**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 is  predominantly correct |
| 5 | • has ideas that are well developed  and flow clearly and logically  • is well organized and on topic  • completes the task | • demonstrates a reasonable  understanding and control of  appropriate 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 generally  appropriate vocabulary/  idioms which |
| 4 | • has ideas that are adequately  developed and generally clear  • is organized and on topic  • completes the task | • has some understanding and control of appropriate verb tenses  • rarely goes beyond basic sentence  structure  • has errors which weaken the meaning | • rarely goes beyond high  frequency 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 the  task | • has difficulty in controlling appropriate verb tenses  • demonstrates basic sentence structure  • has errors which interfere with the  meaning | • has a limited range of  vocabulary/idioms which  may be frequently incorrect |
| 2 | • has limited ideas and  development  • shows minimal organization  • does not complete the task | • has verb tenses which are  predominantly incorrect  • has poor sentence structure  • has errors which impede meaning | • has a very limited range of  vocabulary/idioms which is  predominantly incorrect |
| 1 | • has very limited ideas and no  sense 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 enough  message/information to be  evaluated | • has too many errors to be able to understand the meaning | • vocabulary is extremely basic, no use of idiomatic expression |