**Spanish 12 – Writing Assignments**

Please write in Spanish on the topics below. 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)

3. Varied vocabulary

4. Idiomatic Spanish

You should complete one topic at a time and submit for feedback before writing submitting your next assignment. In this way, you can incorporate feedback to help you improve your writing.

**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 falta(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 (150-250)

Student stays on topic.

**Topic 1**

You have just returned from your holidays. Write a letter to a Spanish-speaking friend

describing where you went and what you did.

OR

Write a letter to your grandchildren. Talk to them about what your life as a young person and then as a young adult. Include important traditions, important events, and the things you both enjoyed and disliked doing in your past as well as any lessons learned.

**Topic 2**

Write a letter to the editor of a newspaper about an important cultural event that is happening in your community. Explain its cultural and community value.

OR

Write a letter to the dean of your university, principal or your high school, or work supervisor outlining a current concern you have about your school or work environment.

**Topic 3**

You are sending an e-mail to a Spanish-speaking friend who will be visiting you next year. Tell your friend what he/she should bring and why. Tell him/her about some the activities you have planned for the visit.

**Topic 4**

You will be graduating from high school or university in the next two months. Write a letter to a Spanish-speaking friend or family member describing your plans for the future.

**Topic 5**

Write a short article that will be used in your university, high school or local newspaper discussing a celebration or aspect of culture in a Spanish-speaking country that has interested you. You may compare it to similar events/situations in your own culture.

**Writing Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Message/Information | Language | Vocabulary/Idiom |
| 6 | • 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 |
| 5 | • 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 somevariety and may integrate transitionalwords to link thoughts• has errors which do not interfere withthe meaning | • has a good range of generallyappropriate vocabulary/idioms which |
| 4 | • 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. |
| 3 | • 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 |
| 2 | • 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 |
| 1 | • has very limited ideas and nosense of development• shows no organization• does not complete the task | • has no control of verbs• has non-functional sentence structure• has errors which block meaning | • has minimal vocabulary/idioms which may be frequently invented |
| 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 |