**TASK ASSESSMENT**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

CLB Competency Writing – Getting Things Done CLB Level \_\_\_\_4\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning | Developing | Completing | Exceeds level |
| **Real World Task:** Write a short note to your co-worker and tell her that one of the doors at work is not locking properly. Tell her that you have told the boss about the problem. You choose which door is not locking properly. Make up the name of the co-worker and your boss.  |  |  |  |  |
|  | Beginning | Developing | Completing | Exceeds level |
| - Reader can understand message and include some detail.- Uses appropriate tone and language- Adequate control of simple sentences- Adequate control of spelling, punctuation and capital letters |  |  |  |  |

Notes:

**TASK ASSESSMENT**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

CLB Competency Writing – Getting Things Done CLB Level \_\_\_\_3\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning | Developing | Completing | Exceeds level |
| **Real World Task:** Write a short note to a co-worker asking them to turn the lights out and lock the door when he is leaving for the day.   |  |  |  |  |
|  | Beginning | Developing | Completing | Exceeds level |
| - Reader may understand some of the message information- Uses appropriate tone and language- Developing control of simple sentences- Developing control of spelling, punctuation and capital letters |  |  |  |  |

Notes:

**TASK ASSESSMENT**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_

CLB Competency Writing – Getting Things Done CLB Level \_\_\_\_5\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Beginning | Developing | Completing | Exceeds level |
| **Real World Task:** A customer left their keys in your restaurant last night. He called this morning to see if you had found them. Write a note to your co-worker telling her what has happened. Tell her where you have put the keys. Make up the name of your co-worker, the name of the person who owns the keys, and what time they will be coming in to get them.  |  |  |  |  |
|  | Beginning | Developing | Completing | Exceeds level |
| - Can understand message and include some detail.- Uses appropriate tone and language- Good control of simple sentences- Adequate control of spelling, punctuation and format |  |  |  |  |

Notes: