



SIFE Oral Interview

Questionnaire

Instructions and Guidance



Table of Contents

Purpose.....	1
Guiding Principles for SIFE Identification.....	1
Procedures for Administering the Questionnaire: Qualified Personnel.....	2
Procedures for Administering the SIFE Questionnaire: Protocols.....	2
Instructions for Personal and Language Information.....	3
Instructions for Warmup Questions.....	3
Instructions for Benchmark 1: Family and Home Background.....	3

Purpose

The SIFE Oral Interview Questionnaire is a tool designed to help identify those students who are potentially students with Interrupted/Inconsistent Formal Education (SIFE) and provide them with appropriate services and interventions. Appropriate personnel must ensure that the identification processes of these students include the following steps in this order:

1. Administer the Home Language Questionnaire (HLQ)
2. Conduct an interview in English and in the home language with the student and the parent/guardian
3. Review student work samples, school records, and prior assessments
4. Secure results of the New York State Identification Test for English Language Learners (NYSITELL)
5. Administer the SIFE Oral Interview Questionnaire
6. Administer the (SIFE Instrument)

Guiding Principles for SIFE Identification

1. Identify SIFE in a timely manner. The process of identification and placement of ELLs including SIFE students must be completed by the school district.
2. Collect and disaggregate data including:
 - x Age upon arrival
 - x Mobility
 - x Years of schooling at time of entry
 - x Type and scope of content learned in native country and in the USA
3. Carefully document the Identification process.
NOTE: Each school district shall maintain all documents related to the initial identification and any subsequent review process, including the Home Language Questionnaire, English language proficiency identification assessment results, and any other records generated as part of the identification process and review process as defined in paragraphs (a) and (b) of this section. Such information shall be maintained in a secure and confidential manner.
4. Placement: Bilingual Education/English as a New Language

Procedures for Administering the Questionnaire : Qualified Personnel

The interview should take about 20 minutes and should be administered by qualified personnel and be necessary

A Bilingual Education or English to Speakers of Other Languages (ESOL) teacher

- f* is certified in New York State under CR Part 80,
- f* is fluent in the home language of the student and parent or person in parental relation, or
- f* uses a qualified interpreter/translator of the language or mode of communication the student or parent or person in parental relation best understands,

A teacher who:

- f* is certified in New York State under CR Part 80
- f* has been trained in cultural competency, language development, and the needs of English Language Learners, and
- f* is proficient in the home language of the student or parent or person in parental relation, or
- f* uses a qualified interpreter/translator of the language or mode of communication the student or parent or person in parental relation best understands.

Procedures for Administering the SIFE Questionnaire: Protocols

1. The interview must be conducted in a quiet, distraction-free environment. Ensure a welcoming environment, as students are unfamiliar with being in school and the array of expectations of a school environment. A parent or guardian should be present if possible, but it is not required. Students should answer all questions without assistance from a parent or guardian, but parents can provide clarification as necessary.
2. Questions should be read aloud to the student and may be repeated.

Instructions for Personal and Language Information

The purpose of this section is to confirm and supplement information supplied on other documents and to provide basic information needed for placement and programming. In addition, the interviewer can determine if the student is bilingual or multilingual. For verification, it is important to match the responses to school records and other documents that are available.

If the student indicates that he or she is multilingual, follow-up questions should determine which language is spoken at home. If necessary, determine if the primary language is a regional dialect. If the student is unable to answer a given question, a parent or guardian, if present, may assist.

Instructions for Warm-up Questions

The purpose of this section is to prepare the student for the interview format and to determine his or her ability to respond to conversational prompts. Answers provided may reveal outside interests and abilities and/or may spotlight social, emotional, or economic challenges and signal the need for possible support services.

Alternative or follow-up questions:

Do you play sports? If so, tell me something about the sports you play.

Do you work when not in school? If so, describe your work.

What do you like about living in New York/your community?

Instructions for Benchmark 1: Family and Home Background

This section will help establish the degree to which the student has competing familial and work obligations and help establish the degree to which family and extended family members support and/or are involved with the student.

Any unfamiliar terms or terms may be substituted, if necessary.

Keep in mind the following factors and expectations of schooling:

