

## WRITING - An informal letter

	Good	Fair	Poor	Unacceptable
01. Organization and style	<p><b>Format is excellent. The writing has four paragraphs. Paragraph 1 is the introduction, it includes the greeting and talking about what you have done recently. Paragraph 2 is the body of the letter and it includes two topics to comment. Paragraph 3 is the closing, it includes the farewell and a question to meet again. The last paragraph includes the name. The student uses informal language.</b></p>	<p>Format is correct. Only one of the following parts is missing: introduction, four paragraphs, the closing, or the name of the student. The student uses contractions and some phrasal verbs, but few informal expressions.</p>	<p>Format is poor. Two of the following parts are missing: introduction, four paragraphs, the closing, or the name of the student. The student does not sound very informal. There is only one phrasal verb / informal expression.</p>	<p>Format is unacceptable. Three or more of the following parts are missing: introduction, four paragraphs, the closing, or the name of the student. The style is inadequate because it is too formal. There are not any contractions, phrasal verbs or informal expressions.</p>
	<b>2 points</b>	<b>1.5 points</b>	<b>1 point</b>	<b>0.5 - 0 points</b>
02. Sentence structure and grammar	<p><b>All sentences are well constructed and have varied structure and length. The student makes no errors in grammar. Excellent combination of past and present perfect tenses.</b></p>	<p>Most sentences are well constructed and have varied structure and length. The student makes a few errors in grammar, but they do not interfere with understanding. Good combination of past tenses and present perfect tenses.</p>	<p>Most sentences are well constructed, but they have a similar structure and/or length. The student makes several errors in grammar that interfere with understanding. Past and present perfect tenses are not always well used.</p>	<p>Sentences are repetitive or difficult to understand. The student makes numerous errors in grammar that interfere with understanding. There are some mistakes with the past and present perfect tenses.</p>
	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0.5 - 0 points</b>
03. Content	<p><b>Body includes three complete paragraphs. In the first paragraph the student talks about what he/she has done recently. In paragraph 2 the student mentions his/her friend's visit and gives information about his/her local language, gestures or behaviour. In paragraph 3 the student finishes by asking his/her friend a question about their visit and arrange to meet.</b></p>	<p>Body includes three paragraphs. The first paragraph is correct. The information is not well- distributed in paragraphs 2 and 3. Some questions to ask for information are missing.</p>	<p>Body includes three paragraphs. The information does not follow a coherent order. One or two topics, and/or questions to ask information, are missing.</p>	<p>Body does not include three paragraphs. The student does not write about the friend's visit. Three of the four paragraphs are missing.</p>
	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0.5 - 0 points</b>

04. Vocabulary and spelling

**The student uses a variety of words and the choice and placement of the words seems accurate, natural and not forced. There are not any spelling mistakes.**

**2 points**

The student uses a variety of words, but occasionally the words are used inaccurately. There are a few (1 or 2) spelling mistakes, but they do not interfere with understanding.

**1.5 points**

The student uses words that communicate clearly, but the writing lacks variety. There are several (3 or 4) spelling mistakes that interfere with understanding.

**1 point**

The student uses a limited vocabulary that does not communicate strongly or capture the reader's interest. There are several (more than 4) spelling mistakes that interfere with understanding.

**0.5 - 0 points**