

# THE CULTURAL ORIENTATION ASSESSMENT HANDBOOK

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## INTRODUCTION

**T**he provision of Cultural Orientation (CO) is one of the services required in the Cooperative Agreement between Resettlement Agencies and the United States Department of State Bureau of Population, Refugees, and Migration (PRM).

Local resettlement offices enjoy considerable liberty in how they deliver CO in order to accommodate their refugee populations, the uniqueness of their local communities, and the strengths and challenges of their staff and financial resources. Whatever the method of CO delivery, PRM expects that refugee clients will acquire and retain some basic, specific knowledge within their first 30-90 days of arrival. In an effort to ensure that CO programs achieve this goal, PRM requires that CO programs assess student learning after CO instruction. PRM recommends the use of the Model Assessment discussed in this handbook but encourages Resettlement Agencies to work with local resettlement offices to establish a feasible assessment approach that makes sense within their networks. (For more information, see *Section Five: Resettlement Agency Strategies for Using or Modifying the Model Assessment*). This handbook offers guidance on using the Model Assessment to determine the extent to which each refugee client has learned the essential information and skills taught in CO.

## SECTION ONE: WHAT IS THE CULTURAL ORIENTATION MODEL ASSESSMENT?

The Model Assessment is primarily *an assessment of student learning* intended to ensure that all refugees are able to demonstrate basic CO competencies by the end of the Reception and Placement (R&P) period. It consists of 11 questions that are asked of each refugee client after the completion of R&P CO. The questions are intended to determine if refugee clients:

- ▶ can tell someone their address and phone number
- ▶ can use public transportation and find their way to their homes from the resettlement office
- ▶ comprehend basic home safety
- ▶ know when and how to access emergency services
- ▶ understand the importance of pursuing immediate employment and self-sufficiency
- ▶ are prepared for the eventual decline and end of R&P support and more.

The questions address only a small part of what is covered in most CO instruction, but they focus on fundamental post-arrival and safety knowledge. The results are intended to capture an individual refugee client's readiness to move towards self-sufficiency, well-being, and integration. Secondly, the Model Assessment can be used to identify trends in groups or sub-groups of refugees that are consistently unable to demonstrate basic competencies. This may suggest a need to tailor CO to specific challenges such as developing special lesson plans for the elderly or for illiterate refugees. Cultural norms may create challenges in understanding certain CO concepts. By routinely aggregating and periodically analyzing the results of CO assessments, CO providers can revise their curricula to address issues that they may have previously overlooked.

The analysis of Model Assessment results is one measure that can be used, along with others, to evaluate the effectiveness of CO and to make changes for improvement. By itself, however, it is *not* an evaluation of a CO program. Because refugees come to CO with such a wide range of skills and abilities, the Model Assessment also does not assess or reflect on CO instructors or their teaching abilities.

The process of developing the assessment included the following steps:

1. Creation of the *Reception & Placement Cultural Orientation Objectives and Indicators* (see Appendix C).
2. Identification of a list of indicators within the *Reception & Placement Cultural Orientation Objectives and Indicators* that are critical and are attainable by the end of R&P CO.
3. Development of one or more questions for each of the critical indicators.
4. Selection of questions from Step 3 that were considered to be valid and which sampled a broad domain of CO topics.
5. Revision of assessment based on Resettlement Agency feedback.

## SECTION TWO: CONDUCTING THE ORAL MODEL ASSESSMENT

This section will provide the basics on who should conduct the oral assessment (see Appendix A) and on how and when to conduct it to gain the intended outcome.

### PREPARING TO CONDUCT THE ORAL MODEL ASSESSMENT

Any resettlement professional or trained volunteer with sufficient knowledge of CO messages may give the assessment. Resettlement Agencies or local resettlement offices may create assessment policies and procedures specific to their circumstances.

CO providers may also give the assessment provided that they follow the guidelines below regarding prompts, do not give away correct answers in their prompts or rephrasing of the questions, and only mark questions correct on the basis of responses to the assessment.

All assessors should carefully read through the assessment and conduct a few practice assessments on volunteers before giving the assessment to a client for the first time. Assessors should also think about potential correct and incorrect responses or review Resettlement Agency guidelines (if any) for correct and incorrect responses. Assessors who are not CO providers should carefully review the CO curriculum and attend CO classes (if possible) to get an idea of how concepts are taught.

Another consideration when preparing to conduct the Model Assessment is interpreter needs. The assessment should be conducted in a language that the participant can understand. Translations of the Model Assessment in the primary languages spoken by refugees are available [here](#). In order to save time and ensure consistency across participants, interpreters should use these translations whenever possible and review the questions ahead of time. Assessors should brief the interpreters on the purpose of the assessment and explain the possible need and guidelines for prompting.

### WHO SHOULD BE ASSESSED

All adults in a case are expected to attend CO and, as such, are expected to take and pass this assessment. In some cases, elderly parents or even spouses will defer to relatives or friends on whom they may rely for information and support, but because the Model Assessment questions focus on basic knowledge, everyone should be able to demonstrate their independent knowledge of these fundamental concepts. For the same reason, clients who are not able to attend CO, or who are not able to attend all CO sessions, should still take and be able to pass this assessment. Extenuating circumstances (like health or physical challenges, or early employment opportunities) may make it difficult for clients to attend CO, but if they cannot pass the Model Assessment, special CO instruction for them may be required.

The assessment should not be used, however, to exempt anyone from CO. Very well-educated clients may have no trouble passing the assessment even before attending CO, but there is much more to learn in CO than what the Model Assessment covers. If these clients are surprised or offended that they are being asked basic questions about life in the United States, assessors may want to reassure these participants that the assessment was designed to be used with refugees from diverse backgrounds and that the same questions are asked of everyone regardless of their level of education or past experiences.

## TIMING

The assessment should be given after CO is completed and before the end of the R&P period to comply with R&P Program requirements. Agencies or affiliates have guidelines on when to conduct the assessment. (See *Section Five: Resettlement Agency Strategies for Using or Modifying the Model Assessment*.) In order to compare scores across participants, the timing for when the assessment is conducted should be consistent.

The assessment is intended to be given one-on-one. Other options may be to conduct the assessment at a different time, such as during a home visit. Again, the strategy for where to conduct the assessment should be as consistent as possible.

Ideally, the assessment will be conducted in one sitting. If the assessment is interrupted and restarted the same day, the assessor may pick up from where s/he left off; otherwise, the assessor should start from the beginning.

The time required for the assessment will vary based on assessor and interpreter skill and on participant characteristics. According to findings from the 2014 assessment pilot, the Model CO Assessment takes an average of 20 minutes to administer.

