



INTRODUCTION

The Pre-Departure Cultural Orientation (CO) Learning Assessment Toolkit has been developed to guide the design and implementation of pre-departure CO learning assessments. This toolkit should be used at the discretion of the leadership of each Resettlement Support Center (RSC) and/or upon request from the Bureau of Population, Refugees, and Migration (PRM), United States Department of State. These CO learning assessments should be based on content objectives and learning indicators established by PRM. This toolkit focuses on assessments as a way of measuring participant learning; it is not intended to be a comprehensive monitoring and evaluation plan. RSCs should continue to work with PRM directly to develop an appropriate monitoring and evaluation plan.

OPPORTUNITIES CREATED BY CONDUCTING LEARNING ASSESSMENTS

The main objective of learning assessments, as outlined in this toolkit, is to determine if learners achieved content objectives and learning indicators. However, learning assessments may have other benefits. For example, for refugee learners, assessments can help them see what they've learned, while also helping the CO provider find and address knowledge gaps. In this context, learning assessments can establish accountability for both CO providers and participants around the information to learn, while providing valuable information on possible gaps or areas for improvement.

CHALLENGES OF CONDUCTING LEARNING ASSESSMENTS

Learning assessments will need to ensure accessibility for all learners and account for differences across varying skill sets and backgrounds. In addition, available time and resources—for both refugees and RSC staff members—will influence how and when an assessment is conducted. For instance, RSCs may conduct CO for a different number of hours and days according to circumstances, and CO may occur at different times during the pre-departure process. Finally, RSCs will need to develop a process to ensure the information obtained is analyzed and then applied to make improvements to CO delivery.

INCLUDED IN THIS TOOLKIT

- [Designing and Implementing Your CO Learning Assessment Overview and Guide](#)
- [Guided Worksheets](#)
- [Question Bank by Topic](#)
- [Sample Assessment Tools](#)

DESIGNING AND IMPLEMENTING A CO LEARNING ASSESSMENT

In the following pages, a six-step process for the design and implementation of a pre-departure CO learning assessment is provided. Each RSC should adapt the following step-by-step guidance to fit the context and needs of the refugees they work with as well as their organizational capacity. This guide focuses on learning assessments, which may be only one part of a larger monitoring and evaluation plan for a CO program.

1

DETERMINE YOUR ASSESSMENT APPROACH

Determining an assessment approach starts with selecting what type of learning assessment(s) to use. There are different techniques and tools that can be used to measure whether learners have obtained and retained the information of pre-departure CO in alignment with content objectives and learning indicators. These tools and techniques generally apply to both informal and formal assessments.

For example, an RSC may deliver the CO lesson on The Role of the Resettlement Agency, and then ask participants to conduct a role play where they explain the role of the Resettlement Agency to a newly arrived refugee to demonstrate their understanding. This represents a type of informal assessment (also known as formative evaluation). Informal assessments or formative evaluations are important, but only represent one technique to determine knowledge acquisition. Often informal assessments are paired with formal assessments (also known as summative evaluations) that are given at the end of a program, typically in a test format. In some cases, programs may also measure changes in knowledge acquisition through the use of pre-testing. While the use of informal assessment is important, this particular toolkit will focus more on formal assessments in the development of an approach.

This toolkit contains the [Designing Your Assessment Approach Worksheets](#) which can facilitate a staff discussion on the assessment approach. Engaging CO staff in the assessment design process offers an opportunity to tap team knowledge and experience while also preparing staff for implementation.

Informal Assessments

Also known as formative evaluation, an informal assessment is any task or activity that offers learners the opportunity to demonstrate knowledge, skills, or attitudes, typically on a specific topic or objective. These assessments are conducted, but are not documented formally. Informal assessments are usually used throughout a training. A few examples are role plays, presentations, or teach-backs (learners teach others information they learned).

Formal Assessments

Also known as summative evaluation, a formal assessment is typically provided at the end of a program and requires learners to demonstrate what knowledge, skills, or attitudes they have developed over the course of an entire program. The most common formal assessments are tests, which are evaluated and scored.

Pre-testing

RSCs may also explore pre-testing as a part of their assessment approach. Pre-testing can assist CO providers in understanding what learners may or may not know or be able to do before CO. Pre-testing also allows a CO program to track the knowledge of learners over time. Pre-testing can be done through an informal assessment (like a needs assessment-based activity) or a formal assessment. If using pre-testing as a formal assessment, the tools for the pre- and post-test should be the same.

2

DEVELOP ASSESSMENT TOOLS

Once an assessment approach is established, the RSC can then develop the specific assessment tools that will be used in alignment with the approach. When writing assessment tools, RSC CO program managers will want to consider the factors outlined on the next page. To assist with the development of formal assessment tools, this toolkit also features a [Question Bank](#), which has questions that can be used for formal assessments by CO topic, along with [Sample Assessments](#).

CO OBJECTIVES AND INDICATORS

Be sure to refer to the [U.S. Refugee Admissions Program Overseas Cultural Orientation Objectives and Indicators](#) when designing assessment tools. Please note that this does not mean that a formal assessment must have questions for every learning indicator. Rather, RSCs should strive to have an assessment approach that balances the use of both informal and formal assessments to assess learning across all content objectives and learning indicators.

LEARNERS

Any assessment tool should consider the learners, including key questions around literacy, language, and prior experience with education and testing, as well as factors such as age, gender, and physical and mental abilities. While an assessment should strive to meet the needs of most learners, the RSC should prepare modified assessments as appropriate for the range of learners they may work with during CO. Considering learners will greatly impact the way assessments are administered and the format of the assessment, including the instructions for how to complete assessments, and the types and wording of questions within assessments. It may even influence which CO topics are emphasized, taking into account cultural norms and the experiences of learners.

TIMING

When developing assessments, consider when they may occur, how much time will be needed to administer and complete them, and also time for input and analysis of assessment results. While assessments are valuable for measuring student knowledge acquisition, CO providers should balance the time needed for participants to learn the material with the time needed to conduct an assessment.

Don't forget ...

- Consider how the instructions for assessment(s) will be given.
- If creating a written assessment, keep in mind how the assessment looks visually in order to maximize understanding.

ENVIRONMENT

Assess the physical learning environment where CO and the assessments will be delivered and ensure they are conducive to your proposed approach and tools. For example, if participants are to complete a formal assessment on paper at the end of training, will the classroom set-up support this type of independent work?

RESOURCES

In addition to time and environment, take into account available resources needed to design and implement the assessment approach and tools. This includes both staff (capacity and time) and materials (consider not only supplies to administer the assessment, but also translation and/or interpretation).

3

OUTLINE ADMINISTRATIVE PROCEDURES

Once you have designed the assessment approach and corresponding assessment tools, the next step is to establish clear procedures for its administration. To create a robust administrative system, the RSC should take into account the questions provided in the [Administering Assessments: Questions for Consideration](#) document. This worksheet asks the RSC to consider when and how assessments will be delivered, and how the results will be analyzed and used. This list can also be used to review and revise your approach as necessary. These questions will also provide an opportunity to identify which staff members may be responsible for the tasks involved with the assessment. The administrative procedures created for the assessment should be clearly documented and revised as necessary.

4

IMPLEMENT THE ASSESSMENT(S)

Once the RSC has determined an assessment approach, designed accompanying tools, and finalized administrative procedures, the RSC can begin implementation. Implementation should align with the procedures outlined in the previous step, and include appropriate training for all staff and interpreters. Implementation will also consist of data input and analysis. RSCs should ensure that they are inputting data in a consistent manner which also respects data security. Ensuring the integrity of results, as well as the protection of learners, is important. After data has been collected, the next step will be to analyze and report the results, and determine how the information will be used. The implementation of assessments is not static and RSCs may find they need to adjust implementation plans.

Tips for Sharing and Using Information

- Plan to communicate findings to relevant staff within your RSC.
- Ensure that your system for reporting, analyzing, and evaluating results is realistic and relevant to the program's needs and abilities.
- Establish accountability; consider how the assessment will be implemented and how findings will be applied.
- When considering recommendations, consider implementing changes incrementally or one at a time.
- Remain grounded in the benefits and value of using learning assessments to successfully implement CO.

5

EVALUATION

Following the delivery of the assessment, the RSC will need to evaluate results. Evaluation should be completed in alignment with an established timeline and evaluative indicators as outlined under the administrative procedure (Step 3). Remember, the primary goal of your assessment approach is to determine if learners can demonstrate acquisition of the information taught during CO. However, evaluation of findings may reveal additional insights, such as the need to adjust certain CO lessons or the assessment approach. These outcomes, along with other results should be explored further in the next step.

Examples of Evaluative Indicators

#/% of participants that passed the formal assessment

#/% of participants that demonstrated understanding of CO objective and indicators (disaggregate by objectives and indicators)

6

USE THE FINDINGS

After completing the evaluation, the final step is to determine how an RSC will use findings. As noted during the evaluation step, these findings might inform changes to curriculum, development of additional topics or specialized CO sessions, or changes to the assessment approach and/or assessment tools used, along with the administrative system itself. Establishing a clear process for applying findings will assist in demonstrating the value of using learning assessments, as both staff and learners are able to benefit from positive changes implemented from the findings.

ADJUSTMENTS TO CO CURRICULUM

The RSC may wish to make adjustments to the CO curriculum or specific lesson plans, if evaluation results show that some CO topics are better understood than others. If using pre-tests, the RSC may also discover participants consistently have a strong understanding of a certain topic. This could influence how much time is spent on that topic in future CO, allowing more time for other topics. If all learners are experiencing challenges on a particular topic, perhaps the curriculum needs adjustment.

ADJUSTMENTS TO ASSESSMENT APPROACH

The RSC may also discover that results could be impacted by the assessment tool itself. For example, the wording of a question in the formal assessment may be unclear. Therefore, the RSC should be critical when examining results, and be ready to consider that a particular tool may need adjustment, or that a step is missing in the administrative process, which negatively impacts the overall assessment approach.

DESIGNING AND IMPLEMENTING YOUR CO LEARNING ASSESSMENT OVERVIEW

1

Determine Your Assessment Approach

KEY QUESTIONS

- What type of assessments will be used?
- Will pre-testing be used?

2

Develop Your Assessment Tools

KEY QUESTIONS

- Do assessment tools address the CO objectives and indicators?
- Are assessment tools accessible for staff and learners?
- Have time, resources, and the environment been accounted for in the development of your assessment tools?

3

Outline Administrative Procedures

KEY QUESTIONS

- How will assessment tools be delivered?
- Are staff trained and prepared for implementation?
- How will the results be collected and analyzed?

4

Implementation

KEY QUESTIONS

- Does implementation align with administrative procedures?
- Is the assessment tool being implemented consistently?
- Are the data results being entered consistently and in a secure manner?

5

Evaluation

KEY QUESTIONS

- Is the data being analyzed in alignment with the monitoring system?
- What are the results?
- What are questions and recommendations coming out of evaluation?

6

Using the Findings

KEY QUESTIONS

- How can the findings be used to improve outcomes for learners?
- What are other findings that could be considered for implementation?
- If necessary, how will the assessment approach be adjusted? Assessment tool?

DESIGNING YOUR ASSESSMENT APPROACH WORKSHEETS

This toolkit includes worksheets that can be used to think through an assessment approach and inform the development of assessment tools. There are two versions of this worksheet. The first is for RSCs that already have a CO learning assessment approach in place. The second is for RSCs that are starting the process.

WORKSHEET 1 – RSCs WITH EXISTING LEARNING ASSESSMENT APPROACH

1. What assessments are currently in use? Please take a moment to list each assessment (including if pre-testing is being used).

2. Review the objectives and indicators. Do current assessments address all of these?

a. Yes

b. No, but it does address some of them (please list)

c. No, it does not address any of them

3. In reviewing your existing assessment tool(s), what are your concerns? Use the list below as a guide in your considerations.

- a. Assessment tool(s) could address more objectives and indicators
- b. Assessment tool(s) is/are not accessible for all learners
- c. Assessment tool(s) is/are not adapted based on learner needs
- d. Assessment tool(s) is/are not realistic given the environment, time and available resources

4. In administering your assessment tool, have you established and clearly documented an administrative procedure for monitoring and evaluating results? Yes No

5. In reviewing your existing administrative procedures for monitoring and evaluation, how they could be improved? Answer the following questions and use these answers to inform proposed improvements.

- a. Does your administrative procedure ensure proper documentation of learning assessment results?
- b. Does your administrative procedure detail and ensure staff are trained in implementing assessment tool(s)?
- c. Is there a consistent process used to collect and secure data obtained from assessment tool(s)?
- d. Does the administrative procedure outline how results will be analyzed?
- e. Is there a system for evaluating the results for findings and recommendations?
- f. Are findings and recommendations communicated with staff?

6. Have the findings been used to improve CO delivery? If yes, how? Yes No

7. What have been the challenges to using the findings?

8. Based on these responses, what actions can be taken to update the assessment approach, assessment tools and/or administrative procedures for monitoring and evaluation?

WORKSHEET 2 – RSCs WITH NO EXISTING LEARNING ASSESSMENT APPROACH

1. Reflect on the learners in your CO sessions. Write a profile(s) of your learners, taking into account their language, literacy levels, and any other factors that may contribute to their learning.

2. What opportunities currently exist that may be easily utilized in the development and administration of an assessment approach? Think of existing resources, knowledge of staff, etc.

3. What limitations on resources and time (funds, personnel, etc) may impact developing and administering assessments? Be sure to account for preparation, delivering assessments, and collecting/analyzing results.

4. What challenges may exist within the CO classroom or other space in which assessments will be delivered? What is the classroom set-up? Are there safety concerns?

5. Based on the responses above, what type of formal assessment would make the most sense to use in your context? Also consider: Will it be written? Oral? Will it require interpretation? Translation? How much time will it take? Do you want to use pre-testing? If adding pre-tests, consider the challenges as well as the added value.

6. What assessment tools make the most sense to be developed within your context? Will they address all the objectives and indicators? If not, how are you determining what to focus on?

WORKSHEET 3 – ADMINISTERING ASSESSMENTS: QUESTIONS FOR CONSIDERATION

Once you have developed an assessment approach and developed assessment tools, the following is a list of questions that can be used to create a procedure for administering the assessment itself. These questions focus on identifying when and how the assessment(s) will be delivered, how that information will be collected and analyzed, and how findings will be applied and communicated with other staff members.

1. When will the assessment implementation begin? When will the assessment(s) be delivered (how frequently and when during CO)?

2. What resources and materials will be needed?

3. Who will administer the assessments?

4. How will they be trained to deliver the assessment?

5. Who else needs be trained on the assessment administrative process?

6. How will the assessment be presented to participants?

7. How will the assessment be modified for special populations (cognitively disabled, hearing or sight impaired, elderly, clients who are reluctant to participate in CO or in assessment)?

8. How will the assessment be scored?

9. What kind of post-assessment follow-up will be provided to participants (if any)?

10. How will the results of the assessments be documented?

11. How will feedback on administering the assessment be collected (i.e. documenting staff comments on ability to carry out the assessment, questions from interpreters, concerns on logistics)?

12. How will the results of the assessment be collected and managed?

13. How will this data be kept secure and confidential?

14. Who will analyze the data and how often?

15. What are the key aspects to be analyzed (evaluative indicators)?

16. Who will be responsible for reporting on the results once analyzed?

17. How will these results be communicated and to whom?

18. Who will be involved in evaluating the results for recommendations?

19. How and when will the tool be assessed for revision needs?

QUESTION BANK BY TOPIC

The following are potential questions that can be adapted and used as appropriate to meet the objectives and indicators for pre-departure CO. Questions are categorized by topic. Not all indicators are reflected, as certain indicators will need to be contextualized for each RSC.

Please note that there are many types of questions that can be used in assessments. The following questions only represent single-response multiple choice or multiple-response multiple choice. These also do not represent an exhaustive list of question possibilities. RSCs may adapt and use these questions as appropriate, and may opt to use other question types as appropriate for their learners. When writing questions, it is also important to consider how translation or interpretation may influence comprehension of questions by learners.

TRAVEL

Are there restrictions on luggage size?

- a. **Yes**
- b. No

What are you allowed to bring into the U.S. from another country?

- a. Recreational drugs
- b. Herbal medicine
- c. **Prescription medicine**
- d. Raw food
- e. Knife

Who can help you on the flight to the United States?

- a. **A flight attendant**
- b. The RSC

Can you smoke on the plane?

- a. Yes
- b. **No**

Who can pick you up at the airport?

