

¿BUENAS RUTINAS? – ASSESSMENT – 15 MINUTOS

Your friend needs advice. Read his email and respond to the question at the end. Be sure to support your opinion with evidence from the email (*textual evidence*). You can even restate what the email says.

Use all the Spanish you know to make the letter as understandable as possible.

Helpful Phrases:

- Yo pienso que... / I think that...
- Yo creo que... / I believe that...



Gmail ▾

REDACTAR

Recibidos (106)

Destacados

Importantes

Enviados

Borradores (32)

Círculos

[Gmail]Spam

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Amazon

Financial (6)

Gtown (35)

Notes

Personal (17)

Sent Messages

Travel

Unroll.me

Más ▾

Mi amiga Lizbeth



JessicaReyes@hotmail.mx

Mi amiga Lizbeth

Hola Jessica,

¿Cómo estás? ¡Estoy viviendo en California finalmente! Me gusta la playa y la comida deliciosa. ¡Me encanta mi nuevo empleo en Guajome Park Academy!

Necesito tu opinión.

Conozco a una chica que se llama Lizbeth. Ella se despierta a las 11 de la mañana todos los días. No se baña regularmente, así que es sucia. No se cepilla los dientes, ni tampoco se lava la cara. No es higiénica. Se viste con ropa inapropiada, también.

¿Piensas que ella tiene rutinas buenas o malas? ¿Por qué?

¡Gracias por tu ayuda!

Sinceramente,

Josue

Georgia



Enviar



Borrador

Borrador

La tienda de ropa - Hola amigo, mi mamá compra ropa en H&M. Compra una falda de color azul y un vestido de color rojo

Spanish Language Arts teacher - Good afternoon Principal -- Joseph A. Pearson Spanish World Language

Mensaje nuevo



Written Communication (Level 2)

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1: 50-54% 2: 55-59%	Command of the language is generally inadequate. The message has not been communicated in familiar and unfamiliar situations. <ul style="list-style-type: none">• makes a limited attempt to write basic phrases; communication is incoherent; ideas are irrelevant/repetitive• basic cohesive devices are not used; there is limited attempt at structure• has difficulty using basic vocabulary, grammatical structures and conventions; many errors interfere with communication• makes a limited attempt to write with a sense of audience.
3: 60%-64% 4: 65%-69%	Command of the language is limited and generally ineffective. The message has barely been communicated in familiar and unfamiliar situations. <ul style="list-style-type: none">• writes some basic phrases; communication is sometimes incoherent• uses a limited range of basic cohesive devices; there is a reasonable attempt at structure• uses a limited range of basic vocabulary, grammatical structures and conventions; some errors and inappropriate word choice interfere with communication• writes with some sense of audience.
5: 70%-74% 6: 75%-79%	Command of the language is generally adequate, despite many inaccuracies. The message has been partially communicated in familiar and unfamiliar situations. <ul style="list-style-type: none">• writes a variety of basic phrases; complex ideas are sometimes not clear but are generally relevant• uses a range of basic cohesive devices; appropriate structure is present• makes good use of a range of vocabulary, grammatical structures and conventions, generally accurately; errors do not interfere with communication• usually writes with a sense of audience
7: 80-84% 8: 85%-89%	Command of the language is effective, despite some inaccuracies. The message has been communicated fairly well in familiar and unfamiliar situations. <ul style="list-style-type: none">• writes a wide variety of basic phrases; complex ideas are sometimes not clear but are generally relevant• uses a good range of basic cohesive devices; appropriate structure is present• makes good use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with communication• writes with a sense of audience
9: 90-94% 10: 95-100%	Command of the language is good and effective. The message has been communicated well in familiar and unfamiliar situations. <ul style="list-style-type: none">• effectively expresses a wide range of ideas; complex ideas are clear/relevant• uses a wide range of basic cohesive devices; cohesive devices add clarity and coherence• makes excellent use of a range of vocabulary, grammatical structures and conventions, accurately; occasional errors do not interfere with comprehensibility• writes with a clear sense of audience