Language Autobiography

Instructions to Student

Please create a typed document in which you respond to the following four questions or prompts in English. **Note**: *If instructions are not followed*, *your submission will be considered incomplete*. Be sure to include this *Language Autobiography* as part of your completed *Language Portfolio*.

Preparing Your Responses

Organize your responses to provide evidence of the 3 Cs from the California World Language Standards. Provide new information for every question or prompt. Be sure to fully develop your responses by providing specific details and examples. Please be sure to look at the rubric that will be used to score your *Language Autobiography* (see below).

Students Requesting the Riverside County Seal of Multiliteracy in Two Target Languages*

Please note that if you are requesting the Riverside County Seal of Multiliteracy in two or more target languages, you must prepare Language Autobiographies for each target language—one addressing each target language. The additional Language Autobiographies must be written with the same care as the first.

* Note: We use the term target language for the language other than English.

Formatting the Language Autobiography

On the first page:

1. Title the page: *Language Autobiography*.
2. Place your name, date, school, and district name under the title.
3. Language being addressed (i.e., Spanish).

On the second and subsequent pages:

1. Copy the number and then the wording of the question or prompt, verbatim. Start each prompt or question on a new page.
2. Write each response directly under its number and question or prompt using no more than 200 words (not including the number of words in the question or prompt).
   a. Detail and examples are powerful. Remember, you have 200 words per prompt for your response.
   b. This *Language Autobiography* will determine if you are invited to the Student Assessment Event.
3. Use 12-point font and single-space your response.

Writing Prompts

1. **Communications:** What important differences are there between English and the target language that you have learned? What features of the languages might make one easier or more difficult to learn than the other (i.e., grammar, pronunciation, social usage rules, etc.)? What cultural traits or values can be tied to the language characteristics of either English or your target language?
2. **Cultures:** Describe how you gain and increase your knowledge of the target language and the culture(s) of the people who speak it. Include an example of how language and culture are intertwined. How have you developed authentic patterns of communication? What products or perspectives are unique in the culture(s) using your target language?
3. **Connections**: How have you gained access to additional bodies of knowledge through your acquisition of the target language, knowledge that would be unavailable to the monolingual speaker? What have you gained? What distinctive viewpoints have you gained through your study of the target language and its cultures?
4. **Communities, Cultures, and Connections**: Describe scenarios or opportunities you have had to use your target language, both in writing and orally, to communicate and participate in multilingual communities (i.e., in school, at home, and/or in other parts of the world). Describe your opportunities for face-to-face conversations, providing or obtaining information for yourself or others, or exchanging opinions. With whom do you typically communicate and about what sorts of things? How does learning about other languages and communities bring you personal enjoyment, enrichment, and make a difference in your life?

Riverside County Seal of Multiliteracy Language Autobiography Rubric

For each category labeled (A-E), circle one (1) descriptor (5, 4, 3, 2, or 1) and write it in the corresponding box of each section. Then select eligibility.

		5 Excellence	4 Command	3 Competence	2 Suggests Lack of Competence	1 Demonstrates Lack of Competence
A	**Communication, Cultures, Connections**		The responses to the 4 prompts of the Language Autobiography address **3 of the Cs**.	The responses to the 4 prompts of the Language Autobiography address **2 of the Cs**.	The responses to the 4 prompts of the Language Autobiography address **1 of the Cs**.	The responses to the 4 prompts of the Language Autobiography address **none of the Cs**.
B	**Demonstration of Ability to Develop the Topic**	Fully and appropriately addresses prompts with relevant and thorough treatment, is very well organized and cohesive, and offers a rich variety of details and examples.	Appropriately addresses all or almost all of the prompts, completes tasks, well-developed treatment and well organized, generally cohesive and offers a variety of details and examples.	Addresses and completes the task, responds adequately to most of the prompts, is organized with adequate cohesiveness, is generally appropriate, may have some repetition of the information.	Partially addresses the prompts, may respond inappropriately to some parts of the task, may have some irrelevant treatment, may be inadequately organized, may be underdeveloped due to lack of example and detail; may be repetitive.	Does not complete all portions of the prompts, responds inappropriately to most parts of the task, includes irrelevant elements, may be disorganized and have contradictions or confusing information, may be very repetitive.
C	**Use of the Structures of the English Language Syntax**	Use and control of a variety of structures; there is no repetitive pattern of structures used. Syntax (word order) is consistently appropriate.	Evidence of control, good to very good use of some elementary structures. Syntax is generally correct.	There may be lack in the variety of structures used; there may be some patterns detected. There may be awkward structures. A few errors in syntax may occur.	Errors occur in elementary structures with some correctness with advanced structures. Simple structures are consistently used with definite patterns or sentences may be awkward. Syntax errors occur.	Numerous errors in structures impede communication. Sentence structures are very elementary. Syntax can be problematic.
D	**Vocabulary Use**	Rich, precise vocabulary with ease of expression. Accurate usage.	Considerable breadth of vocabulary, solid but perhaps not overly sophisticated. Usage is generally correct.	Appropriate vocabulary, perhaps lacking sophistication with some repetition. A few usage errors may occur.	Limited vocabulary, perhaps some interference from another language. Usage errors may occur.	Insufficient and therefore repetitive vocabulary, perhaps some interference from another language. Usage errors may impede the reader.
E	**Use of Conventions**	Excellent command of conventions: spelling, paragraphing, punctuation, agreement. Correct register.	Conventions are generally correct perhaps with occasional errors. Maintains appropriate register.	There may be errors but most of the response is accurate. There may be a lack of sophistication. Register is generally appropriate with occasional lapses.	There are errors in the use of conventions that impede the reader. There may be significant and inappropriate changes in register.	There are pervasive errors in the use of conventions that interfere with communication. Register may be consistently inappropriate.

Adapted from AP Spanish Language 2010 Writing and Speaking Scoring Guidelines.

A rating of 2 or lower on any category will automatically disqualify a student.

Eligible for the Riverside County Seal of Multiliteracy ☐   **Not eligible for the Riverside County Seal of Multiliteracy ☐**

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