



Email an Instructor about a Poor Grade

LIFE SKILLS 101

DANNY RUBIN SERIES

Hi Mrs. Bostic,

Good morning

I am writing you to discuss the grade I made on "10 Tips for Maintaining Good Credit". I want to know why I received that grade and what I could do to fix it. Please let me know if we can meet on Thursday during your planning period.

Thank you,

-Madison

Comments



Sharonda Bostic 13 minutes ago

Madison, you did a great job on this assignment. It is simple and straight to the point



Lesson Plan-Email Instructor About a Poor Grade

Activity: Email Instructor About a Poor Grade

Instructions Reference Rubric

If your teacher gives you an unsatisfactory grade and you want to discuss the situation, it's important your email has an appropriate tone. The email must also look and feel professional and courteous.

In the short activity below, you will learn to write a proper email to discuss the particular grade.

Instructions:

Step 1

Up above, click the tab next to "Instructions" called "Reference."

You will read the template for how to email your instructor about a poor grade.

Step 2

Click "Add submission" at the bottom of this page and either type in your work or upload a document.

Step 3

Write your own email based on the template in the "Reference" tab.

Remember to include:

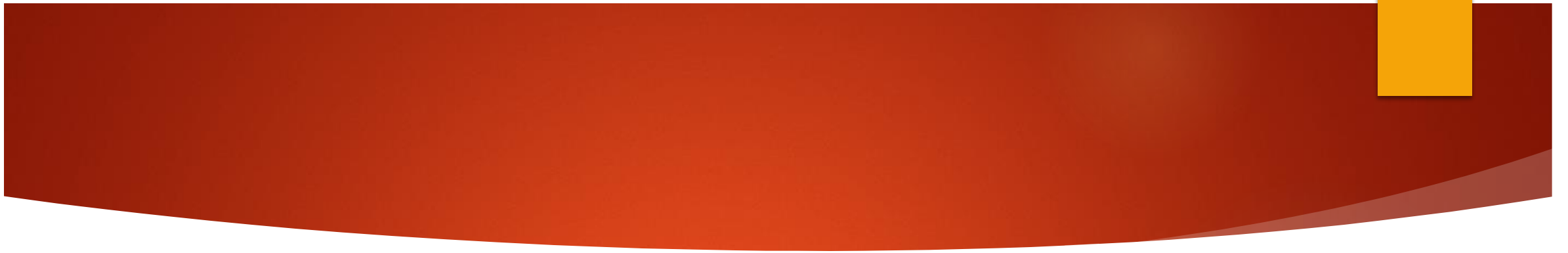
- Name of task or assignment in the subject line
- Name of task or assignment in the email's opening line
- What you want to know or understand
- Request for the best time to talk further

Step 4

Read your work out loud to make sure there are no typos or awkward phrases.

Step 5

Click "Save changes" to submit your work. Then, be ready to share what you wrote.



Rubric for Email an Instructor about a Poor Grade- Madison

Organization (20%)	<p>4. Exemplary • Accurately uses correct business writing format and structure <i>20 points</i></p>	<p>3. Accomplished • Mostly uses correct business writing format and structure <i>15 points</i></p>	<p>2. Developing • Some notable errors with respect to correct business writing format and structure <i>10 points</i></p>	<p>1. Beginning • Several notable errors with respect to correct business writing format and structure <i>5 points</i></p>
Content (20%)	<p>4. Exemplary • Piece of writing clearly states the purpose • Easy to follow • Tone is appropriate for intended audience <i>20 points</i></p>	<p>3. Accomplished • Piece of writing clearly states the purpose • Somewhat hard to follow • Tone is generally appropriate for intended audience <i>15 points</i></p>	<p>2. Developing • Purpose of piece of writing is unclear • Hard to follow • Tone is too formal or too informal for intended audience <i>10 points</i></p>	<p>1. Beginning • Purpose of piece of writing is unclear • Main idea is not supported by explanations or facts • Writing rambles; hard to follow or understand • Tone is inappropriate for intended audience <i>5 points</i></p>
Appearance (20%)	<p>4. Exemplary • Typed, using correct spacing, font, and format <i>20 points</i></p>	<p>3. Accomplished • Piece of writing typed with few problems in spacing, font, or format <i>15 points</i></p>	<p>2. Developing • Piece of writing typed with frequent problems in spacing, font, or format <i>10 points</i></p>	<p>1. Beginning • Piece of writing not typed; wrong format used and hard to read <i>5 points</i></p>
Language Usage (20%)	<p>4. Exemplary • Accurate use of punctuation and grammar • No spelling errors <i>20 points</i></p>	<p>3. Accomplished • One or two mistakes with punctuation or grammar • One or two spelling errors <i>15 points</i></p>	<p>2. Developing • More than two mistakes in punctuation or grammar • More than two spelling errors <i>10 points</i></p>	<p>1. Beginning • Incorrect use throughout the letter of punctuation or grammar • Frequent spelling errors distract from letter <i>5 points</i></p>
Activity Specific (20%)	<p>4. Exemplary • Student wrote a polite, courteous email to inquire about a poor grade • Student included the key parts of the email like specific details in the subject line and opening line, what they hope to understand about the poor grade and a request for a time to talk further <i>20 points</i></p>	<p>3. Accomplished • Student wrote a somewhat polite, courteous email to inquire about a poor grade • Student included the key parts of the email like specific details in the subject line and opening line, what they hope to understand about the poor grade and a request for a time to talk further <i>15 points</i></p>	<p>2. Developing • Student wrote a blunt or sloppy email to inquire about a poor grade • Student included some of the key parts of the email like specific details in the subject line and opening line, what they hope to understand about the poor grade and a request for a time to talk further <i>10 points</i></p>	<p>1. Beginning • Student wrote a blunt or sloppy email to inquire about a poor grade • Student failed to include the key parts of the email like specific details in the subject line and opening line, what they hope to understand about the poor grade and a request for a time to talk further <i>5 points</i></p>