## FORMAT

The format chosen for the Model Assessment is an orally-administered, one-on-one assessment with mostly open-ended questions requiring a response of a few words or sentences. The open-ended format allows participants maximal opportunities to demonstrate what they know by allowing for a wide range of correct responses. The Model Assessment design also includes oral prompts based on participants' responses, so that assessors can follow up on partially correct answers. This format allows the assessor to ensure that the participant understood the question before marking an answer correct or incorrect.

The oral format of the Model Assessment is appropriate for use with non-literate populations and it is available in a number of languages for the convenience of CO providers so that participants can take the assessment in a language they understand. It is important to use [these translated versions](#) to ensure consistency across participants and to minimize errors introduced by mistranslations.

Whether administered in English or other languages, locally- or culturally-relevant terms should always be used when terms in the original question might be unfamiliar (for example, "grocery store," "supermarket," or "bodega" would all be acceptable based on local circumstances). Any term used in English or other languages may be defined or rephrased if the participant does not understand the word.

The assessment should be given to one refugee at a time. It is not intended to be given to a group or for individuals to confer with each other. Allowing multiple participants to work together to respond to questions would not provide evidence that all individuals who attend CO can demonstrate basic competencies. Additionally, allowing one person to speak for a group or a family does not mean that all individuals have learned CO concepts. A group-administered assessment would also make it difficult for assessors to use prompts, which is an important part of the assessment design.

Conducting the assessment via Skype video is an option that may alleviate participant waiting time. Video provides a similar experience as a face-to-face assessment since assessors can show pictures (Model Assessment Questions #4 and #10) and participants can use body language and visuals to

respond (which might be applicable for Model Assessment Questions #2, #5, #8, and #11). However, the Model Assessment should not be conducted over the telephone with no visual support. In particular, incorrect responses to Questions #2, #4, #5, and #10 on a telephone assessment could reflect the inability to see the visuals and provide visual responses rather than a lack of understanding of the concept.

## USING PROMPTS

Prompts are a feature of the Model CO Assessment because it was designed for use in a number of contexts across the United States and with refugees from a wide variety of backgrounds, so questions could not be made overly specific. Additionally, refugees may respond in unexpected ways based on cultural norms around answering questions. Therefore, prompts allow the assessor to rephrase questions in such a way that allow all individuals to demonstrate their knowledge of the underlying concepts.

Prompts should be used if:

1. the answer was almost correct but too vague,
2. the participant misunderstood the question, or
3. the participant indicates the question is not applicable to her or him.

For example, “What is one reason why it is important to learn English?” is worded in the abstract but the participant may answer from a personal point of view. If the response is that s/he already speaks English, you may offer a second chance by rephrasing to something like “What is one reason why it is important for any refugee to learn English?”

The prompts that are written into the assessment are worded in such a way as to avoid coaching, so it is best to use one of the suggested wordings. If using a different prompt, before saying it out loud, the assessor should think about whether the prompt includes any part of the answer. For example, if using a prompt for “How do you get from your home to the grocery store?”, the assessor should say, “How would you explain to a friend how to get there?”, rather than “What bus would you take to get from your home to the grocery store?”

## SCORING AND FOLLOW-UP

Points to be credited for correct answers to each question in the Model Assessment are indicated beneath each question, as highlighted below:

<b>1</b>	<b>What is one reason why it is important to learn English?</b>	
<i>Response:</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
		<b>Give 1 point for correct answer</b>

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

However, there is no universal “passing score” for the Model Assessment. Some questions allow for partial credit and even exemption, which can make the total number of points available vary from one participant to another, so a “passing score” may be different from one person to another.

Ideally, all refugees who attend CO should be able to answer all the questions correctly at the end of the R&P period. It is like a test for a driver’s license, where the best outcome is that all new drivers understand the rules of the road perfectly.

Therefore, for the purposes of this assessment, finding few differences in score between groups (e.g., ethnic, linguistic, gender) and having most or all refugees score toward the top of the scale would be a positive outcome. If a refugee is unable to answer most of the questions on the assessment, further help with CO concepts may be warranted.

Because the Model CO Assessment is concerned with overall basic competencies, there is only one question per concept, so an incorrect response does not necessarily demonstrate that a refugee needs to repeat instruction in an entire concept area. Additional informal or formative assessment may be required to understand to what degree the participant needs additional CO about a particular topic.

Agencies or affiliates should create guidelines for what constitutes a “good” result and will need to determine their ability to offer follow-up CO and assessments to those participants who do not achieve that result.

Agencies and affiliates should also provide guidance on the use of assessment results (see *Section Five: Resettlement Agency Strategies for Using or Modifying the Model Assessment*). Some may choose to collect and analyze assessment data from all affiliate or field offices while others may expect that the data be used only at the local office. Whatever the plan, it is important that the aggregated data is routinely reviewed and analyzed. In other words, the Model Assessment results have a relevancy beyond individual participants and can indicate to resettlement offices where there may be gaps

in their CO curriculum in terms of reaching various refugee populations. For instance, if all elderly clients are performing poorly on the Model Assessment, perhaps the CO curriculum should be revised to reach this population better.

Therefore, the scoring of the Model Assessment should be *as consistent as possible*. This will be challenging to achieve with many different assessors and highlights the need for assessors to be trained on using a uniform and objective scoring approach. Here are some scoring tips and sample dialog that may help achieve this end:

Tip	Example
<p>Questions on the Model Assessment have been worded in such a way that they ask about what most refugees (in general) should know and do. This should enable the majority of refugees to answer in a way that reflects the main points about each CO session.</p>	<p><b>Assessor:</b> When your Reception and Placement program ends, how will you or your family get money?  <b>Refugee Client:</b> My son will support me.  <b>Assessor:</b> How will he get money to support the family?  <b>Refugee Client:</b> He will get a job.  <i>The client would get 1 point for this answer which demonstrates knowledge that employment will be necessary at the end of the R&amp;P period.</i></p>
<p>After the assessor has (1) ensured that the participant understands the question, and (2) provided specific prompts if needed, non-responsive answers should be marked as incorrect.</p>	<p><b>Assessor:</b> What are 2 things a refugee can do to become employed?  <b>Refugee Client:</b> I'm old. I don't need to be employed.  <b>Assessor (prompting):</b> OK. Well, what can any refugee do to become employed?  <b>Refugee Client:</b> Work hard to get a job.  <i>The assessor should mark the answer incorrect, and ask the next question.</i></p>
<p>Partial credit should not be awarded for answers that are "close." In most cases, responses that sound like they should receive partial credit fall into one of the above categories that indicate that a prompt should be used. It would be better to ask a prompt or ask a participant to be more specific than to give partial credit.</p> <p>Before awarding partial credit, assessors should first consider if the response meets one of the criteria for using prompts outlined in the Using Prompts section above. If not, consider the purpose of the question and whether the answer is responsive based on the individual's particular circumstances. Does the answer demonstrate basic competencies that would allow the participant to make good decisions, communicate effectively with English speakers, or get help when needed? If so, the answer should be given full credit.</p>	<p><b>Assessor:</b> What is your address and telephone number?  <b>Refugee Client:</b> I'm sorry. I don't remember. My address is very long.  <i>The assessor should provide a prompt that allows the client every opportunity to demonstrate that s/he can present the information even if it's not verbally.</i>  <b>Assessor:</b> That's okay. Do you have it written down on something you carry with you?  <b>Refugee Client:</b> Ah, yes. I keep a paper in my bag with my address and phone number. See? To help me remember.  <i>The client should receive .5 for the address and .5 for the telephone number for a total of 1 point. Being able to display the information is considered correct. She does not have to memorize it.</i></p>
<p>During the administration of the assessment, do not indicate to the participant whether responses are correct or incorrect so that they can stay focused on answering the next question.</p>	<p><b>Assessor:</b> What is one reason why it is important to learn English?  <b>Refugee Client:</b> To communicate with others.  <b>Assessor:</b> Okay, next question...  <i>Although you may be inclined to let someone know if her/his answer is correct, simply responding with "Okay," and moving to the next question will help keep the assessment on track.</i></p>



Tip	Example
<p>After the assessment is over, assessors can discuss some of the client's responses if time permits. Agencies should develop guidelines on post-assessment procedures for sharing scores, indicating incorrect responses, or answering participant questions that come up during the assessment, keeping in mind that sharing correct or incorrect answers might invalidate assessments of future participants.</p>	<p><b>Assessor:</b> I think we're done! Thank you for your time!  <b>Refugee Client:</b> You're welcome! Did I do a good job?  <b>Assessor:</b> You did great! We can also talk about some of the questions and answers if you'd like.</p>

We highly recommend writing down participants' responses to each question. This will allow you to go back and review your scores after you have administered some assessments and make any scoring corrections if you realized you incorrectly scored any responses. This will also allow you to compare results across assessors to ensure consistency in scoring each question. Additionally, having the responses will also provide insight into exactly what messages are getting across and how participants are interpreting CO messages in light of their personal circumstances.

Since answer sheets may be reviewed in the future by staff who do not speak clients' languages, it would be best to write the responses in the language of the assessment and then translate to English or for the assessor to translate the responses to English prior to writing them down.

### ETHICAL CONSIDERATIONS

Ethics in testing and evaluation generally concern the following:

- ▶ Protecting participants from distress caused by uncomfortable testing conditions, overly difficult or offensive test items, or fatigue
- ▶ Ensuring participants' privacy
- ▶ Informing participants about the purposes and consequences of the test or survey

In particular, refugees may feel obliged to participate in testing due to their dependence on the resettlement agency, their lack of experience with participants' rights in test settings, and/or cultural attitudes toward obeying authority. Although agencies are not required to obtain informed consent from participants on routine assessments used for monitoring and evaluation, it is always important to stop the assessment if the participant becomes distressed. Agencies should review their assessment procedures to consider what rights refugees have to opt out of testing (or what the ramifications might be if they do), how to inform participants of their rights (including the right to continue to receive services whether they participate or not), and whether procedures respect culturally diverse perspectives on autonomy and human rights.



## SECTION THREE: ADMINISTERING THE WRITTEN MODEL ASSESSMENT

The written version of the Model Assessment (see Appendix B) consists of 10 questions that can be administered to refugees who participate in R&P CO to assess their understanding of key CO concepts. This assessment was adapted from the oral version of the Model Assessment.

The assessment is designed to be administered at the completion of R&P CO. It is intended to be one measure that can be used along with others to evaluate the effectiveness of CO.

### PARTICIPATION

The written Model 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)

The assessment may be administered in a group setting, but each participant should fill out her or his own form without conferring with others. The assessment should be administered in one sitting if possible.

### LANGUAGE AND ADAPTATION

Whether administered in English or other languages, locally or culturally relevant terms should always be used when terms in the original question might be unfamiliar (for example, “grocery store,” “supermarket,” or “bodega” would all be acceptable based on local circumstances).

For #3, you may substitute an actual name for “local resettlement agency.” For #5, you may substitute an actual program name for “initial cash assistance.” For #10, you may substitute an actual name for “local transportation system” and/or delete “or subway” if not applicable.

During administration of the assessment, any term used in English or other languages that the participant does not understand may be defined or re-translated.

### RECORDING ANSWERS & SCORING

There is no universal “passing score.” Depending on the use of assessment results and after some initial data is gathered on how well participants do, agencies or affiliates should create guidelines for what constitutes a “good” result.

Each question is worth a maximum of one point. Give full or partial credit as follows:

1. 1 point for correct answer
2. 0.5 point for correct address (both lines) and 0.5 point for correct telephone number
3. 0.5 point for each correct answer
4. 1 point for all 6 correct, 0.5 point for 3-5 correct, and 0 points for 0-2 correct
5. 1 point for correct answer
6. 0.5 point for each correct answer

7. 1 point for correct answer. Note that the point is awarded if the participant provides evidence of knowing where the grocery store is; the question is not testing the participant’s ability to provide directions.
8. 1 point for correct answer
9. 1 point for all 3 correct, 0.5 point for 1-2 correct, and 0 points for 0 correct
10. 0.5 point for each correct answer

## SECTION FOUR: USING ASSESSMENT DATA

The results of the Model Assessment are first and foremost relevant to the individual refugees assessed. It ensures that they have developed basic competencies and are retaining important information. However, once compiled and analyzed, the results should also be used to inform periodic review and revision of the CO curriculum. For that reason, a data collection tool should be developed to capture CO assessment data. A simple Microsoft Excel spreadsheet, like the one below, may suffice.

	A	B	C	D	E	F	G	H
1	Participant Name	Case#	Assessor Name	Date CO Completed	Date of Assessment	Notes	Score	Out of
2								
3	Mohammed M.	US-123456	Jane Doe	5/2/14	5/20/14		9	11
4	Maria S.	US-123456	Jane Doe	5/2/14	5/20/14		10	11
5	Joseph R.	US-654321	John Smith	5/5/14	5/30/14	Unable to finish	5	6
6	Laila P.	US-999999	Jane Doe	6/1/14	6/1/14		10	11

If the Resettlement Agency has a custom application for tracking refugee information, assessors may want to request that fields be added to enter assessment findings.

Analysis of these data can be used at the local level by CO instructors and other agency staff to make changes to instruction. For example, they might find they need to improve the effectiveness of a particular activity or to choose certain topics to emphasize in greater depth for particular client populations. They might also use CO assessment data to make decisions about staff training.

Assessment information may also be useful to share with local partners and community organizations to help them refine their services or instructional delivery.

Additionally, CO curriculum can be adapted for certain populations who may have challenges understanding and retaining key information. The following are some ways to disaggregate CO assessment outcome data to examine how different groups compare to each other:

- ▶ Older and younger refugees
- ▶ Men and women
- ▶ Refugees from different ethnic/linguistic backgrounds
- ▶ Refugees with prior education/literacy and those without
- ▶ Refugees with U.S. ties and refugees with no U.S. ties
- ▶ High and low CO attendance rates

Assessors may also want to compare outcomes of refugees who had different kinds of CO (e.g., one-on-one or in classes, or comparing previous cohorts to a cohort that experiences a new curriculum). If contextual factors (client population, curriculum or instructional approach, resources available to support CO) or assessment tools change, CO program managers will need to account for these changes in explaining why scores have increased or decreased.

## EVALUATING CULTURAL ORIENTATION PROGRAMS

Local and national resettlement stakeholders may want to know if CO programs are effective. However, the Model Assessment, as a stand-alone tool, should not be used to evaluate CO programs as a whole. A variety of monitoring, evaluation, and research approaches are required for such an undertaking. It is important that CO staff be ready to help stakeholders understand the limitations of the Model Assessment data by presenting it as *an assessment of student learning*.

In order to get a full picture of any program, evaluators look at factors along the full continuum of the program's logic model, including activities, outputs, and outcomes. The Model Assessment could be one component of a comprehensive CO program logic framework.

## SECTION FIVE: RESETTLEMENT AGENCY STRATEGIES FOR USING OR MODIFYING THE MODEL ASSESSMENT

Each Resettlement Agency should provide guidance to their local affiliate or field offices on their strategies for conducting CO assessment and utilizing accumulated data. Because the assessment may not be used in a standardized way across agencies, national agencies may choose to adapt the assessment questions or scoring guidelines. It is recommended that agencies occasionally review responses to provide guidance on correct and incorrect answers to assessors.

Local resettlement offices should work with their national headquarters to determine the degree to which assessments should be adapted for different populations within a site or across sites. Whether assessments should be adapted or should be consistent across sites depends mostly on the uses for the data (i.e., to compare across people or sites, you need to ask the same questions in roughly the same way).

# APPENDIX

## A. RECEPTION & PLACEMENT CULTURAL ORIENTATION MODEL ASSESSMENT—ORAL VERSION

For translated versions of this document, please see the CORE website.  
<https://coresourceexchange.org/cultural-orientation/assessment-evaluation/>

**Participant Name** \_\_\_\_\_ **Case #** \_\_\_\_\_

**Assessor Name** \_\_\_\_\_

**Date CO Completed** \_\_\_\_\_ **Date of Assessment** \_\_\_\_\_

**Additional Notes** \_\_\_\_\_

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### REMINDERS FOR ASSESSORS:

- ▶ Locally- or culturally-relevant terms may be substituted in English or in the language of the assessment.
- ▶ Any term used in English or other languages may be defined or rephrased if the participant does not understand the word.
- ▶ Partial credit should only be awarded where indicated. “Prompt” and “Incorrect” boxes do not receive credit.
- ▶ The assessment should be given to one participant at a time.
- ▶ Do not indicate to the participant whether responses are correct or incorrect during the administration of the assessment. You can say “thank you” or “ok” after each response to indicate you are moving on to the next question.
- ▶ You should provide reassurance or stop the assessment if the participant becomes upset or frustrated.
- ▶ You should prompt the participant for another answer or to be more specific if (1) the answer was almost correct but too vague, (2) the participant misunderstood the question, or (3) the participant indicates the question is not applicable to her or him.

### BEFORE BEGINNING THE ASSESSMENT:

- ▶ Make a statement such as the following:
- ▶ “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 and your name will not be used in any reports about the results. Please let me know if you need to stop or take a break.”

- ▶ This statement can be made in any language and using any wording that feels comfortable, as long as the following ideas are conveyed:
  - Results will not affect services provided to individuals or case members.
  - Data will not be reported publicly by name.
  - Participants may stop or take a break at any time.

<b>1</b>	<b>What is one reason why it is important to learn English?</b>	
<i>Response:</i>	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 1 point for correct answer</i>		

*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?”***

<b>2</b>	<b>What is your address and phone number?</b>	
<i>Address (Must include house #, street name, apt # [if applicable], and city):</i>	Displayed or said correctly <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 0.5 point for correct answer</i>		

<i>Phone number (Must have area code if routinely stated by locals):</i>	Displayed or said correctly <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 0.5 point for correct answer</i>		
<i>EXEMPTION: Participant has no phone</i>		Exempt <input type="checkbox"/>

*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.”*

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 <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 2:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 3:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<b>Give 0.5 point for correct answer (maximum 1 point)</b>			

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.

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 <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#2: You have a runny nose	(Answer: yourself)	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#3: You have an earache for three days	(Answer: doctor)	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#4: You have a small cut on your finger	(Answer: yourself)	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#5: You think you have broken your ankle	(Answer: hospital)	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
#6: You have a big rash on your back	(Answer: doctor)	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<b>Give 1 point for all 6 correct, 0.5 point for 3-5 correct, and 0 points for 0-2 correct</b>			

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 <input type="checkbox"/>	Correct but requires Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<i>Give 1 point for fully correct initial response, or give 0.5 point for each correct answer (maximum 1 point)</i>			

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?”**

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

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.



7 What are two things a refugee can do to become employed?			
Response 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 2:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 3:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<b>Give 0.5 point for each correct answer (maximum 1 point)</b>			

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?"**

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 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
<b>Give 1 point for correct initial response or response to prompt (maximum 1 point)</b>			

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.

9 What might happen if you do not pay your rent?			
Response 1:	Correct <input type="checkbox"/>	Prompt <input type="checkbox"/>	Incorrect <input type="checkbox"/>
If needed, response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>	
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.

10 What are three things you should do to be safe in your home?		
Response 1:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Response 3:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
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).

