CAL CENTER FOR APPLIED LINGUISTICS
Improving communication through better understanding of language and culture

Orientation Assessments: New and Revised Resources for the CO Continuum

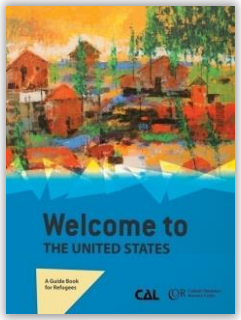
February 26, 2015

Sanja Bebic and Julie Sugarman

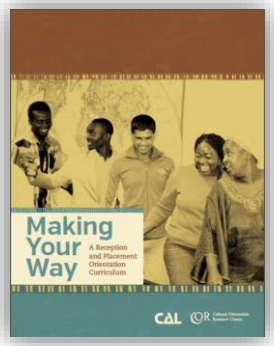
Center for Applied Linguistics

CO Design and Delivery Building Blocs

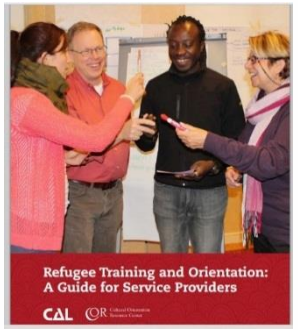
- Overseas and R&P Objectives and Indicators
- Welcome set



- R&P curriculum



- **Assessment toolkit**
- ToT guide and video



Online Orientation Assessment Toolkit

http://www.culturalorientation.net/providing-orientation/toolkit/orientation-assessment-toolkit

Online Orientation Assessment Toolkit

- Orientation FAQs
- About Cultural & Community Orientation
- Overseas CO
- Domestic CO
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  - The Welcome Set
  - R&P Orientation Curriculum
  - » Orientation Assessment Toolkit
    - Written Version of the Model R&P CO Assessment
  - Videos for Providing Orientation
  - Choosing My Way video game
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  - All Lesson Plans
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Orientation Assessment Toolkit

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Objectives and Indicators

- Overseas Cultural Orientation Objectives and Indicators
- Reception and Placement Orientation Objectives and Indicators

R&P CO Learner Assessment

- Model R&P CO Assessment (Revised, 2015; in English, Arabic, Burmese, Chin, Dari, Farsi, French, Karen, Kinyarwanda, Nepali, Pashto, Somali, Spanish, Swahili)
- Guidelines for Use of the Model R&P CO Assessment (Revised 2015)
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Overseas CO Learner Assessment

- Overseas CO Multiple Choice Question Bank
- Guidance: Writing Multiple Choice Questions for CO Learner Assessments

Assessment Planning

- CO Assessment Plan Template
- CO Assessment Plan Review Checklist

Additional Guidance

SHARE

See also the Tools for Trainers and Staff Training sections of the site for resources on how to design and deliver orientation.

Refugee Discussion List

For professionals only.

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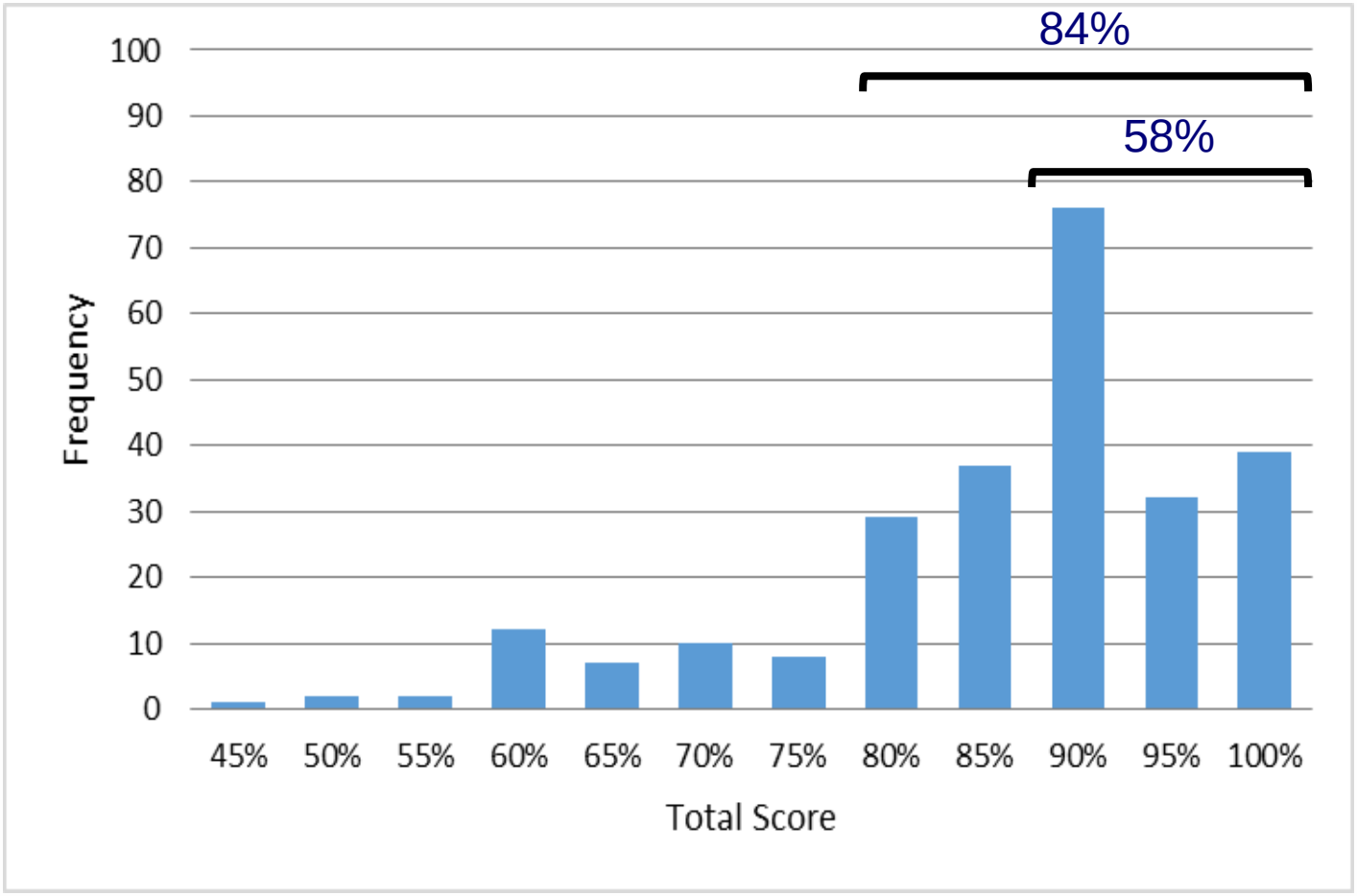
Assessment Pilot

- Feedback sent by CO focal points; analysis of assessment modifications
- Analysis of a sample of assessments given to refugees
  - 255 assessments from 12 affiliates (7 agencies)
  - Sample somewhat over-represented Iraqis, principal applicants, and refugees with U.S. ties
  - Individual responses were entered electronically and rescored
  - Assessors provided feedback on challenges

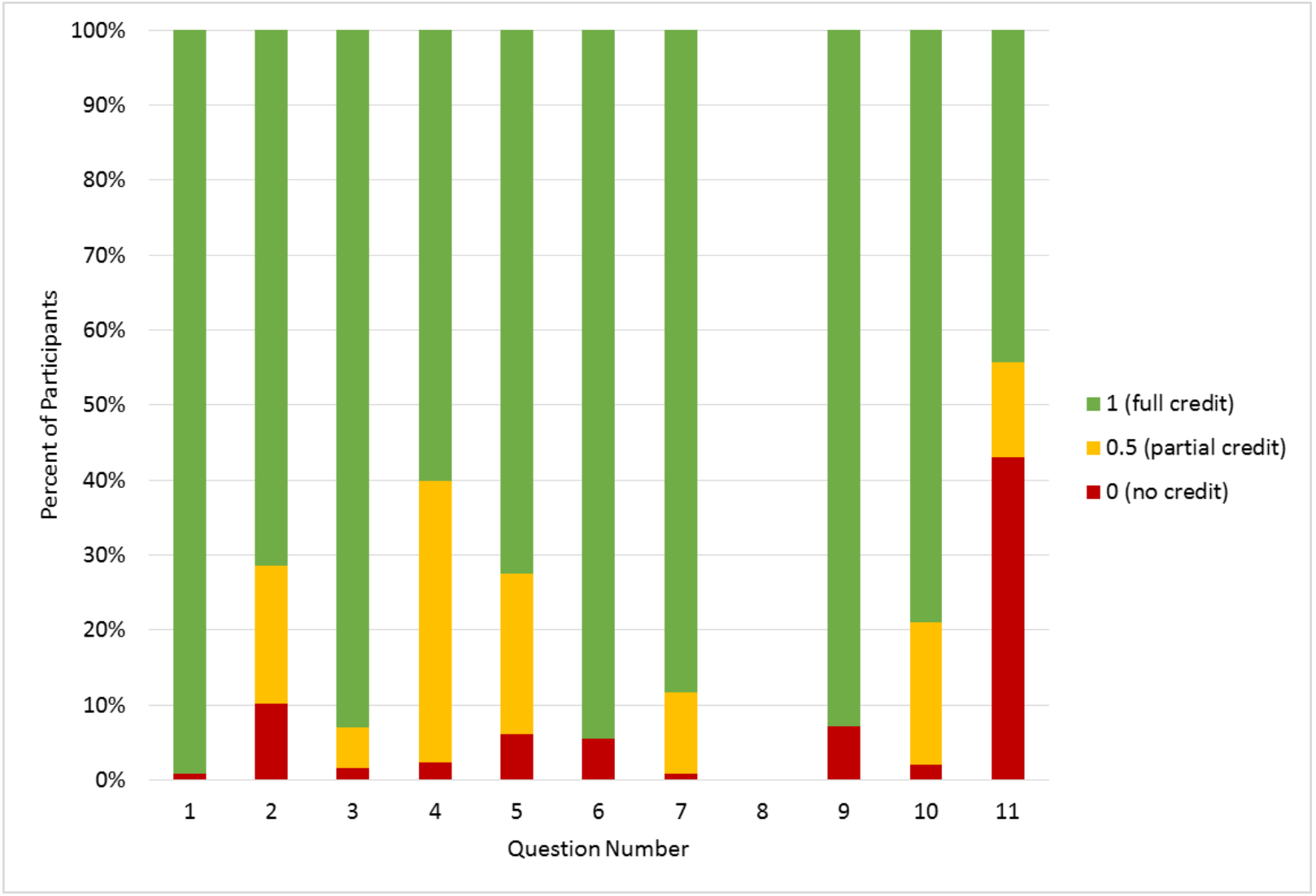
Average Score of Pilot Participants



Question by Question Analysis

- Score (full/partial or no credit)
  - Questions that were too easy or too hard
  - Participants didn't answer the question the way that was intended
- Difference in score for different populations
- Quality of scoring
  - Scoring/prompting as intended based on guidance
  - Scoring as intended based on indicator
- Problems reported by assessors on cover sheet

Question by Question Results



Assessment Pilot Use

- Suggestions for increasing the validity of assessments
  - Online Assessment Toolkit guidance
  - November 2014 webinar
- Revision of individual questions and scoring guidance on the Model CO Assessment
- Development of written version of Model CO Assessment

What's New with the Model Assessment

- Replaced picture-based questions
- Revisions based on feedback
- Added scoring guidance
- Available as MS Word or PDF

Revised Model Assessment

1	What is one reason why it is important to learn English?	
Response:		Correct ☐ Incorrect ☐
	Give 1 point for correct answer	

Reason should reflect survival or comfort in the U.S., e.g., employment, acculturation, talking to Americans, English is the language spoken here. A response like "because the case worker said to" should not be considered a correct answer. If the participant states that s/he already speaks English, ***prompt "Why is it important for anyone in the U.S. to learn English?"***

Revised Model Assessment

2	What is your address and phone number?		
Address (Must include house #, street name, apt # [if applicable], and city):		Displayed or said correctly ☐	Incorrect ☐
		Give 0.5 point for correct answer	
Phone number (Must have area code if routinely stated by locals):		Displayed or said correctly ☐	Incorrect ☐
		Give 0.5 point for correct answer	
		EXEMPTION: Participant has no phone	Exempt ☐

*Information must be said, written, or displayed in English. You may prompt the participant if s/he does not mention a critical element (e.g., **"What is the city?"**), and all critical elements must be stated accurately for full credit. If a participant cannot remember address and/or phone number or cannot say it in English, **prompt "Do you have it written down on something you carry with you?"** Displaying address and phone number on something carried at all times (including cell phone or pocket card) should be considered a correct answer. If participant does not have a personal phone number, you may mark "Exempt."*

Revised Model Assessment

3	Can you tell me two services provided by [name of agency] that help refugees resettle or adjust to life in the U.S.?			
Response 1:		Correct ☐	Prompt ☐	Incorrect ☐
Response 2:		Correct ☐	Prompt ☐	Incorrect ☐
If needed, response 3:		Correct ☐	Incorrect ☐	
	Give 0.5 point for each correct answer (maximum 1 point)			

If client names something related to but not the responsibility of the resettlement agency or does not specify how the service provided by another organization is connected to the agency (e.g., says "public assistance" instead of "signs me up for public assistance"), ***prompt "Can you think of anything else?"*** *If an individual's responses are all too general (e.g., "they will help me," "health"), you may* ***prompt "Can you think of specific things they can do to help you adjust to life in the U.S.?"*** *Local resettlement agencies should provide assessors with a list of correct responses (e.g., what direct services and referrals are offered) and what responses are close but not directly connected or too vague and thus suitable for prompting.*

Revised Model Assessment

4	For each health concern that I say, indicate whether you should care for it yourself, make an appointment with your doctor's office, or go to a hospital emergency room.		
#1: Your chest or heart hurts	*(Answer: hospital)*	Correct ☐	Incorrect ☐
#2: You have a runny nose	*(Answer: yourself)*	Correct ☐	Incorrect ☐
#3: You have an earache for three days	*(Answer: doctor)*	Correct ☐	Incorrect ☐
#4: You have a small cut on your finger	*(Answer: yourself)*	Correct ☐	Incorrect ☐
#5: You think you have broken your ankle	*(Answer: hospital)*	Correct ☐	Incorrect ☐
#6: You have a big rash on your back	*(Answer: doctor)*	Correct ☐	Incorrect ☐
Give 1 point for all 6 correct, 0.5 point for 3-5 correct, and 0 points for 0-2 correct			

Revised Model Assessment

5	If you were at the hospital and needed an interpreter, what would you say in English or do to ask for one?		
Response 1:	Fully correct ☐	Correct but requires prompt ☐	Incorrect ☐
If needed, response 2:	Correct ☐	Incorrect ☐	
	Give 1 point for fully correct initial response, or give 0.5 point for each correct answer (maximum 1 point)		

A fully correct initial response would include a question or a statement in English *signifying the need for an interpreter and an indication of which language is needed (1 point). If the participant does not say the name of her or his language,* ***prompt "How would you tell them what language you speak?"*** *(response must be in English). English responses need not be grammatically correct but must be comprehensible. Demonstrating the use of a 'language request' card or stating that the participant would call someone they know who speaks English should be awarded full credit (1 point). If the participant states that s/he already speaks English,* ***prompt "What if you needed to ask for an interpreter for another person?"***

Revised Model Assessment

6	When your [name of initial assistance program] ends, how will you/your family get money?	
Response 1:		Correct ☐ Prompt ☐ Incorrect ☐
If needed, response 2		Correct ☐ Incorrect ☐
	Give 1 point for correct initial response or response to prompt (maximum 1 point)	

If the participant says something vague like "the government" or "the community," prompt ***"Can you be more specific?"*** *(the participant must then name or describe a government/community program or office). If the participant states that another family member will support her or him, prompt* ***"How will s/he get money to support the family?"*** *Depending on the participant's situation, correct responses may include employment of self or other household members as well as federal or state income supports.*

Revised Model Assessment

7	What are two things a refugee can do to become employed?	
Response 1:		Correct ☐ Prompt ☐ Incorrect ☐
Response 2:		Correct ☐ Prompt ☐ Incorrect ☐
If needed, response 3:		Correct ☐ Incorrect ☐
	Give 0.5 point for each correct answer (maximum 1 point)	

Response should reflect tangible steps toward employment, including steps on a job search or application, learning English, job training, or getting necessary documentation. If refugee's response is too general (e.g., "go to the agency") or related to attributes that make one employable (e.g., "be hardworking and honest"), prompt ***"Can you think of anything else?"*** *If the refugee indicates they cannot work due to age or disability or if they are already employed,* ***prompt "What can any refugee do to become employed?"***

Revised Model Assessment

8	Imagine I am a friend who is staying with you at your home. Tell me how to get from your home to the nearest grocery store. Be sure to give me specific instructions so that I can get there by myself.	
Response:		Correct ☐ Prompt ☐ Incorrect ☐
If needed, response 2:		Correct ☐ Incorrect ☐
	Give 1 point for correct initial response or response to prompt (maximum 1 point)	

Assessor may substitute another critical service such as drug store, food pantry, or laundromat (if not in participant's own apartment complex). Correct answers may be a description of driving or walking directions or stating which bus/train to take and where to get off. The participant need not name specific streets but should provide some description of which direction and how far to go (if walking or driving) or how far to go on public transportation. The answer should provide sufficient evidence that the participant knows where the grocery store or other critical service is; the question is not testing the participant's ability to provide directions.