- a. No one
- b. Someone from UNHCR
- c. **Friends**
- d. **Resettlement Agency**
- e. **Family**

What is the promissory note that you have to sign?

- a. **A promise to repay the cost of airfare to the U.S.**
- b. A promise to repay the first month's rent
- c. A promise to obey all of the laws in the U.S.
- d. A promise to always tell the truth

TRAVEL (CONTINUED)

Which of the following is acceptable to do on an airplane?

- a. **Ask the flight attendant a question about your flight**
- b. Shout to your relatives sitting far away from you
- c. Smoke a cigarette
- d. Send young children to go to the bathroom alone

What is in your IOM bag?

- a. **Medical documents**
- b. **Plane tickets**
- c. **Boarding letter**
- d. Apartment address
- e. U.S. passport

Can you pack your IOM bag in your checked luggage?

- a. Yes
- b. **No**

Is your travel to the United States free?

- a. Yes
- b. **No**

How much time do you have to repay your travel loan?

- a. 1 month
- b. 6 months
- c. **3 years**
- d. 5 years

ROLE OF THE LOCAL RESETTLEMENT AGENCY

What is the main purpose of the Resettlement Agency?

- a. **To connect you to other services that you need to start your life**
- b. To give you a job
- c. To pay your expenses as long as you need them to
- d. To provide immediate help any time you need it
- e. **To help you with basic expenses and the things you need for at least 30 days**

Who will be your most accurate source of information regarding resettlement in the first several months in the United States?

- a. Friends and family who are already in the U.S.
- b. An American friend or neighbor
- c. **Your Resettlement Agency case manager**
- d. What you see on television

Which material goods will you receive when you arrive to the United States?

- a. **Housing**
- b. **Furniture**
- c. **Food**
- d. A job
- e. A car

ROLE OF THE LOCAL RESETTLEMENT AGENCY (CONTINUED)

Do all refugees receive the same services?

- a. Yes
- b. No**

The Resettlement Agency must provide you with new furniture.

- a. True
- b. False**

The Resettlement Agency must find a job for you.

- a. True
- b. False**

How long will you receive initial resettlement services?

- a. 10-20 days
- b. 30-90 days**
- c. 1 year
- d. As long as I need them

If you choose to move to a new community, your Resettlement Agency is required to help you move and to connect you with services in the new community.

- a. True
- b. False**

How can you be successful when you arrive in the United States?

- a. Look for a job**
- b. Have a good attitude**
- c. Don't communicate
- d. Miss appointments
- e. Be on time**



HOUSING

When you arrive in the United States, will housing be provided?

- a. Yes**
- b. No

What kind of housing will be arranged for you in the United States?

- a. Safe**
- b. Clean**
- c. Large
- d. Government-owned

Which household items will be provided?

- a. Mattress**
- b. Car
- c. Linens**
- d. Dishes**
- e. Television
- f. Toilet paper**

HOUSING (CONTINUED)

Does housing cost the same everywhere in the United States?

- a. Yes
- b. No**

Which of the following is true about landlords?

- a. Your landlord will spy on you if he or she has a key
- b. Your landlord can increase the rent at anytime
- c. Any damage to the home is the responsibility of the landlord
- d. Your landlord is required to pay you back if you hire someone to fix something in your home
- e. Your landlord must give you notice before asking you to move out of your home**

Which of the following actions could bring insects or mice into your home?

- a. Leaving food uncovered and out on the counter**
- b. Putting food in the refrigerator
- c. Leaving kitchen trash in the trash can for many days**

What are your responsibilities as a tenant?

- a. Make a lot of noise
- b. Have a messy yard
- c. Pay rent on time**
- d. Take out trash**
- e. Keep your home clean**
- f. Respect public areas**

What number do you call in case of a life-threatening emergency?

- a. The number for your Resettlement Agency
- b. 911**

You must sign a lease to rent a house or apartment.

- a. True**
- b. False

HEALTH

What will be your first contact with the United States healthcare system?

- a. Seeing many different doctors
- b. Initial health screening**
- c. I won't have to go to the doctor
- d. The Resettlement Agency

In the United States, you may receive additional necessary immunizations.

- a. True**
- b. False

The Resettlement Agency will assist in arranging your initial health screening.

- a. True**
- b. False

HEALTH (CONTINUED)

Healthcare is the same everywhere in the United States.

- a. True
- b. False**

How will you cover your medical costs?

- a. You must use your savings to pay for medical costs
- b. First eight months you will receive health insurance through the government**
- c. You may obtain health insurance through an employer**
- d. If you are 65 or older, the United States will provide health insurance**

A person should go to the emergency room (ER) only when experiencing serious health problems.

- a. True**
- b. False

Which type of people are likely to receive long-term, free healthcare from the government in the United States?

- a. People aged 65 or older**
- b. Adult refugees
- c. Children under 18
- d. Pregnant women

What can you do to practice proper personal hygiene?

- a. Brush your teeth twice a day**
- b. Use deodorant**
- c. Wash clothes frequently**
- d. Don't shower or bathe

How can having proper hygiene help you?

- a. Get and keep a job**
- b. Keep your body healthy**
- c. Assist with your mental health**
- d. Find a good doctor

Maintaining proper personal hygiene can help you get and keep a job.

- a. True**
- b. False



CULTURAL ADJUSTMENT

Adjusting fully to your new community can take 2 to 5 years.

- a. True**
- b. False

How can you cope with stress and culture shock?

- a. Share a meal with friends**
- b. Connect with your religious community**
- c. Listen to music that you enjoy**
- d. Shut yourself in your house for three days

CULTURAL ADJUSTMENT (CONTINUED)

Open and honest communication among family members will help make the adjustment process easier.

