> </ul>