Revised Model Assessment

9	What might happen if you do not pay your rent?			
Response 1:		Correct ☐	Prompt ☐	Incorrect ☐
If needed, response 2		Correct ☐	Incorrect ☐	
	Give 1 point for correct initial response or response to prompt (maximum 1 point)			

If participant states that another family member pays the rent, ***prompt "What might happen to your family if [name of family member] does not pay the rent?"*** *Correct answers include become evicted/have to leave the home, bad credit report, get sued by landlord, other legal consequences depending on the locality.*

Revised Model Assessment

10	What are three things you should do to be safe in your home?	
Response 1:		Correct ☐ Incorrect ☐
Response 2:		Correct ☐ Incorrect ☐
Response 3:		Correct ☐ Incorrect ☐
	Give 1 point for all 3 correct, 0.5 point for 1-2 correct, and 0 points for 0 correct	

Answers may be stated as things to do or to have (e.g., supervise children in the bathtub, keep a fire extinguisher in the apartment) or things to avoid (e.g., don't smoke in bed).

Revised Model Assessment

11	Imagine you are helping a newly-arrived refugee learn to use the local transportation system (buses or subway). What are two specific things you would tell or show him or her in order to take the bus or subway?		
Detail 1:		Correct ☐	Incorrect ☐
Detail 2:		Correct ☐	Incorrect ☐
	Give 0.5 point for each correct answer (maximum 1 point)		
	EXEMPTION: There is no public transportation		Exempt ☐

Relevant details might include: buy a ticket, use a ticket, use coins to pay, read a map, board the train/bus, exit the train/bus, where to get on, where to get off (each of those counts as one detail). If participant is likely to need specialized transportation for the disabled, ask about this system. For specialized transportation, one detail such as whom to call may suffice, depending on the level of independence required to access/use service.

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Written Version of the Model R&P CO Assessment

The written version of the Model R&P CO Assessment was designed for use with literate adult refugees at the conclusion of their R&P period. It is one tool that may be used to assess participants' understanding of key CO concepts.

The written versin of the Model R&P CO Assessment may be downloaded as a Microsoft Word document (left column) or a PDF (right column).

English	Word version	PDF version
Arabic	Word version	PDF version
Burmese	Word version	PDF version
Chin	Word version	PDF version
Dari	Word version	PDF version
Farsi	Word version	PDF version
French	Word version	PDF version
Karen	Word version	PDF version
Kinyarwanda	Word version	PDF version
Nepali	Word version	PDF version
Pashto	Word version	PDF version
Somali	Word version	PDF version
Spanish	Word version	PDF version
Swahili	Word version	PDF version

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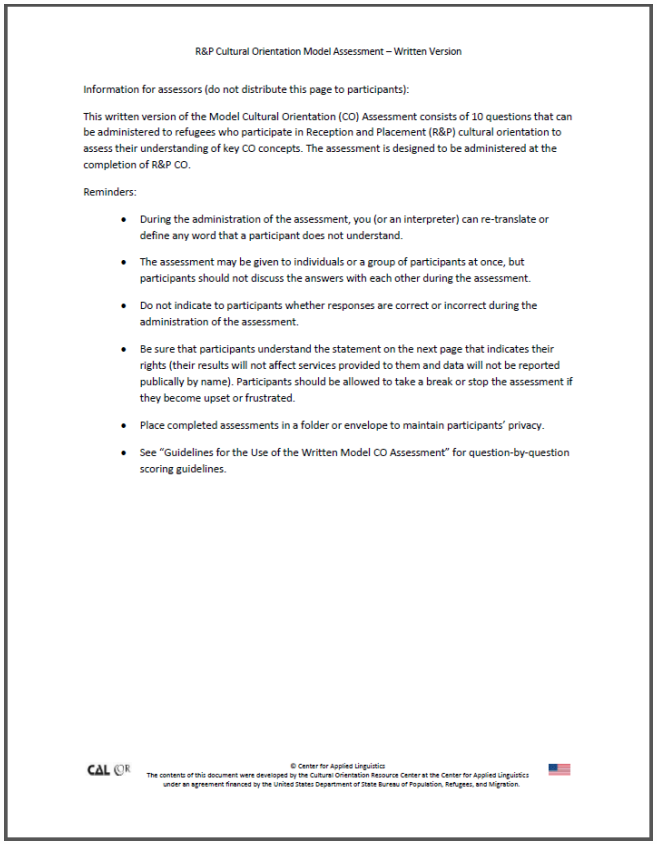

R&P Cultural Orientation Model Assessment – Written Version

Information for assessors (do not distribute this page to participants):

This written version of the Model Cultural Orientation (CO) Assessment consists of 10 questions that can be administered to refugees who participate in Reception and Placement (R&P) cultural orientation to assess their understanding of key CO concepts. The assessment is designed to be administered at the completion of R&P CO.

Reminders:

- During the administration of the assessment, you (or an interpreter) can re-translate or define any word that a participant does not understand.
- The assessment may be given to individuals or a group of participants at once, but participants should not discuss the answers with each other during the assessment.
- Do not indicate to participants whether responses are correct or incorrect during the administration of the assessment.
- Be sure that participants understand the statement on the next page that indicates their rights (their results will not affect services provided to them and data will not be reported publically by name). Participants should be allowed to take a break or stop the assessment if they become upset or frustrated.
- Place completed assessments in a folder or envelope to maintain participants' privacy.
- See "Guidelines for the Use of the Written Model CO Assessment" for question-by-question scoring guidelines.

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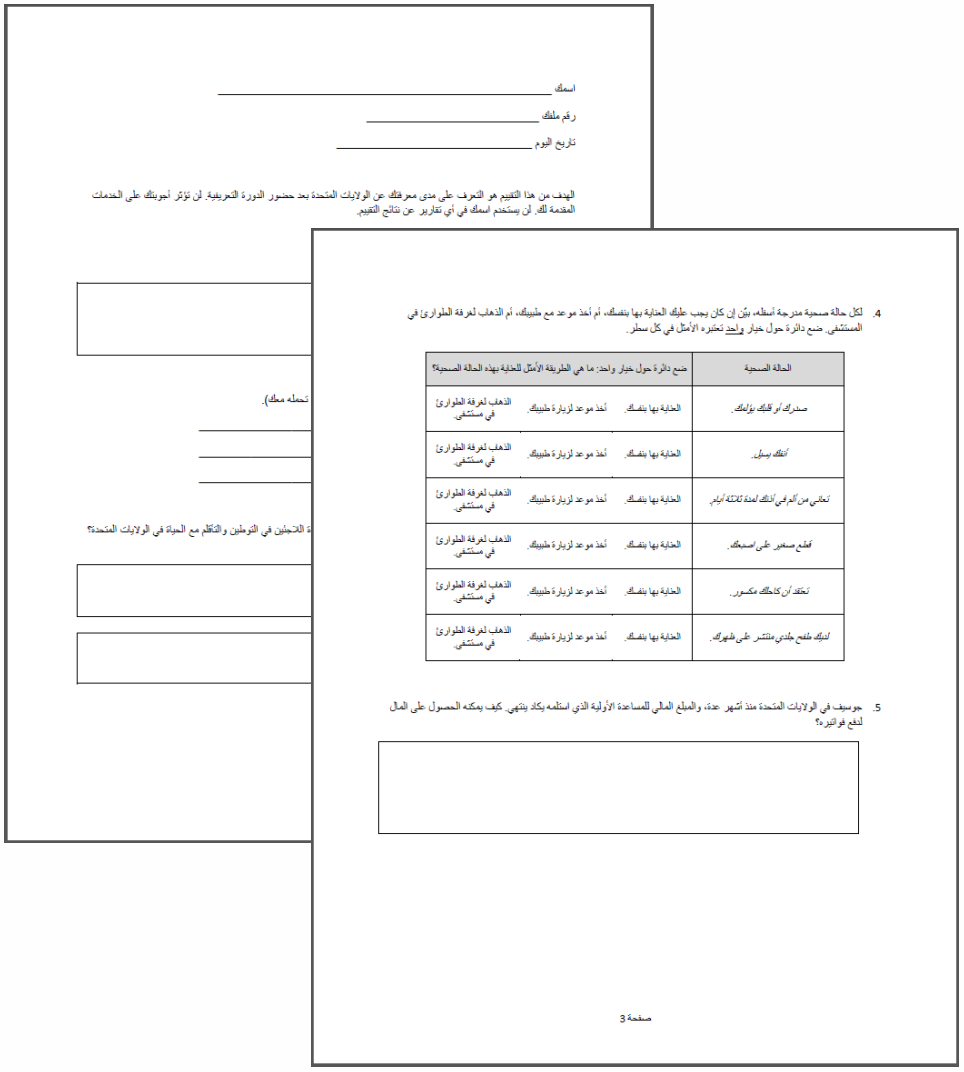

اسمك _____

رقم ملفك _____

تاريخ اليوم _____

الهدف من هذا التقييم هو التعرف على مدى معرفتك عن الولايات المتحدة بعد حضور الدورة التعريفية. لن تؤثر أجوبتك على الخدمات المقدمة لك. لن يستخدم اسمك في أي تقارير عن نتائج التقييم.

تحمله معك).

4. لكل حالة مسحية مدرجة أسفله، بيّن إن كان يجب عليك العناية بها بنفسك، أم أخذ موعد مع طبيبك، أم الذهاب لغرفة الطوارئ في المستشفى. ضع دائرة حول خيار واحد تختاره الأفضل في كل سطر.

الحالة الصحية	ضع دائرة حول خيار واحد: ما هي الطريقة الأفضل للعناية بهذه الحالة الصحية؟		
صدرك أو قلبك يؤلمك.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.
أنفك يسيل.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.
تعاني من ألم في أذنك لمدة ثلاثة أيام.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.
قطع صغير على إصبعك.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.
تعتقد أن كاحلك مكسور.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.
لديك طفح جلدي منتشر على ظهرك.	العناية بها بنفسك.	أخذ موعد لزيارة طبيبك.	الذهاب لغرفة الطوارئ في مستشفى.

5. جوسيف في الولايات المتحدة منذ أشهر عدة، والمبلغ المالي للمساعدة الأولية الذي استلمه يكاد ينتهي. كيف يمكنه الحصول على المال لدفع فواتيره؟

صفحة 3

Written Version of Model Assessment

Your name _____

Your case number _____

Today's date _____

We are conducting this assessment to find out how much you know about the U.S. after attending cultural orientation. Your responses will not have any impact on the services provided to you. Your name will not be used in any reports about the results.

1. What is one reason why it is important for refugees to learn English?

2. Please write your address and telephone number in English. (You may copy this information from something you carry with you.)

   Street Address: _____

   City, State, Zip: _____

   Telephone: _____

3. What are two services provided by your local resettlement agency that help refugees resettle or adjust to life in the U.S.? Be sure to name two specific services that you know your agency provides.

   a.

   b.

Guidelines for Use of the Written Version

- The assessment can be administered in a group, but each individual should fill out her or his own paper
- The written Model CO Assessment may be given to refugees who meet the following criteria:
  - Are literate and have good language comprehension skills in the language of the assessment
  - Have at least some formal secondary education in any country
  - Have demonstrated the ability to fill out forms or complete written work independently (excluding assistance with translation to English)
- See p. 2 of guidelines for scoring

Overseas CO Multiple Choice Question Bank

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Overseas CO Multiple Choice Question Bank

- Questions based on
  - Overseas Objectives and Indicators
  - Existing overseas assessments
  - Refugee misconception survey
- Organized into topics (travel, role of the resettlement agency, etc.)
- Total of 35 questions
  - May use instead of/in addition to questions currently used on assessments
  - Select questions that align with content taught in CO

Multiple Choice Questions - Examples

Which statement about life in America is correct?

a. It will be just like the country you came from, nothing will change
b. You will be on your own to learn everything you need to know
c. Everything will be easy to get used to
d. Many things will be new and different and it will take time to adjust

The U.S. has laws that regulate which area of daily life? *(Extra wrong answer**s** provided – pick 3)*

a. How you discipline your children
b. What you can talk about at home
c. What you can talk about in public
d. What religion you can practice
e. Who is allowed to own property
f. Where you may travel within the U.S.

