Procedures for completing and submitting the Bilingual Program Writing Sample

1. Respond to the following prompt in Chinese or Spanish. Edit and revise your essay prior to submitting it.

Writing Prompt:

EXPLAIN YOUR CHOICE TO BECOME A BILINGUAL TEACHER.

What inspired you to teach bilingual children? How can teaching bilingual children in their home language as well as in English promote their academic development? What grade levels and content areas are you looking forward to teaching, and why?

What is your philosophy with regards to the inclusion of children’s/youth’s families and communities into the academic and social life of your classroom and school? Finally, what are some examples of how you will build on bilingual children or youth’s existing language and culture resources to support their school success?

2. Your original essay should be in the language of your Bilingual Authorization (either Spanish or Chinese), between 2 and 3 pages, double-spaced, with one-inch margins, and using Times, Times New Roman, Arial, or Calibri fonts size 12. You are not required to cite outside sources for this writing assignment. However, if you choose to reference other sources, include a reference section using American Psychological Association style in a separate (additional) page.

3. Include a cover page with your name, Bronco Number, the date of your essay submission, the primary certification you are seeking, and the title, “Bilingual Authorization Entrance Essay.”

4. On the cover page, include the following statement (in English): “I certify that this essay is authored exclusively by myself. I have not copied any portion of this essay from another author without citing my sources.”

5. Submit your essay via email to: mcasimir@csupomona.edu. Print a copy of your email, showing the attached document, and keep this copy for your records.

How will my essay be scored?

Your essay will be scored using the rubric on the following page. Candidates must score a 3 or above in at least 2 of the rubric categories in order to be eligible for admission into the Bilingual Program.
<table>
<thead>
<tr>
<th>Score</th>
<th>Topic</th>
<th>Organization/Voice</th>
<th>Written Conventions</th>
</tr>
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| 4     | □ topic development reflects a comprehensive understanding of the assignment  
□ main idea is exceptionally presented and supported  
□ in-depth elaboration of supporting ideas provide exceptional analysis/reflection, and promote author’s purpose  
□ high-quality, relevant examples included | □ use of introductory, body, and concluding paragraphs provide coherent and logical movement from idea to idea  
□ varied and masterful use of transitional phrases and words promote flow of ideas  
□ original and varied word choice and variety of sentence constructions communicate author’s voice and perspectives | □ evidence of masterful command over a range of linguistic structures minor; errors do not detract from overall quality of essay  
□ evidence of masterful command of a range of idiomatic expressions  
□ spelling or other graphic conventions are largely adhered to  
□ punctuation is used conventionally |
| 3     | □ topic development reflects general understanding of assignment  
□ main idea clearly presented  
□ supporting ideas used to support purpose of text  
□ elaboration of supporting ideas with adequate evidence (though evidence may be general)  
□ relevant examples used | □ use of paragraphs is adequate and provides logical movement from idea to idea  
□ varied use of transitional phrases and words promotes flow of ideas  
□ adequate word choice and sentence variety promote understanding of author’s thesis  
□ author’s voice is increasingly distinctive | □ overall command over a range of linguistic structures; errors do not detract from overall quality of essay  
□ overall command of idiomatic expressions  
□ occasional use of unconventional spelling or other graphic conventions do not detract from author’s comprehension  
□ overall, punctuation is used conventionally a few errors that do not interfere with text’s meaning may occur |
| 2     | □ topic development reflects limited understanding of assignment  
□ a main idea is present  
□ supporting ideas are general, and may support the purpose of the text  
□ attempt is made to elaborate supporting ideas with evidence (evidence may at times be relevant) | □ paragraphs may be used, but may not promote logical progression of text’s ideas  
□ the use of transitional phrases and words may be attempted, yet text may appear rigid, or lack flow  
□ word choice and sentence structures may be rudimentary or repetitious, though there may be an attempt to communicate the author’s voice | □ linguistic structures used unconventionally may affect author’s comprehension  
□ unconventional use of idiomatic expressions affect the overall quality of the text  
□ words or symbols are often written unconventionally and may interfere with reader’s comprehension, but common words are written correctly spelling or other graphic conventions do not detract from author’s comprehension  
□ conventional use of punctuation is attempted frequent errors interfere with text’s meaning |
| 1     | □ no evidence that purpose of assignment was understood  
□ main idea stated in general terms  
□ supporting ideas may be absent or not appropriate to main topic | □ progression of text’s ideas may not appear logical  
□ text is rigid, lacking in flow  
□ transitional phrases and words are not attempted  
□ word-choice lacks specificity; sentence structures are simple and/or repetitive  
□ author’s voice is not evident | □ linguistic structures and/or idiomatic expressions used unconventionally affect author’s comprehension  
□ common words or symbols are often written unconventionally and interfere with reader’s comprehension  
□ conventional use of punctuation may not be attempted, affecting reader’s comprehension |