BILINGUAL AUTHORIZATION (CTC) & CERTIFICATE PROGRAM IN BILINGUAL AUTHORIZATION SCREENING EVALUATION FORM
(Pre- & Post-Teaching Credential Candidates)

Applicant Name: ___________________________ Date: ___________________________

Preliminary/Clear Teaching Credential: ___________________________

Teaching Credential Completion Date (if in progress, list anticipated completion date; month/year): ___________________________

CIN: ___________________________ Email: ___________________________

Bilingual Authorization in ___________________________ (target language)

Standard Interview Questions: (Conducted in English and target language)
1. What experiences have you had with bilingual instruction, as a student, a volunteer, and/or a teacher?

2. How would you rate your proficiency in the language you are seeking a Bilingual Authorization in?

3. Have you attempted the CSET WORLD LANGUAGE test (Mandarin, Cantonese, Korean, & Spanish: CSET WORLD LANGUAGE Subtest III, Filipino: CSET WORLD LANGUAGE Subtest II)?

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate has participated in bilingual teaching and/or learning experiences.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Candidate’s self-perceptions about his/her target language proficiency</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Candidate has attempted the appropriate CSET WORLD LANGUAGE Subtest II or III.</td>
<td>Yes</td>
<td>Passed?</td>
<td>Y/N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Candidate must provide an official email and/or receipt as proof that the appropriate language exam was attempted; if passed, official copy of passing score is required)

4. Candidate’s results on the CSET WORLD LANGUAGE Practice Subtest II or III show adequate proficiency. (Language Exam results demonstrate writing proficiency in the target language, adequate for education professionals, clarity, grammar, and mechanics, if candidate took and passed the appropriate CSET WORLD LANGUAGE Subtest, please select “N/A”)

Mandarin: [link]
Cantonese: [link]
Filipino: [link]
Korean: [link]
Spanish: [link]

5. Candidate’s GPA in last 90/60 units:

4 = ≥3.5, 3 = ≥3.00, 2 = ≥2.75, 1 = <2.75

Please make any general comments or list concerns on the back of this form.

Evaluation Decision: Accepted _______ Accepted with Conditions _______ Denied _______

If “Accepted with Conditions,” please detail conditions: ___________________________

Rater: ___________________________ Signature: ___________________________

(An average score of 2 is required for conditional admission into the Bilingual Authorization Program.)
Entry Level Language Interview Questions and Resources

1. Experiences in Learning and Teaching the Target Language (prompts and questions for question #1 of the Admission Screening Evaluation Form)

- **Schooling in the target country:** (attendance in secondary school or college in a country of origin or equivalence)

- **Target language learning at schools in the U.S.** (for e.g., schooled in bilingual schools (K-12), target language major/minor verified by Transcript)

- **Target language learning at home and the community** (extended interaction over years with others who are proficient in the target language)

- **Target language teaching experience:**

- **Peace Corp experience:**

2. Suggestions on how to further develop target language proficiency in listening, speaking, reading, and writing:

- **Take the target language course(s) at the University, other institutions, or community centers**
  - Use the preparation materials at the CSET WORLD LANGUAGE II or III website as reference for review:

- With the support of family/parents, do the following 2 or 3 times a week:
  - Select an article about education in the target language
  - Write a summary and reflection about the article
  - Discuss your writing with you family/parents or community members to practice listening and speaking on the topic
  - Revise your writing based on discussion and their feedback