Multiple Choice Questions - Guidance

- We are not testing a participant's ability to take written tests, so we want to do as much as possible to make the questions easy to answer and to avoid tricks or distractions in the way the questions are organized and worded.
- Having well-designed questions gives you confidence that people who get them right really know the answer and people who get them wrong really do not.

Multiple Choice Questions - Guidance

- Guidance topics
  - Directions
  - Length
  - Customization
  - Order of questions and answer choices
  - Selection of questions
  - Question types (e.g., true/false, select all)
  - Question wording

Multiple Choice Questions - Guidance

- Key suggestions
  - You can customize for your population, but you can only compare scores using the same assessment
  - Start with one or two easy questions
  - Be sure that questions in the A, B, C, or D spot show up relatively randomly
  - Limit the use of true/false or yes/no questions
  - Avoid tricky questions (all of the above, negatively phrased, select all that apply)
  - The correct answer should not stand out because of how it is worded
  - Answer choices should be plausible

Assessment Plan Template and Checklist

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- Model R&P CO Assessment (Revised, 2015; in English, Arabic, Burmese, Chin, Dari, Farsi, French, Karen, Kinyarwanda, Nepali, Pashto, Somali, Spanish, Swahili)
- Guidelines for Use of the Model R&P CO Assessment (Revised 2015)
- Written Version of the Model R&P CO Assessment (in English, Arabic, Burmese, Chin, Dari, Farsi, French, Karen, Kinyarwanda, Nepali, Pashto, Somali, Spanish, Swahili)
- Guidelines for Use of the Written Model CO Assessment
- Questions and Answers about the Model CO Assessment (Revised 2015)

Overseas CO Learner Assessment

- Overseas CO Multiple Choice Question Bank
- Guidance: Writing Multiple Choice Questions for CO Learner Assessments

Assessment Planning

- CO Assessment Plan Template
- CO Assessment Plan Review Checklist

Additional Guidance

SHARE

See also the Tools for Trainers and Staff Training sections of the site for resources on how to design and deliver orientation.

Refugee Discussion List

For professionals only.

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Assessment Plan Template

CO R&P Assessment Plan Template

Agency name: _____

City/State: _____

Contact person: _____

Directions: This form is intended to be completed electronically. If completing by hand, please add extra spaces between questions to allow sufficient space to respond. Feel free to skip items that are not applicable or add additional items to this plan. Not all items are appropriate in all circumstances. When providing this plan for review, please include assessment form(s), guidelines for assessors including scoring guidelines, training documents, sample data entry templates, and any other pertinent materials.

Type of outcome assessment used: __ CAL __ CAL/modified __ Locally created __ Other

If not using CAL assessment, please describe (oral/written, content covered, number of questions, formal/informal, one-on-one/group, open-ended/close-ended questions):

Assessment administration

Who will administer the CO assessment (e.g., refugee's own case manager, other case manager, interpreter, CO trainer, volunteer)?

Who would be an appropriate alternative if the intended administrator is unable?

Are there any personnel who should *not* give the assessment?

When should the assessment be administered (e.g., immediately after last CO class, at X number of days after the last CO class, at X number of days after arrival, no preference)?

Will the assessment be given as a pre-test, and if so, what parameters exist for pre-testing (e.g., who gives the assessment and when, is any sampling of participants done)?

What clients, if any, should *not* be given the assessment (e.g., severely disabled)?

Follow-up

What kind of post-assessment follow-up will be provided to participants, if any (e.g., sharing scores, sharing correct answers, providing additional CO)?

Under what circumstances will follow-up CO be provided? Who will provide it?

If follow-up by someone other than the assessor is needed, how will participant needs be communicated (e.g., from assessor to case manager or CO trainer)?

Under what circumstances, if any, may/must a participant re-take the assessment?

CAL COR

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The contents of this document were developed by the Cultural Orientation Resource Center at the Center for Applied Linguistics under an agreement financed by the United States Department of State Bureau of Population, Refugees, and Migration.

Assessment Plan Checklist

CO R&P Assessment: Checklist for Review of Local Assessment Plans

Agency name: _____

City/State: _____

Contact person: _____

Date of review: _____ Name of reviewer: _____

Type of outcome assessment used: ☐ CAL ☐ CAL/modified ☐ Locally created

☐ Other _____

Directions: Check the box under "OK" if the component is satisfactory or the box under "No" if it is not satisfactory or needs follow-up. Check the box under "N/A" if the component is not applicable or not necessary. You will need the agency's assessment plan, the assessment form(s), and any additional guidelines or instructions in order to complete this review. Note that examples in parentheses are given for contemplation purposes; the inclusion of an example on this checklist does not imply that it is necessary or appropriate in all circumstances.

Plan components

OK	No	N/A	
☐	☐	☐	Policies on who may/must administer the assessment are reasonable and appropriate
☐	☐	☐	Policies on when the assessment is administered are reasonable and appropriate
☐	☐	☐	Plans and procedures for administering a pre-test are reasonable and appropriate
☐	☐	☐	Policies on who is given the assessment are reasonable and appropriate
☐	☐	☐	Plans and procedures for follow-up with participants are reasonable and appropriate (e.g., sharing scores, sharing correct answers, follow-up with additional CO)
☐	☐	☐	Plans and procedures to communicate participant follow-up needs to staff (e.g., from assessor to case worker or CO trainer) are reasonable and appropriate
☐	☐	☐	Guidelines for when participants may/must re-take the assessment are reasonable and appropriate

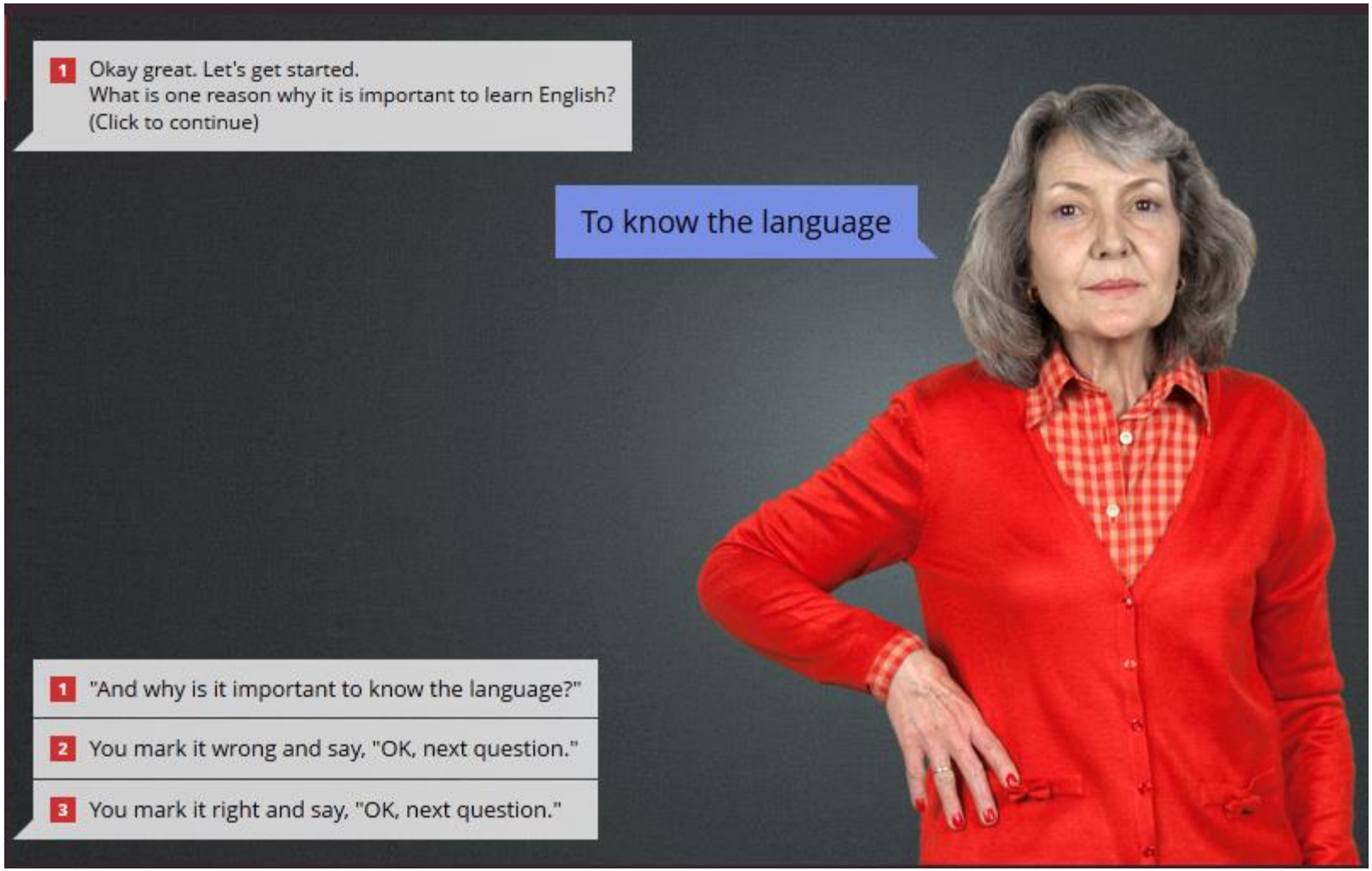
Assessment Plan

- Topics
  - Logistics (who, when, where, how to give assessment)
    - Follow-up with participants based on performance
  - Feedback loop on assessment procedures
    - Quality control
    - Training
  - Uses of data
  - New/modified questions
  - Scoring guidelines
  - Data entry, analysis, and sharing

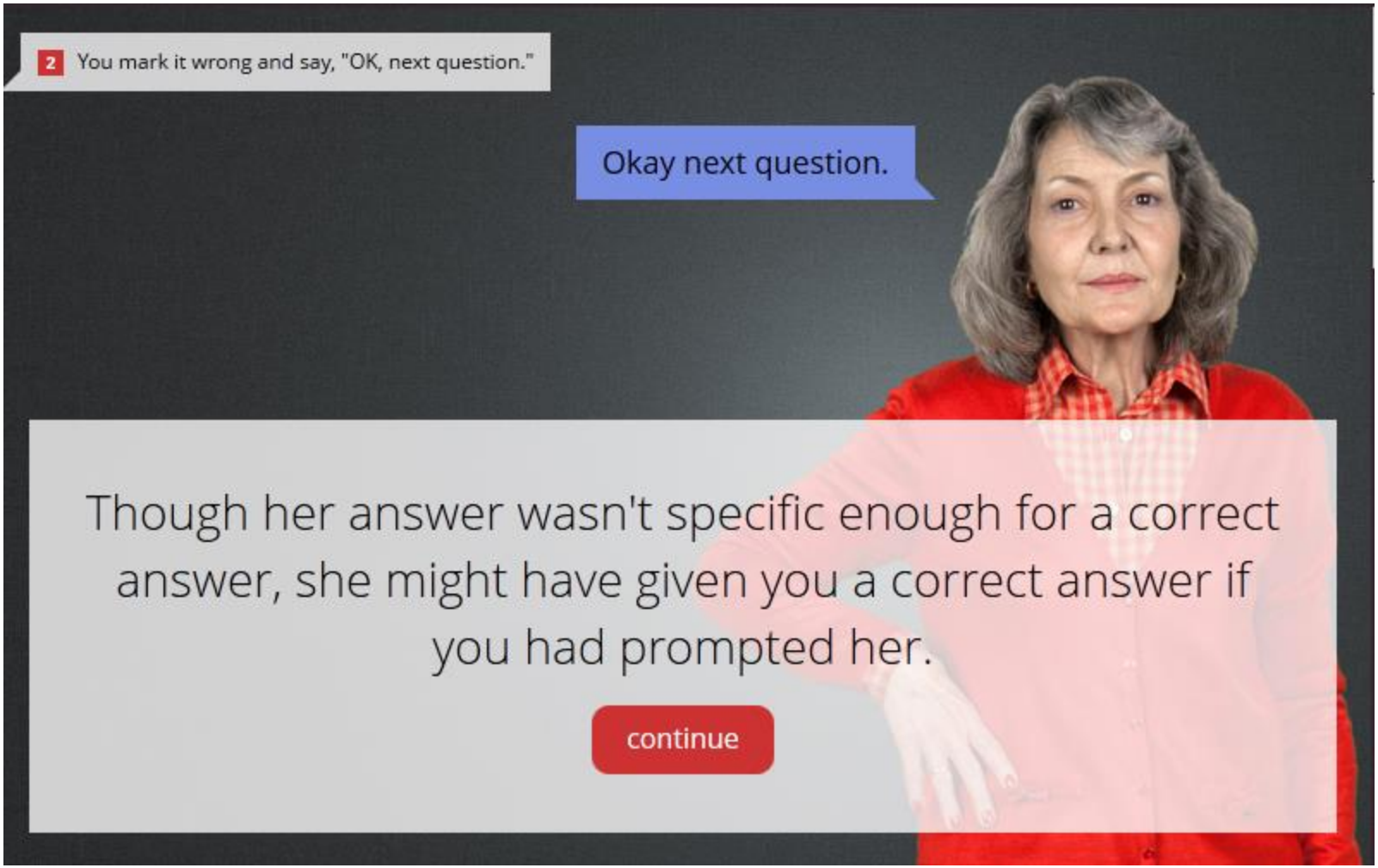
Other Tools

- Still in the Online Assessment Toolkit
  - Overseas and domestic objectives and indicators
  - Questions and Answers about the Model CO Assessment (slightly revised)
  - Frequently Asked Questions About Assessment and Evaluation
  - February 2014 and November 2014 webinars
- Still to come!
  - CO Assessment training module

Assessment Training Module



Assessment Training Module



Online Assessment Toolkit

- Orientation FAQs
- About Cultural & Community Orientation
- Overseas CO
- Domestic CO
- Orientation Toolkit
  - The Welcome Set
  - R&P Orientation Curriculum
  - » Orientation Assessment Toolkit
    - Written Version of the Model R&P CO Assessment
  - Videos for Providing Orientation
  - Choosing My Way video game
  - Extended and Enhanced Orientation Curriculum
  - All Lesson Plans
- Tools for Trainers
- Staff Training

Orientation Assessment Toolkit

The Cultural Orientation Resource Center has developed the Orientation Assessment Toolkit to help refugee orientation providers assess and enhance their CO programming. The toolkit is comprised of the following:

Objectives and Indicators

- Overseas Cultural Orientation Objectives and Indicators
- Reception and Placement Orientation Objectives and Indicators

R&P CO Learner Assessment

- Model R&P CO Assessment (Revised, 2015; in English, Arabic, Burmese, Chin, Dari, Farsi, French, Karen, Kinyarwanda, Nepali, Pashto, Somali, Spanish, Swahili)
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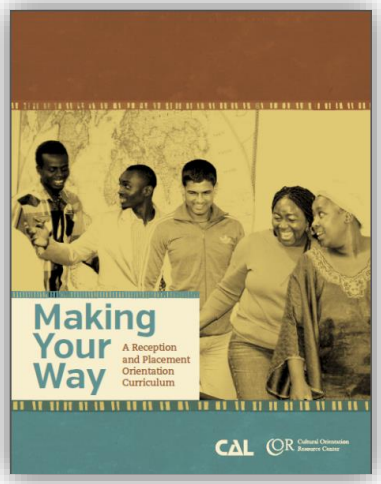
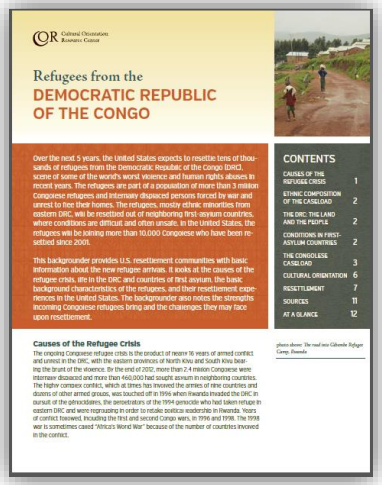
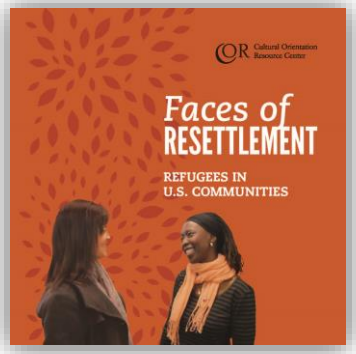
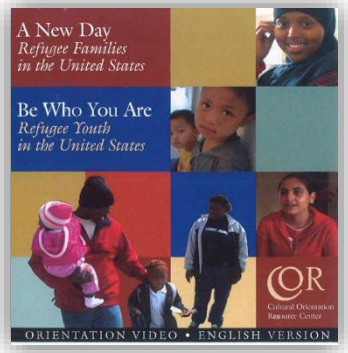
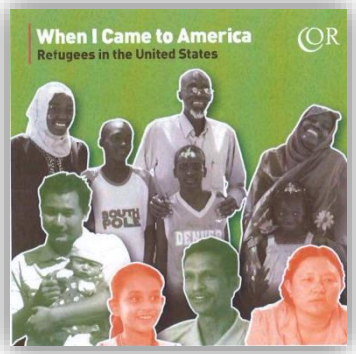
CAL Resources











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