Intro Spanish 11 Instructor: K. Cuellar

## Tarea escrita

You are interested in a getting a Spanish speaking “penpal” or “e-pal”. Write a letter ) (250-300 minimum) introducing yourself that includes the following information:

* introduce the letter appropriately
* your name, age, where you are from, where you live now and any languages you speak and/or are learning
* the reason you want an “e-pal” or “pen pal”? What type of “e-pal” or “pen pal” you would like. (age, gender, from a particular country)
* describe yourself physically and include information about your personality
* write about your family and/or friends(members, names, ages, work, etc.)
* what do you like and dislike? Including activities you like to do
* describe a typical week for you. Do you study? Do you work? Where? Include interesting information about your place of work or study?
* describe what your plans are for the summer (or next winter or next weekend)
* end the letter appropriately

Your finished work will be graded using the rubric below and should take into consideration the following:

1. Introduction, development, and conclusion to your piece of writing

2. Appropriate tense(s) (mostly present and simple future)

3. Varied vocabulary

4. Idiomatic Spanish (tener años, gustar, estar/ser, ir a infinitive)

**Message/Information**

* A student’s original response which communicates ideas, views and/or describes events, situations or experiences with supporting details and/or examples.

**Idiom**

* Idiom is the use of Spanish expressions which do not represent word-for-word translation from English; e.g.,

– Me divierto

– Tengo 17 años

– Me gusta(n)

**Language**

* Student is able to express ideas using appropriate verbal structures and tenses, sentence structure and spelling.

**Completes the task**

* Length of response meets the minimum suggested number of words.
* Student stays on topic.

**Writing Rubric**

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|  | Message/Information (x1 = /5) | Language (x2 = /10) | Vocabulary/Idiom (x1 = /5) |
| 5 | • has ideas that are fully developed with clarity, ease and depth• is well organized and on topic• completes the task | • demonstrates a good understanding and control of appropriate verb tenses• has varied sentence structure which integrates transitional words to link thoughts• may have errors which do not detract from meaning | • has wide range of appropriate vocabulary/idioms which ispredominantly correct |
| 4 | • has ideas that are well developedand flow clearly and logically• is well organized and on topic• completes the task | • demonstrates a reasonableunderstanding and control ofappropriate verb tenses• has sentence structure which has some variety and may integrate transitional words to link thoughts• has errors which do not interfere with the meaning | • has a good range of generallyappropriate vocabulary/idioms which |
| 3 | • has ideas that are adequatelydeveloped and generally clear• is organized and on topic• completes the task | • has some understanding and control of appropriate verb tenses• rarely goes beyond basic sentencestructure• has errors which weaken the meaning | • rarely goes beyond highfrequency vocabulary/idioms but is generally correct and may have occasional errors. |
| 2 | • has ideas that are often simplistic and lack development• shows weak organization• has difficulty in completing thetask | • has difficulty in controlling appropriate verb tenses• demonstrates basic sentence structure• has errors which interfere with themeaning | • has a limited range ofvocabulary/idioms whichmay be frequently incorrect |
| 1 | • has limited ideas anddevelopment• shows minimal organization• does not complete the task | • has verb tenses which arepredominantly incorrect• has poor sentence structure• has errors which impede meaning | • has a very limited range ofvocabulary/idioms which ispredominantly incorrect |
| 0 | • does not present enoughmessage/information to beevaluated | • has too many errors to be able to understand the meaning | • vocabulary is extremely basic, no use of idiomatic expression |

/25 x 4 = /100