<b>11</b>	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 <input type="checkbox"/>	Incorrect <input type="checkbox"/>
Detail 2:	Correct <input type="checkbox"/>	Incorrect <input type="checkbox"/>
<i>Give 0.5 point for each correct answer (maximum 1 point)</i>		
<i>EXEMPTION: There is no public transportation</i>		Exempt <input type="checkbox"/>

*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.*

<b>Total Score:</b> _____ <div style="text-align: center; margin-top: 5px;">Total points awarded</div>	<b>Out of</b> _____ <div style="text-align: center; margin-top: 5px;"># questions attempted (9.5, 10, or 11)</div>
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## B. RECEPTION & PLACEMENT 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.

For translated versions of this document, please see the CORE website.

<https://coresourceexchange.org/cultural-orientation/assessment-evaluation/>

### 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 publicly 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.

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.

4. For each health concern listed, indicate whether you should care for it yourself, make an appointment with your doctor's office, or go to a hospital emergency room. Circle the **one** best choice on each line.

Health Concern	Circle one: What is the best way to care for your concern?		
<i>Your chest or heart hurts.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.
<i>You have a runny nose.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.
<i>You have an earache for three days.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.
<i>You have a small cut on your finger.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.
<i>You think you have broken your ankle.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.
<i>You have a big rash on your back.</i>	Care for it yourself.	Make an appointment with your doctor's office.	Go to a hospital emergency room.

5. Joseph has been in the United States for several months, and his initial cash assistance is about to end. How will he get money to pay his bills?

6. What are **two** steps that a refugee can take to become employed?

a.

b.

7. Imagine a friend is staying with you at your home. Write him or her a note (or draw a map) explaining how to get from your home to the nearest grocery store. Be sure to give specific instructions so that your friend can get there by himself or herself.

8. What is **one** thing that might happen if you or your family members do not pay your rent?

9. What are **three** things you should do to be safe in your home?

a.

b.

c.

10. 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?

a.

b.



## C. RECEPTION & PLACEMENT CULTURAL ORIENTATION OBJECTIVES & INDICATORS

### ROLE OF THE LOCAL RESETTLEMENT AGENCY

Content Objective	Learning Indicators
The local resettlement agency is not a government agency	<ul style="list-style-type: none"> <li>Participants can articulate the difference between the local resettlement agency and the government</li> </ul>
Assistance provided by the local resettlement agency and public assistance is limited and benefits vary across agencies, locations, and cases	<ul style="list-style-type: none"> <li>Participants can articulate that the services they receive will be for a limited time</li> <li>Participants can state that the services they receive may not be the same as what other refugees will receive</li> <li>Participants can verbalize that they will receive assistance but non-urgent issues may not be addressed immediately</li> <li>Participants can consider the implications of moving away from their initial resettlement site</li> </ul>
There are a number of organizations that will work alongside local resettlement agencies to assist with access to locally-available programs and provision of services	<ul style="list-style-type: none"> <li>Participants can identify the local resettlement agency as the first point of contact for accessing services</li> <li>Participants can articulate that the local resettlement agency may assist refugees with access to other agencies or organizations for services</li> </ul>
The local resettlement agency provides assistance to refugees through the provision of items and/or money to meet initial needs, a limited scope of services, and advocacy on refugees' behalf to receive services for which they are eligible	<ul style="list-style-type: none"> <li>Participants can identify four types of items that will be provided soon after arrival: initial housing, basic furnishings, seasonal clothing as necessary, food or food allowance</li> <li>Participants can identify basic services provided by the local resettlement agency</li> <li>Participants can state that they may receive money and/or money may be spent on their behalf</li> </ul>
The quality and quantity of items provided will vary	<ul style="list-style-type: none"> <li>Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets</li> <li>Participants can state that the items they receive might not be new or what they would choose for themselves</li> <li>Participants can state that the items or money they receive may not be the same as what other refugees will receive</li> </ul>
The quality and quantity of items provided will vary	<ul style="list-style-type: none"> <li>Participants can identify factors related to the quality and quantity of items they might receive, including the availability of resources, the need of the family, and budgets</li> <li>Participants can state that the items they receive might not be new or what they would choose for themselves</li> <li>Participants can state that the items or money they receive may not be the same as what other refugees will receive</li> </ul>

Refugees are responsible for their own successful resettlement in partnership with the local resettlement agency	<ul style="list-style-type: none"> <li>▶ Participants can affirm that refugees and the local resettlement agency work in partnership and have rights and responsibilities with respect to each other</li> <li>▶ Participants can articulate that they are ultimately responsible for their success</li> <li>▶ Participants can name the local resettlement agency case manager as a source of reliable and accurate information</li> <li>▶ Participants know the caseworker/office contact info and how and when to contact them</li> <li>▶ Participants understand role of co-sponsor and US tie (if any)</li> </ul>
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## REFUGEE STATUS

Content Objective	Learning Indicators
There are <i>rights</i> related to refugee status	<ul style="list-style-type: none"> <li>▶ Participants can name different kinds of refugee benefits and government assistance for which they are eligible</li> <li>▶ Participants understand that as refugees they are authorized to work in the U.S.</li> </ul>
There are <i>responsibilities</i> related to refugee status	<ul style="list-style-type: none"> <li>▶ Participants understand their obligation to repay the travel loan</li> <li>▶ Participants know how to submit a change of address form</li> <li>▶ Participants recognize that refugee and public assistance are limited in scope</li> </ul>
Applying for permanent residency and naturalization are important steps in the status adjustment process	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that they are required to apply for permanent residency as soon as they become eligible and they may eventually apply for U.S. citizenship</li> </ul>
There are immigration consequences to breaking U.S. laws	<ul style="list-style-type: none"> <li>▶ Participants know what behaviors may hinder their adjustment of status or naturalization or lead to deportation</li> </ul>
Refugees may be eligible to file for family reunification	<ul style="list-style-type: none"> <li>▶ Participants know where to get assistance in the filing process</li> </ul>

## ENGLISH

Content Objective	Learning Indicators
For both adults and children, learning English is critical to successful adjustment in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants can list reasons why learning English is important for successful adjustment in the U.S.</li> <li>▶ Participants can acknowledge that learning English is their responsibility</li> </ul>

<p>Learning English will take time and the process may vary from person to person</p>	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that they should not delay employment, enrolling in school, applying for assistance, or participating in community life until they have learned English</li> <li>▶ Participants know their rights to interpretation services (e.g., in hospitals, schools, and courts)</li> <li>▶ Participants are aware that children may learn English faster than adults</li> <li>▶ Participants are aware that the relative fluency in English among members of the family may lead to changes in family roles</li> </ul>
<p>There are a variety of ways to learn English</p>	<ul style="list-style-type: none"> <li>▶ Participants understand that they will be referred to free classes by the local resettlement agency, but these classes may have a waiting list and/or the schedule or location of the classes may not be ideal</li> <li>▶ Participants are aware of other types of ESL classes for which there may be a fee to participate</li> <li>▶ Participants understand the importance of attending ESL consistently</li> <li>▶ Participants can name additional ways that they can learn English outside of formal classes</li> </ul>

