

## Evaluating Creative Writing (Spanish 1 & 2 Series)

<b>DEGREE OF COMPETENCE</b>	<b>SCORE</b>	<b>CONDITIONS</b>
Demonstrates superiority	<b>20 - 18</b>	Strong control of the language. Proficiency and variety in grammatical usage with very few significant errors. Broad command of vocabulary and idiomatic Spanish.
Demonstrates competence	<b>17 - 14</b>	Good, general control of grammatical structures despite some errors and/or awkwardness of style. Good use of idioms and vocabulary. Reads smoothly overall.
Suggests competence	<b>13 - 10</b>	Fair ability to express ideas in Spanish. Correct use of simple grammatical structures or use of more complex structures without numerous, serious errors. Some appropriate vocabulary and idioms. Occasional signs of fluency and sense of style.
Suggests incompetence	<b>9 - 6</b>	Weak use of language with little control of grammatical structures. Limited vocabulary. Frequent use of anglicisms which force interpretations on part of the reader. Occasional redeeming features.
Demonstrates incompetence	<b>5 - 0</b>	Clearly unacceptable from most points of view. Almost total lack of vocabulary resources. Little or no sense of idiom and/or style. Essentially hispanized English.

Adapted from Johnson in a publication from the Educational Testing Service, as reprinted in *ATAJO Teacher's Guide*, Heinle & Heinle, 1994.

**Note:** The above table is a suggestion/example of a holistic approach towards creative writing in Spanish. As you may notice, it only deals with content and structural/grammatical aspects. In giving a grade, however, we also have to consider how well a student followed the instructions given, i.e., did the student write the approximate amount of words requested?, did the student answer specific questions stated?, etc. Depending on the "severity" of the non-compliance with those requirements, additional points would then have to be subtracted from the scores suggested above.