**Cover Letter Rubric -** Standard - CTE.21ST.0I.A.03 (Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts)

LEARNING TARGET: SWBAT creates a clear, organized, and visually appealing cover letter by following the business letter format and including specific details that match the student's skills with those required in that job position.

Name of the person whose work you are reviewing: _____

PEER ASSESSMENT completed by: _____

SELF ASSESSMENT completed (circle): Yes No

| | 4 - Exceeding Standard | 3 - Meeting Standard | 2 - Approaching Standard | 1 – Beginning (Not at Standard) |
|---|---|---|---|---|
| Content and Ideas<br><br>CTE.2IST.01.A.03 | **Everything in the "Meeting Standard" column PLUS:**<br>☐ **Includes engaging introduction**<br>☐ **Specifies the specific job title you are applying for**<br>☐ **Expresses interest in working for that company specifically**<br>☐ **List at least one additional skill the company is looking for and match with your prior experience with them**<br>☐ **Conclusion expresses the intense interest you have for an interview**<br>☐ **Embeds resume as an attachment/link an employer could access online** | ☐ **Includes your full contact information**<br>☐ **The Letter is addressed to a job title, such as Hiring Manager)**<br>☐ **Includes standard introduction**<br>☐ **Expresses your desire to work in the industry but does not specifically mention that the company**<br>☐ **List at least 3 skills the company is looking for and match them with your prior experience and skills**<br>☐ **Conclusion asks for an Interview**<br>☐ **Mentions best times and ways to be reached (accounts for times they can't be reached, such as school hours)**<br>☐ **Includes "Encl: Resume" under their name** | ☐ **Missing some of your contact information**<br>☐ **The letter is addressed to a business, not a person.**<br>☐ **Introduction not related to the job or company.**<br>☐ **Specifies desire for the position but not a specific job title**<br>☐ **Does not express your interest in working in that industry**<br>☐ **Lists at least 3 skills the company is looking for, but not specific ones in matching skills to previous experiences**<br>☐ **Conclusion does not ask for an interview**<br>☐ **Mentions resume, but in some other manner** | ☐ **Missing most of your contact information**<br>☐ **The letter is not addressed with full business contact information**<br>☐ **Missing introduction**<br>☐ **Does not specify which position you are seeking**<br>☐ **May mention skills looked for, but no mention of your relevant experience**<br>☐ **Conclusion is missing or off-task**<br>☐ **No mention of resume** |
| Organization & Structure<br><br>CTE.2IST.01.A.03 | ☐ **Consistently follows a logical sequence for a business letter**<br>☐ **Communicates ideas clearly and effectively**<br>☐ **Uses technical vocabulary appropriate for the subject and audience that shows industry knowledge and experience**<br>☐ **Uses tone and style suited to a professional business audience**<br>☐ **Grammar, spelling, and punctuation are done with 0 mistakes** | ☐ **Mostly follows a logical sequence for a business letter**<br>☐ **Includes some smooth transitions to connect sections (where appropriate)**<br>☐ **Communicates most ideas clearly and effectively**<br>☐ **Uses some specific vocabulary appropriate for the subject and audience**<br>☐ **Uses tone and style suitable for most audiences**<br>☐ **Grammar, spelling, and punctuation are done with only 1 or 2 mistakes** | ☐ **Often lacks a logical sequence for a business letter**<br>☐ **Includes rough transitions to connect sections (where appropriate)**<br>☐ **Communicates some ideas clearly and effectively**<br>☐ **Uses very little specific vocabulary, not specific to the subject and audience**<br>☐ **Little use of tone or style suited to a particular audience**<br>☐ **Grammar, spelling, and punctuation are done with 3 – 5 mistakes** | ☐ **Does not follow the logical sequence and structure for business letter**<br>☐ **Includes no transitions to connect sections**<br>☐ **Reader left wondering about the purpose**<br>☐ **Word choice is off-task and Unspecific**<br>☐ **No attempt to use a professional tone or style for the audience**<br>☐ **Grammar, spelling, and punctuation are done with more than 5 mistakes** |
| Professional Skills<br>CTE.2IST.01.A.03 | ☐ **Adheres to all guidelines and deadlines for submitting work**<br>☐ **Shows initiative in research and developing ideas to match the topic by creating a brainstorm or rough draft.** | ☐ **Adheres to most guidelines and deadlines for submitting work**<br>☐ **Shows some research and development of ideas and uses past assignments to guide their work** | ☐ **Does not meet most guidelines and deadlines for submitting work**<br>☐ **Shows little research or development of ideas to relate to the job** | ☐ **Ignores all guidelines and deadlines for submitting work**<br>☐ **Shows no research or development of ideas** |

# T.A.G. FEEDBACK

Written by: _____ Reviewed by: _____

Tell the writer one thing you like:



Ask the writer one question:



Give the writer one suggestion:



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| Tell something you like: | Ask a question: | Give a suggestion: |
|---|---|---|
| • I can tell you worked hard on . . .<br>• I like the part when / where . . .<br>• I like the way you . . .<br>• I think your . . . is excellent because . . .<br>• I was impressed by . . .<br>• My favorite part was . . . because . . .<br>• One thing you did really well was . . .<br>• The best / strongest part of your writing is . . .<br>• You did . . . well because . . .<br>• Your work displays / shows . . . | • A question I still have is . . .<br>• Did you notice that . . .?<br>• How could you . . .?<br>• I'm wondering . . .<br>• I wonder . . .<br>• I wonder how you could . . .<br>• One question I have is . . .<br>• What did you mean by . . .?<br>• What's another way you might . . .?<br>• What else can you do to . . .?<br>• What would it look like if . . .?<br>• What would you have to change in order to . . .? | • Consider . . .<br>• Don't forget to . . .<br>• Here's an idea . . .<br>• I suggest . . . because . . .<br>• I think you could . . .<br>• I wonder if you've thought about . . .<br>• Maybe you could try . . .<br>• One suggestion I have is . . .<br>• One thing to improve on is . . .<br>• Perhaps you should . . .<br>• Remember to . . .<br>• You might want to consider / try . . .<br>• Your next steps might be . . . |

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Teacher Feedback:

ELA STANDARDS

*Demonstrate command of standard English capitalization, punctuation, and spelling conventions when writing. (ELA.L.11-12.2)*

*Produce clear and coherent writing in which the development is organic. Action and style are appropriate to the task, purpose, and audience. (ELA.W.J1-11.4)*

*Develop and strengthen writing, as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (ELA.W.11-12.5)*

*Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing, perspectives are addressed, and the organization, development, substance, and style are appropriate to the purpose audience and a range of formal and informal tasks. (ELA.SLJJ-12.4)*

*Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse P" partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (ELA.SL.11-12.1)*