**PUBLIC ASSISTANCE**

<p><b>Content Objective</b></p>	<p><b>Learning Indicators</b></p>
<p>Public assistance is available to help refugees pay for their needs, but is limited in amount and scope</p>	<ul style="list-style-type: none"> <li>▶ Participants know that there are limitations on eligibility based on employment and marital status, income level, family size, etc.</li> <li>▶ Participants can acknowledge that assistance varies from state to state</li> </ul>
<p>There are a variety of types of government assistance</p>	<ul style="list-style-type: none"> <li>▶ Participants know that there is assistance available for low-income families (Temporary Assistance for Needy Families [TANF], Electronic Benefit Transfer [EBT, formerly food stamps], Medicaid, public housing assistance, unemployment)</li> <li>▶ Participants know that there is assistance available for people with disabilities and the elderly (Social Security, Medicare)</li> <li>▶ Participants can identify types of assistance for families (e.g. WIC, Children’s Health Insurance Program [CHIP], free/reduced school lunch program)</li> <li>▶ Participants can identify types of assistance for refugees (R&amp;P, Matching Grant, Wilson Fish)</li> </ul>
<p>The local refugee agency will provide help in accessing public assistance services</p>	<ul style="list-style-type: none"> <li>▶ Participants understand how to apply for or access assistance</li> <li>▶ Participants understand how to fill out forms or to get help in filling out forms</li> <li>▶ Participants understand how to use assistance on an ongoing basis (e.g., EBT card)</li> </ul>

There are responsibilities associated with some types of assistance	<ul style="list-style-type: none"> <li>▶ Participants can identify the responsibilities associated with the types of assistance they are receiving, such as community service or attending job readiness classes</li> <li>▶ Participants understand the importance of maintaining communication with their public assistance caseworker (when applicable)</li> </ul>
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## U.S. LAWS

Content Objective	Learning Indicators
The U.S. is governed by the rule of law	<ul style="list-style-type: none"> <li>▶ Participants understand that they have a responsibility to know American laws</li> <li>▶ Participants understand that they have accountability under the law</li> </ul>
The U.S. has many laws governing behavior in public	<ul style="list-style-type: none"> <li>▶ Participants understand laws and norms for the use of alcohol, tobacco, drugs, and firearms</li> <li>▶ Participants understand laws and norms related to sexual harassment</li> </ul>
There are legal rights and restrictions related to family life	<ul style="list-style-type: none"> <li>▶ Participants know laws regarding domestic violence</li> <li>▶ Participants know laws regarding child supervision, neglect, and abuse, including acceptable methods of disciplining a child</li> </ul>
There are rights and responsibilities related to U.S. residency and citizenship	<ul style="list-style-type: none"> <li>▶ Participants are aware of basic civil rights (e.g., right to free speech, assembly, worship, legal assistance)</li> <li>▶ Participants understand that when they become citizens they will have the right to vote</li> <li>▶ Participants understand the importance of selective service registration and implications if they do not register</li> <li>▶ Participants understand that breaking the law may affect their legal status</li> </ul>

## YOUR NEW COMMUNITY

Content Objective	Learning Indicators
There are community and public services that are available to support residents	<ul style="list-style-type: none"> <li>▶ Participants can identify community services relevant to their specific needs, such as senior services or child care/day care</li> <li>▶ Participants can identify community services that refugees may need to access, such as food banks, family support services, and the local government</li> </ul>

<p>The local resettlement agency will assist refugees in becoming acquainted with their new community</p>	<ul style="list-style-type: none"> <li>▶ Participants know where to find and how to use critical services such as stores and laundromats</li> <li>▶ Participants know where to find and how to access other community services such as the library, houses of worship, area attractions, community recreation, banks, and the post office</li> <li>▶ Participants understand where they live in the U.S. (region, state,city)</li> </ul>
<p>Members of the refugee's ethnic or religious group who live in the area may be a good source of support</p>	<ul style="list-style-type: none"> <li>▶ Participants are aware of Ethnic Community-Based Organizations or other organizations that serve members of their community</li> <li>▶ Participants can identify where to find neighborhoods, associations, or business establishments where they would be likely to find members of their home community</li> </ul>

## EMPLOYMENT

Content Objective	Learning Indicators
<p>Early employment and job retention are essential to survival in the U.S., and must be the primary focus for all employable adults (men and women)</p>	<ul style="list-style-type: none"> <li>▶ Participants can list positive consequences of early employment and negative consequences of delayed employment or lack of employment</li> <li>▶ Participants can identify good interview skills such as firm handshake, eye contact, appropriate body language and also negative actions such as not answering questions well, stressing the need for a lot of money, or a disinterested expression</li> <li>▶ Participants can articulate that turning down any job could be used as a reason to lose benefits</li> <li>▶ Participants understand the importance of retaining their job</li> </ul>
<p>A person's initial job might not be in their chosen profession</p>	<ul style="list-style-type: none"> <li>▶ Participants can articulate that employment is not static and that employment opportunities may expand based on skills acquired and good job performance</li> <li>▶ Participants can list positive consequences of accepting employment outside their chosen profession</li> <li>▶ Participants can identify types of jobs they may hold in the U.S. during the initial resettlement period</li> </ul>
<p>The refugee plays a central role in finding/obtaining employment in the U.S.</p>	<ul style="list-style-type: none"> <li>▶ Participants can explain the role of the resettlement agency and various outside service providers in assisting them with employment services</li> <li>▶ Participants (if employable adults) can identify themselves as responsible for obtaining employment in the U.S.</li> </ul>
<p>A crucial way of finding better paying jobs is learning how to speak English</p>	<ul style="list-style-type: none"> <li>▶ Participants can identify English language acquisition as a key to a better job</li> </ul>

There are general characteristics of U.S. professional and work culture to which refugees must adapt in order to be successful in finding and maintaining employment	<ul style="list-style-type: none"> <li>▶ Participants can identify appropriate and desirable workplace behavior</li> <li>▶ Participants can list effective ways to communicate with their employer and fellow employees</li> <li>▶ Participants can list aspects of U.S. professional and work culture that may differ from their homeland</li> </ul>
Employees have rights as well as responsibilities in the workplace	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that they have the right to be paid for their work and to work in safe environment free from discrimination and harassment</li> <li>▶ Participants can acknowledge that they have the right to understand how they will be paid and what benefits they might receive</li> <li>▶ Participants can list rights and responsibilities in the workplace</li> </ul>