- a. True
- b. False

If you are experiencing culture shock, how might you feel?

- a. Angry
- b. Sad
- c. Happy
- d. Uninterested in eating

Who may experience a change in family roles in the United States?

- a. No one
- b. Men and women
- c. Teenagers
- d. Elderly individuals

Which statement about life in the United States 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

Which statement about life in the United States is correct?

- a. You should forget all of your traditions because they are not important anymore
- b. You should keep your traditions and also learn about the traditions of other Americans
- c. You should keep your traditions and not pay attention to American traditions
- d. You should keep your traditions but not teach them to your children

Maria, her husband, and her three young children have just resettled in the United States. Which one of the following should Maria expect?

- a. Maria's husband will work while she stays home with the children
- b. Maria and her husband will agree about following American customs
- c. Maria's children will learn English faster than she does
- d. Maria will not need to learn English

Which method of discipline is usually considered illegal in the U.S.?

- a. Hitting your child with a stick
- b. Giving your child chores to do
- c. Taking away a favorite toy
- d. Not allowing your child to go to a friend's house



RIGHTS & RESPONSIBILITIES

In the United States, what is something that only U.S. citizens have the right to do?

- a. Vote in elections**
- b. Own a business
- c. Drive a car
- d. Buy a home

Which of the following is legal in the U.S.?

- a. Beating your wife or child
- b. Speaking a language other than English in public**
- c. Fighting in public
- d. Urinating in public
- e. Drinking alcohol under the age of 21

What might happen if a refugee breaks the law in the U.S.?

- a. He or she may have to go to school to learn about American laws
- b. He or she may be forgiven, because he or she didn't know the law
- c. He or she may have to bribe the police
- d. He or she may go to jail**

The U.S. has laws that regulate which area of daily life?

- 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

It has been 2 months since Abi arrived in the United States and he still does not have a job. His uncle is working in another state and says there are many jobs available there. Abi is thinking about moving to his uncle's state to find a job. What should Abi do?

- a. He should move to his uncle's state as quickly as possible without discussing it with anyone
- b. He should ask his friends if they think he should move
- c. He should discuss his options with Resettlement Agency staff**
- d. He should not move to his uncle's state

What economic rights do you have as a refugee in the United States?

- a. Obtain a passport
- b. Seek employment**
- c. Access public assistance**
- d. Vote
- e. Join the military

Will you have the right to work in the United States?

- a. Yes**
- b. No

When should you apply for permanent residence?

- a. As soon as I arrive
- b. 6 months after arrival
- c. 1 year after arrival**
- d. 5 years after arrival

EMPLOYMENT

What is the fastest way to self-sufficiency?

- a. Buy a car
- b. Go to school
- c. Get a job**
- d. Buy a computer

After you arrive in the United States, when should you start looking for a job?

- a. You should start as soon as possible**
- b. You should wait until you know English
- c. You should wait until your cash assistance is finished
- d. You do not need to look for a job for yourself, someone will find one for you

The government or your Resettlement Agency must find a job for you.

- a. True
- b. False**

Learning English can help you find a job and increase your job opportunities.

- a. True**
- b. False

Which of the following is a true statement about employment in the United States?

- a. You will probably not have to work for your first year in the United States
- b. You will have little trouble finding a job in the same career you had at home
- c. Your Resettlement Agency will find a well-paying job for you
- d. You will probably have to start at a low-paying, entry-level job**

Why should you prioritize getting a job?

- a. To pay for basic needs**
- b. To save money**
- c. Assistance is limited**
- d. To stay in the United States
- e. To support self and family**
- f. To become a citizen

Where can you find out about job openings?

- a. Friends**
- b. At the movies
- c. Help wanted signs**
- d. Newspapers and online**
- e. Sitting at home

Which of the following is a responsibility that you have in the workplace?

- a. To be on time**
- b. To work extra without being paid
- c. To speak only English
- d. To do favors for your supervisor



EDUCATION

How can you learn English?

- a. Avoid speaking to other English speakers
- b. Attend English language class**
- c. Watch English movies and television shows**
- d. Practice speaking English with others**
- e. Listen to the radio or podcasts**

Public school is free for children in the United States.

- a. True**
- b. False

Your friend feels shy about going to her child's school for parent-teacher meetings because she doesn't speak English. Should she go to the meeting anyway?

- a. No, she should learn English before meeting her child's teachers.
- b. Yes, she does not have to know how to speak English, and she has the right to an interpreter.**

Americans believe that you can only learn when you are young.

- a. True
- b. False**

Attending higher education institutions (like university) is free for all adults.

- a. True
- b. False**

Which of the following is true about education in the United States?

- a. It will be paid for by the government for adult refugees
- b. It is free for refugees up to 18 years old attending public school**
- c. It is optional for children
- d. It is more important for boys than for girls

What are parents expected to do for their children in school?

- a. See that their children get to school on time**
- b. See that their children do their homework**
- c. Pay for their children's school books
- d. Attend school meetings**



SAMPLE ASSESSMENTS

This toolkit includes assessments that can be used to measure learning during Cultural Orientation. While assessments have been presented as separate stand-alone formal assessments, any of these assessments could be used in combination with each other and adapted as informal assessments. The key consideration is that it is accessible to all learners, and is implemented in a consistent way for RSCs to examine learning of participants during pre-departure CO.

SAMPLE FORMAL ASSESSMENT 1 – COMPLEX CLOSED QUESTIONS

KEY CONSIDERATIONS

- The following assessment will work better with high-literacy participants who have experience with formal testing. However, it can be adapted for other groups.
- The questions can be reduced, increased, or modified based on population, time, and resources.
- This assessment could be used in a pre- and post-test format.

INSTRUCTIONS

Literate participants: Read each question and select the correct answer or answers.

Low-literacy participants: Listen to each question and the possible answer choices. Then select the correct answer or answers.

Illiterate participants: Listen to each question and the possible answer choices. Put your heads down, or close your eyes, and when you hear the correct answer or answers, raise your hand.

QUESTIONS

Travel

Are there restrictions on luggage size? Select one.

- a. Yes**
- b. No

What are you allowed to bring into the U.S. from another country? Select one.

- a. Recreational drugs
- b. Herbal medicine
- c. Prescription medicine**
- d. Raw food
- e. Knife

What is the promissory note that you have to sign? Select one.

- a. A promise to repay the cost of airfare to the U.S.**
- b. A promise to repay the first month's rent
- c. A promise to obey all of the laws in the U.S.
- d. A promise to always tell the truth

Which of the following is acceptable to do on an airplane? Select one.

- a. Ask the flight attendant a question about your flight**
- b. Shout to your relatives sitting far away from you
- c. Smoke a cigarette
- d. Send young children to go to the bathroom alone

Travel (continued)

What is the promissory note that you have to sign? Select one.

- a. A promise to repay the cost of airfare to the U.S.**
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Which of the following is acceptable to do on an airplane? Select one.

- a. Ask the flight attendant a question about your flight**
- b. Shout to your relatives sitting far away from you
- c. Smoke a cigarette
- d. Send young children to go to the bathroom alone

What is in your IOM bag? Select all that apply.

- a. Medical documents**
- b. Plane tickets**
- c. Boarding letter**
- d. Apartment address
- e. U.S. passport

Role of the Resettlement Agency

What is the main purpose of the Resettlement Agency? Select all that apply.

- a. To connect you to other services that you need to start your life**
- b. To give you a job
- c. To pay your expenses as long as you need them to
- d. To provide immediate help any time you need it
- e. To help you with basic expenses and the things you need for at least 30 days**

Which services will you receive when you arrive to the United States? Select all that apply.

- a. Housing**
- b. Furniture**
- c. Food**
- d. A job
- e. A car

Do all refugees receive the same services? Select one.

- a. Yes
- b. No**

How long will you receive initial resettlement services? Select one.

- a. 10-20 days
- b. 30-90 days**
- c. 1 year
- d. As long as I need them

Role of Resettlement Agency (continued)

How can you be successful when you arrive in the United States? Select all that apply.

- a. Look for a job**
- b. Have a good attitude**
- c. Don't communicate
- d. Miss appointments
- e. Be on time**

Housing

When you arrive in the United States, will housing be provided? Select one.

- a. Yes**
- b. No

Does housing cost the same everywhere in the United States? Select one.

- a. Yes
- b. No**

What should you do if strangers come to your door? Select all that apply.

- a. Open the door and let them in
- b. Ask them who they are and what they want, if you speak some English**
- c. Do not let them in if they make you feel uncomfortable**

What number do you call in case of a life-threatening emergency? Select one.

- a. The number for your Resettlement Agency
- b. 911**

You must sign a lease to rent a house or apartment. Select one.

- a. True**
- b. False

Health

What will be your first contact with the United States healthcare system? Select one.

- a. Seeing many different doctors
- b. Initial health screening**
- c. I won't have to go to the doctor
- d. The Resettlement Agency

Healthcare is the same everywhere in the United States. Select one.

- a. True
- b. False**

How will you cover your medical costs? Select all that apply.

- a. You must use your savings to pay for medical costs
- b. First eight months you will receive health insurance through the government**
- c. You may obtain health insurance through an employer**
- d. If you are 65 or older, the United States will provide health insurance**

Health (continued)

A person should go to the emergency room (ER) only when experiencing serious health problems. Select one.

- a. True
- b. False

How can having proper hygiene help you? Select all that apply.

- a. **Get and keep a job**
- b. **Keep your body healthy**
- c. **Assist with your mental health**
- d. Find a good doctor

Cultural Adjustment

How can you cope with stress and culture shock? Select all that apply.

- a. **Share a meal with friends**
- b. **Connect with your religious community**
- c. **Listen to music that you enjoy**
- d. Shut yourself in your house for three days

Which statement about life in the United States is correct? Select one.

- 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**

Which statement about life in the United States is correct? Select one.

- a. You should forget all of your traditions because they are not important anymore
- b. **You should keep your traditions and also learn about the traditions of other Americans**
- c. You should keep your traditions and not pay attention to American traditions
- d. You should keep your traditions but not teach them to your children

Maria, her husband, and her three young children have just resettled in the United States. Which one of the following should Maria expect? Select one.

- a. Maria's husband will work while she stays home with the children
- b. Maria and her husband will agree about following American customs
- c. **Maria's children will learn English faster than she does**
- d. Maria will not need to learn English

Which method of discipline is usually considered illegal in the U.S.? Select one.

- a. **Hitting your child with a stick**
- b. Giving your child chores to do
- c. Taking away a favorite toy
- d. Not allowing your child to go to a friend's house

Rights & Responsibilities

Which of the following is legal in the U.S.? Select one.

- a. Beating your wife or child
- b. Leaving children under the age of 6 alone
- c. **Speaking a language other than English in public**
- d. Fighting in public
- e. Urinating in public
- f. Drinking alcohol under the age of 21

Rights & Responsibilities (continued)

What might happen if a refugee breaks the law in the U.S.? Select one.