## HEALTH

Content Objective	Learning Indicators
Only critical and immediate health care needs may be met in the initial weeks of resettlement	<ul style="list-style-type: none"> <li>▶ Participants can indicate they understand that only emergencies can be dealt with on arrival</li> <li>▶ Participants can distinguish between urgent and routine health care and identify where to go for each</li> </ul>
Initial health screenings and immunizations will be scheduled within 30 days of arrival	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that a basic health screening and immunizations will be scheduled for after their arrival</li> <li>▶ Participants can state that it is their responsibility to attend that health screening and any follow up appointments</li> </ul>
The U.S. has no universal healthcare system and refugee medical assistance (RMA) differs state by state. In many cases RMA is available for eight months	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that health care in the U.S. is very expensive and that the government will only pay for this care for refugees up to their first eight months in the U.S. After that, it is the individual's responsibility to obtain insurance or pay for services</li> <li>▶ Participants can acknowledge that health insurance is generally tied to employment</li> <li>▶ Participants recognize that after eight months, refugees not eligible for Medicaid and not receiving health insurance as a benefit of their job will be responsible to pay for their own health care</li> <li>▶ Participants can acknowledge that persons 65 or older and those with disabilities may qualify for government health insurance (Medicare)</li> </ul>
A variety of health care services are available in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants can identify types of places where they might seek health services, including clinics, offices, and hospitals</li> <li>▶ Participants can identify types of health professionals that they may encounter, including pediatricians, dentists, and social workers</li> <li>▶ Participants understand how to use pharmacies to obtain prescriptions and over-the-counter medicine</li> </ul>

Preventative health care plays a large role in maintaining good health	<ul style="list-style-type: none"> <li>▶ Participants understand the importance of preventative health care to maintain good health</li> <li>▶ Participants understand the role of good nutrition and dental care in their overall health</li> <li>▶ Participants understand the importance of immunizations and vaccines for themselves and their children</li> </ul>
There are norms associated with health care services in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge the importance of being on time for health appointments</li> <li>▶ Participants can acknowledge that personal medical information that is shared with a health provider is kept confidential</li> <li>▶ Participants understand how to effectively communicate with health care professionals</li> </ul>
U.S. health practices may differ from those of other cultures or countries	<ul style="list-style-type: none"> <li>▶ Participants can indicate how health practices are similar to or different from norms in their home country</li> <li>▶ Participants are aware that some traditional medicines or practices could be considered unsafe or even illegal by U.S. standards</li> <li>▶ Participants can identify potential consequences of not adopting U.S. health practices</li> </ul>
There are local resources available to support refugees' mental health	<ul style="list-style-type: none"> <li>▶ Participants understand that experiencing culture shock is a normal part of adjustment</li> <li>▶ Participants understand that services are available to support their mental health</li> </ul>

## BUDGETING AND PERSONAL FINANCE

Content Objective	Learning Indicators
Refugees are responsible for managing their personal finances	<ul style="list-style-type: none"> <li>▶ Participants know their total monthly income and expenses, including rent and utilities</li> <li>▶ Participants can explain and create their monthly budget, differentiating between wants and needs</li> <li>▶ Participants can identify sources of income when initial assistance ends</li> <li>▶ Participants understand the importance of paying bills on time</li> <li>▶ Participants can acknowledge that employable members of the family may all have to work in order to meet their financial needs</li> <li>▶ Participants can acknowledge that their financial obligations in the U.S. (e.g., rent, travel loan) will affect their ability to remit money to relatives back home</li> <li>▶ Participants have an understanding of their likely financial situation over time</li> </ul>



<p>In the U.S., financial transactions are mostly conducted through the banking system</p>	<ul style="list-style-type: none"> <li>▶ Participants can identify the different denominations of U.S. currency</li> <li>▶ Participants know how to open a bank account and use various bank products and services (including checking and savings accounts and ATMs)</li> <li>▶ Participants understand fees associated with using check cashing or remittance services</li> <li>▶ Participants understand how to build and maintain a good credit history</li> <li>▶ Participants can articulate measures to protect themselves from financial fraud and identity theft</li> <li>▶ Participants understand the benefits of direct deposit of their paychecks to a bank account</li> <li>▶ Participants understand that banking in the U.S. is safe and should be used</li> <li>▶ Participants understand the risks associated with using paycheck cashing stores and keeping large amounts of cash at home</li> <li>▶ Participants are familiar with financial institutions that can accommodate cultural beliefs (such as avoiding institutions that collect interest)</li> </ul>
<p>Paying taxes is a legal obligation in the U.S.</p>	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that paying taxes is a personal responsibility</li> <li>▶ Participants understand when and how to pay taxes</li> <li>▶ Participants understand the concept of withholding (for taxes, social security, etc.) on paychecks</li> </ul>

## HOUSING

Content Objective	Learning Indicators
<p>There are a variety of types of housing arrangements depending on affordability and the local context (including shared housing, apartment, house, etc.)</p>	<ul style="list-style-type: none"> <li>▶ Participants can describe different types of housing</li> <li>▶ Participants can acknowledge that the affordability of housing differs across and within localities and may affect the choices that are available to them</li> </ul>
<p>Housing comes with rights, responsibilities, restrictions and regulations</p>	<ul style="list-style-type: none"> <li>▶ Participants understand the importance of and the process for paying rent and utilities</li> <li>▶ Participants understand how to end their lease and the process for moving to a new residence</li> <li>▶ Participants can list rights and responsibilities of landlords and tenants regarding housing and utilities</li> <li>▶ Participants are aware of norms and rules that apply to common areas</li> <li>▶ Participants are aware of factors that positively or negatively impact their rental history, including behaviors that may lead to eviction</li> </ul>

The local resettlement agency provides assistance in home orientation, after which housekeeping and home maintenance are individual and family responsibilities	<ul style="list-style-type: none"> <li>▶ Participants are familiar with basic upkeep of a home, including preventative maintenance and prevention of pest infestations, and know who to contact for help with repairs</li> <li>▶ Participants are familiar with basic household products, including their safe use and disposal</li> <li>▶ Participants understand how to clean their home and remove trash</li> <li>▶ Participants know how to control utility costs through conservation</li> </ul>
Understanding basic safety considerations and use of appliances/facilities will promote safety in the home	<ul style="list-style-type: none"> <li>▶ Participants can describe safe and appropriate use of basic appliances and bathroom facilities</li> <li>▶ Participants understand fire prevention in the home, as well as the use of fire alarms and extinguishers</li> </ul>
There are additional domestic life skills that facilitate independent living	<ul style="list-style-type: none"> <li>▶ Participants know how to identify and respond to mail</li> <li>▶ Participants know how to make and receive telephone calls</li> </ul>

## HYGIENE

Content Objective	Learning Indicators
There are norms for personal hygiene in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants understand the norms of personal hygiene in the U.S.</li> <li>▶ Participants understand the effect of personal hygiene on interpersonal relationships, particularly with those from outside their cultural group</li> <li>▶ Participants understand the effect of personal hygiene on maintaining good health</li> </ul>
There are norms and rules regarding public hygiene in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants can identify potential legal consequences of behaviors such as spitting or urinating in public</li> <li>▶ Participants can identify expectations in the workplace and other public spaces regarding public hygiene</li> </ul>

## SAFETY

Content Objective	Learning Indicators
Attention to personal safety is an important consideration for all people	<ul style="list-style-type: none"> <li>▶ Participants understand the concept of personal and family safety</li> <li>▶ Participants know that they need to protect their property</li> <li>▶ Participants know how to recognize and avoid scams and prevent fraud and identity theft</li> </ul>

Police and law enforcement agencies exist to help people if they become a victim of a crime	<ul style="list-style-type: none"> <li>▶ Participants understand the role of the police and know that police and other law enforcement officials are trustworthy and are there to help them</li> <li>▶ Participants can identify crimes that are reportable as well as what incidents may not be serious enough to report to the police</li> <li>▶ Participants know how to report crime</li> </ul>
It is important to be prepared for emergencies	<ul style="list-style-type: none"> <li>▶ Participants can ensure that all residents of the household know their address and phone number</li> <li>▶ Participants understand basic fire safety</li> <li>▶ Participants have a plan and know what to do in the event of a natural or man-made disaster</li> <li>▶ Participants know how to access emergency services and how to dial 911</li> </ul>
It is important to be familiar with safety procedures	<ul style="list-style-type: none"> <li>▶ Participants are familiar with general safety procedures related to traffic (as a driver, bike rider, public transit user, or pedestrian)</li> <li>▶ Participants are familiar with norms and laws related to animal care</li> <li>▶ Participants know how to keep themselves safe and comfortable in unfamiliar weather conditions</li> </ul>

## CULTURAL ADJUSTMENT

Content Objective	Learning Indicators
There are core characteristics that define the American experience	<ul style="list-style-type: none"> <li>▶ Participants understand that the U.S. is a culturally diverse society and that there can be widely-varying cultural norms in different parts of the country</li> <li>▶ Participants are familiar with key philosophies that are the foundation of American culture and law, such as individualism, non-discrimination, and gender equality</li> </ul>
There are cultural norms and expectations that are fairly widespread throughout the U.S.	<ul style="list-style-type: none"> <li>▶ Participants are familiar with issues of etiquette, such as punctuality, politeness, appropriate noise levels, and appropriate dress and appearance</li> <li>▶ Participants are familiar with patriotic and cultural customs and rituals</li> </ul>
The philosophies of self-sufficiency and self-advocacy are central to American culture and to refugees' cultural adjustment	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge the importance of self-sufficiency</li> <li>▶ Participants understand the importance of politely communicating their needs and wants</li> </ul>
There are numerous phases of cultural adjustment	<ul style="list-style-type: none"> <li>▶ Participants can indicate that cultural adjustment is a multi-step, long-term process</li> </ul>
Resettlement may have an impact on family roles and dynamics	<ul style="list-style-type: none"> <li>▶ Participants can identify situations in which current roles and family dynamics may be challenged upon resettlement in the U.S.</li> </ul>

Expectations regarding parenting practices may differ in the U.S. from what refugees are used to	<ul style="list-style-type: none"> <li>▶ Participants can identify parenting practices that may be unfamiliar or challenging</li> <li>▶ Participants can identify parenting practices that are illegal or unacceptable in the U.S.</li> </ul>
There are some basic coping mechanisms to deal with the stressors of adjustment	<ul style="list-style-type: none"> <li>▶ Participants can list possible coping mechanisms for themselves and their families</li> <li>▶ Participants can articulate that honoring and preserving their home culture can help facilitate successful adjustment to life in the U.S.</li> <li>▶ Participants can identify the types of religious and/or cultural resources that may exist in the communities where they settle</li> <li>▶ Participants can state that learning English will facilitate their adjustment to life in the U.S.</li> </ul>
There are ways to seek assistance from others in your community	<ul style="list-style-type: none"> <li>▶ Participants can identify possible sources of assistance when facing adjustment challenges</li> </ul>

## EDUCATION

Content Objective	Learning Indicators
There are legal and normative expectations regarding schooling in the U.S.	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that schooling is compulsory until at least the age of 16 for both boys and girls and is free in public schools</li> <li>▶ Participants who have children can identify services and educational options that might be relevant for them (preschool, day care, special public school options)</li> <li>▶ Participants can identify the rights and responsibilities of parents and children in the school system</li> <li>▶ Participants understand the concept of parental involvement in schooling</li> <li>▶ Participants understand that there are costs associated with free public education (e.g. school supplies)</li> </ul>
The value for adults and teenagers to continue formal education should be weighed against the need to work	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that education is a goal to be achieved but should be weighed against other factors such as need for income</li> <li>▶ Participants can identify education as a lifelong experience</li> </ul>
There are many options for continuing education and training beyond compulsory K-12 schooling	<ul style="list-style-type: none"> <li>▶ Participants can acknowledge that there are educational and training options that allow them to work while going to school</li> <li>▶ Participants understand the process for obtaining a high- school equivalency diploma (GED)</li> <li>▶ Participants can identify types of higher education and training that might benefit them (including university study or vocational training)</li> <li>▶ Participants can acknowledge that some financial aid may be available for higher education</li> <li>▶ Participants understand options for continuing education and training related to their employment</li> </ul>

## TRANSPORTATION

Content Objective	Learning Indicators
Transportation options exist in most communities	<ul style="list-style-type: none"> <li>▶ Participants are aware of public transportation options in their locality</li> <li>▶ Participants understand how to navigate the public transportation system, including the use of maps and schedules and payment methods (tickets, passes, etc.)</li> <li>▶ Participants understand how to safely board, ride, and exit the types of public transportation they are likely to use</li> </ul>
Owning or having access to a personal vehicle comes with benefits and responsibilities	<ul style="list-style-type: none"> <li>▶ Participants are aware of legal requirements such as a driver's license and insurance</li> <li>▶ Participants understand the importance and legal requirements for drivers' education</li> <li>▶ Participants are aware of safety issues and legal requirements, including the use of child seats</li> <li>▶ Participants understand that buying and maintaining a car can be very expensive</li> </ul>

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