- a. He or she may have to go to school to learn about American laws
- b. He or she may be forgiven, because they didn't know the law
- c. He or she may have to bribe the police
- d. He or she may go to jail**

The U.S. has laws that regulate which area of daily life? Select one.

- 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

It has been two months since Abi arrived in the United States and he still does not have a job. His uncle is working in another state and says there are many jobs available there. Abi is thinking about moving to his uncle's state to find a job. What should Abi do? Select one.

- a. He should move to his uncle's state as quickly as possible without discussing it with anyone
- b. He should ask his friends if they think he should move
- c. He should discuss his options with Resettlement Agency staff**
- d. He should not move to his uncle's state

What economic rights do you have as a refugee in the United States? Select all that apply.

- a. Obtain a passport
- b. Seek employment**
- c. Access public assistance**
- d. Vote
- e. Join the military

Employment

After you arrive in the United States, when should you start looking for a job? Select one.

- a. You should start as soon as possible**
- b. You should wait until you know English
- c. You should wait until your cash assistance is finished
- d. You do not need to look for a job for yourself, someone will find one for you

Which of the following is a true statement about employment in the United States? Select one.

- a. You will probably not have to work for your first year in the United States
- b. You will have little trouble finding a job in the same career you had at home
- c. Your Resettlement Agency will find a well-paying job for you
- d. You will probably have to start at a low-paying, entry-level job**

Why should you prioritize getting a job? Select all that apply.

- a. To pay for basic needs**
- b. To save money**
- c. Assistance is limited**
- d. To stay in the United States
- e. To support self and family
- f. To become a citizen

Employment (continued)

Where can you find out about job openings? Select all that apply.

- a. **Friends**
- b. At the movies
- c. **Help wanted signs**
- d. **Newspapers and online**
- e. Sitting at home

Which of the following can an employer do? Select one.

- a. An employer can pay a refugee less than other Americans
- b. An employer can refuse to hire someone who is a refugee
- c. An employer can fire someone for reporting discrimination in the workplace
- d. **An employer can expect you to work with employees of the opposite sex**

Education

How can you learn English? Select all that apply.

- a. Avoid speaking to other English speakers
- b. **Attend English language class**
- c. **Watch English movies and television shows**
- d. **Practice speaking English with others**
- e. **Listen to the radio or podcasts**

Your friend feels shy about going to her child's school for parent-teacher meetings because she doesn't speak English. Should she go to the meeting anyway? Select one.

- a. No, she should learn English before meeting her child's teachers
- b. **Yes, she does not have to know how to speak English, and she has the right to an interpreter**

Attending higher education institutions (like university) is free for all adults. Select one.

- a. True
- b. **False**

Which of the following is true about education in the United States? Select one.

- a. It will be paid for by the government for adult refugees
- b. **It is free for refugees up to 18 years old attending public school**
- c. It is optional for children
- d. It is more important for boys than for girls

What are parents expected to do for their children in school? Select all that apply.

- a. **See that their children get to school on time**
- b. **See that their children do their homework**
- c. Pay for their children's school books
- d. **Attend school meetings**

SAMPLE FORMAL ASSESSMENT 2 – SIMPLE CLOSED QUESTIONS

KEY CONSIDERATIONS

- The following assessment could be adapted for low literacy participants and those with less experience with testing. The questions can be reduced, increased, or modified based on population, time, and resources. This assessment could be used in a pre- and post-test format. Due to its simplicity, it could be beneficial to review responses with participants and use follow-up questions as appropriate to assess deeper comprehension of key messages within CO topics.

INSTRUCTIONS

Literate participants: Read each question and circle ✓ if the answer is yes, or **X** if the answer is no.

Low-literacy participants: Listen to each question and circle ✓ if the answer is yes, or **X** if the answer is no.

Illiterate participants: Ask participants to close their eyes or put their heads down. Ask them to listen to the question. If the answer is yes, they can raise their hands. If the answer is no, they do not raise their hands.

QUESTIONS

Travel

	YES	NO
Are there restrictions on luggage size?	✓	X
Can you bring prescription medicine on the airplane?	✓	X
Can a flight attendant help you on the flight to the United States?	✓	X
Can you smoke on the plane?	✓	X
Can you pack your IOM bag in your checked luggage?	✓	X
Is your travel to the United States free?	✓	X

Role of the Resettlement Agency

Do all refugees receive the same services?	✓	X
Is the Resettlement Agency required to find a job for you?	✓	X
Is your case manager the most accurate source of information during your first several months in the United States?	✓	X
Will your resettlement services be available for as long as you need them?	✓	X
Are you responsible for your success in the United States?	✓	X

	YES	NO
Housing		
When you arrive in the United States, will housing be provided?	✓	X
Will your first house be large and government-owned?	✓	X
Does housing cost the same everywhere in the United States?	✓	X
Is your Resettlement Agency required to provide you with new furniture?	✓	X
Are you required to sign a lease to rent a house or apartment?	✓	X
Should you let strangers into your house?	✓	X
Will you call 911 in case of a life-threatening emergency?	✓	X
Health		
Will you receive an initial health screening and necessary immunizations in the United States?	✓	X
Will the Resettlement Agency assist in arranging your initial health screening?	✓	X
Is the healthcare system the same everywhere in the United States?	✓	X
Does proper hygiene help you to get a job?	✓	X
Cultural Adjustment		
Will you adjust to your new community in six months?	✓	X
Will you experience culture shock?	✓	X
Can speaking with friends help with stress and culture shock?	✓	X
Will everyone in your family experience change in the United States?	✓	X
Can you keep your traditions in the United States?	✓	X
Should you learn about American traditions to help with adjustment?	✓	X
Rights & Responsibilities		
Can you vote as a refugee?	✓	X
Will you have the right to work in the United States?	✓	X
Can you access public assistance as a refugee?	✓	X
Can you go to jail for breaking the law, even if you didn't know the law?	✓	X
Can you leave children under age of 6 home alone?	✓	X
Can you hit family members?	✓	X

Employment

	YES	NO
Is getting a job the fastest way to self-sufficiency?	✓	X
Should you wait to look for a job in the United States?	✓	X
Will learning English increase your job opportunities?	✓	X
Do you need to be on time to work?	✓	X
Can an employer refuse to hire you because you are a refugee?	✓	X
Do you have to work with employees of the opposite sex?	✓	X

Education

Do you need to learn English?	✓	X
Is public school free for children in the United States?	✓	X
Is higher education for adults free?	✓	X
Are you expected to be involved your child's education?	✓	X
If you don't speak English, do you need to meet with your child's teachers?	✓	X

SAMPLE FORMAL ASSESSMENT 3 – OPEN QUESTIONS

KEY CONSIDERATIONS

- The following assessment is an open question assessment, which could be adapted across literacy groups (administered as a written or oral assessment).
- This type of assessment can be more time-consuming to design, complete, grade, and input data.
- The questions provided can be reduced, increased, or modified based on population, time, and resources.
- Neither the answers nor a scoring guide for these questions have been provided. If using this assessment, each question will need a set of possible answers and a scoring range that awards credit accordingly.
- In some cases, if administering this test orally, follow-up questions can prompt learners if their answer is incomplete. However, testers should use prompt questions consistently and avoid prompts that lead the learner.
- This assessment could be useful as a follow-up tool using a sample of refugees, particularly if a better understanding of the results of closed-question assessment results is desired.

INSTRUCTIONS

Provide participants with the questions and ask them to respond either in writing or orally. Document responses if they are being provided orally.

QUESTIONS

Travel

1. What are the steps you will need to take to prepare for travel?
2. What can you bring on the airplane?
3. Where should you keep your IOM bag?
4. How will you pay for your travel to the United States?

Role of the Resettlement Agency

1. What is a Resettlement Agency?
2. How will the Resettlement Agency assist you?
3. How long will you receive initial assistance from the Resettlement Agency when you arrive to the United States?
4. How can you be responsible for your own success in the United States?

Housing

1. Who will arrange your housing in the United States?
2. What will your housing be like in the United States?
3. How can you be safe in the United States?
4. What document will you sign for your housing in the United States?

Health

1. What will be one of your first appointments for your health?
2. How will you cover your short-term medical costs?
3. How will you cover your long-term medical costs?
4. How can you practice proper hygiene?

Cultural Adjustment

1. What are some cultural differences between your culture and the United States?
2. How may you feel during the first several months to a year after arriving to the United States?
3. How can you manage stress in the United States?
4. Who can help you with your cultural adjustment?

Rights & Responsibilities

1. What are some the laws in the United States that you must follow?
2. What could happen if you break the law in the United States?
3. What are your rights as a refugee?
4. What are your responsibilities as a refugee?

Employment

1. Who will help you find a job in the United States?
2. Why is employment essential to your success in the United States?
3. What are some things you can do to find a job?
4. How would you respond if an employer refused to hire you because you are a refugee?

Education

1. What is the education system like in the United States? (for you or your children)
2. How can you be involved in your child's education?

SAMPLE FORMAL ASSESSMENT 4 – VISUALLY-BASED QUESTIONS

KEY CONSIDERATIONS

- The following assessment allows participants to use photos to respond to questions.
- This type of assessment can be more time-consuming to design, complete, grade, and input data.
- Because of the resources, this assessment may be best in a one-on-one setting, although it could also be adapted and used as an informal assessment with pair or group work.
- The questions can be reduced, increased, or modified based on population, time, and resources.
- This assessment could work with low-literacy and illiterate participants.
- Neither the answers nor a scoring guide for these questions have been provided. If using this assessment, each question will need a set of possible answers and a scoring range that awards credit accordingly.

INSTRUCTIONS

Provide participants with the images and the prompt question. Check and record responses.

QUESTIONS

Travel

1. Look at the images and identify the order for preparing for travel to the United States.
2. Look at the images and identify what you can NOT take on a plane.
3. Look at the images and identify what you should pack in your carry-on bag.

Role of the Resettlement Agency

1. Look at the images and identify what the Resettlement Agency will provide.
2. Look at the images and identify what the Resettlement Agency will not provide.
3. Look at the images and identify what will help you work with your Resettlement Agency.

Housing

1. Look at the images and identify housing you will NOT receive in the United States.
2. Look at the images and identify those that show basic safety considerations.
3. Look at the images and identify your rights and responsibilities.

Health

1. Look at the images and identify the order of healthcare treatment a refugee can receive upon arrival.
2. Look at the images and identify proper hygiene.

Cultural Adjustment

1. Look at the images and identify the possible order of cultural adjustment phases when you arrive in the United States.
2. Look at the images and identify some possible positive strategies for managing stress.

Rights & Responsibilities

1. Look at the images and identify those that are illegal in the United States
2. Look at the images and identify your rights as a refugee.
3. Look at the images and identify your financial obligations in the United States.

Employment

1. Look at the images and identify the order of the steps to take to find employment.
2. Look at the images and identify those that show potential benefits of having a job.
3. Look at the images and identify appropriate behavior for the workplace.

Education

1. Look at the images and identify the ways you can support your child's education.
2. Look at the images and identify who must access education in the United States for free.
3. Look at the images and identify who can access education in the United States.

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