

Bilingual Outcomes Family Interview

Child's name/Nombre del niño: _____ DOB/ Fecha de nacimiento: _____

Date of interview/Fecha de entrevista: _____ Age of child/Edad del niño: 4 5 6 7 8 9 10 11 years

Name of informant/Nombre del entrevistado: _____ Relationship to child/Parentezco al niño: _____

School/Escuela _____ Teacher/Maestro(a) _____

Grade/Grado académico: pk k 1 2 3 4 5

Lunch Program/Programa del almuerzo: Free/Gratis, Reduced/Reducido, Regular/Regular

Occupation/Empleo: Mother _____ Father _____

Education/Educación Mother _____ Father _____

We would like you to rate how well your child uses his or her languages. Rate the child's proficiency in each language using the following scales.

Nos gustaría que usted indique que bien usa su niño(a) el inglés y el español. Clasifique la habilidad del niño(a) en los dos idiomas usando las escalas siguientes.

Vocabulary Proficiency refers to how often the child uses home vocabulary (e.g., food or clothing names) and academic vocabulary (e.g., science terms) in each language.

Habilidad del Vocabulario se refiere a la frecuencia con que el niño usa vocabulario del hogar (e.g. nombres de comidas o ropa) y vocabulario académico (e.g. términos/palabras de la ciencia) en cada idioma.

Put a check mark in the appropriate level for each language.

	How much English vocabulary does your child use from the words she/he learns at home (e.g., food, clothing) or school (e.g., science terms)? Del vocabulario que aprende en la escuela (e.g. palabras de la ciencia) y en el hogar (nombres de comidas o ropa), que tantas palabras usa su niño en inglés?	How much Spanish vocabulary does your child use from the words she/he learns at home (e.g., food, clothing) or school (e.g., science terms)? Del vocabulario que aprende en la escuela (e.g. palabras de la ciencia) y en el hogar (nombres de comidas o ropa), que tantas palabras usa su niño en español?
0.	Does not speak in the indicated language.	Does not speak in the indicated language.
1.	A few words/ pocas palabras	A few words/ pocas palabras
2.	A limited range of words/ poca variedad de palabras	A limited range of words/ poca variedad de palabras
3.	Some words / algunas palabras	Some words / algunas palabras
4.	Many words/ Muchas palabras	Many words/ Muchas palabras
5.	Extensive vocabulary/ vocabulario amplio	Extensive vocabulary/ vocabulario amplio
	DK- Do not know	DK- Do not know

Speech Proficiency refers to how easily the child can be understood in each language.

Habilidad del Habla se refiere a la facilidad con que su niño puede ser entendido en cada idioma.

Check the indicated for each language in the table below.

	<p>How often can you understand your child's speech in English? Difficulties in this area might be noted when a child mispronounces a sound such a /r/ or /s/, a cluster of sounds (e.g., /sk/) or omits part of a word (e.g., says "evator" for "elevator" or "maposa" for "mariposa")</p> <p>Con qué frecuencia puede ud. entender el habla de su niño(a) en inglés? Las dificultades en esta area se pueden notar cuando el niño no pronuncia los sonidos como /r/ o /s/, un grupo de sonidos (e.g. /sk/) o omite la parte de una palabra (e.g. dice "evator" para "elevator" o "maposa" para "mariposa").</p>	<p>How often can you understand your child's speech in Spanish? Difficulties in this area might be noted when a child mispronounces a sound such a /r/ or /s/, a cluster of sounds (e.g., /sk/) or omits part of a word (e.g., says "evator" for "elevator" or "maposa" for "mariposa").</p> <p>Con qué frecuencia puede ud. entender el habla de su niño(a) en español? Las dificultades en esta area se pueden notar cuando el niño no pronuncia los sonidos como /r/ o /s/, un grupo de sonidos (e.g. /sk/) o omite la parte de una palabra (e.g. dice "evador" para "elevator" o "maposa" para "mariposa").</p>
0-	Does not speak in the indicated language.	Does not speak in the indicated language.
1-	Never/Nunca	Never/Nunca
2-	Rarely/Rara la vez	Rarely/Rara la vez
3-	Sometimes/A veces	Sometimes/A veces
4-	Very often/Casi siempre	Very often/Casi siempre
5-	Always/Siempre	Always/Siempre
	DK- Do not know	DK- Do not know

Sentence Production Proficiency refers to the usual length of the child's sentences when he or she is conversing, responding in class, or telling a story.

Habilidad de la Producción de Oraciones se refiere a que tan largas son las oraciones del niño(a) cuando el/ella está conversando, respondiendo en clase, o contando un cuento.

Put a check mark in the level for each language.

	<p>How long are your child's sentences in English typically? (Remember that children commonly use sentences of a certain length but regularly use sentences that are shorter when they are answering a question such as "Would you like a cookie?" or longer than the usual length)</p> <p>Qué tan largas son las oraciones de su niño en inglés típicamente? (Recuerde que los niños usan oraciones cortas o largas. Usan oraciones cortas cuando están contestando una pregunta por ejemplo, "Would you like a cookie?")</p>	<p>How long are your child's sentences in Spanish typically? (Remember that children commonly use sentences of a certain length but regularly use sentences that are shorter when they are answering a question such as "Would you like a cookie?" or longer than the usual length.)</p> <p>Qué tan largas son las oraciones de su niño en español típicamente? (Recuerde que los niños usan oraciones cortas o largas. Usan oraciones cortas cuando están contestando una pregunta por ejemplo, "Quieres una galleta?")</p>
0-	Does not speak in the indicated language.	Does not speak in the indicated language.
1-	1-2 words/palabras	1-2 words/palabras
2-	2-3 words/palabras	2-3 words/palabras
3-	3-4 words/palabras	3-4 words/palabras
4-	4-5 words/palabras	4-5 words/palabras
5-	5 or more words/5 o más palabras	5 or more words/5 o más palabras
	DK- Do not know	DK- Do not know

Grammatical proficiency refers to the grammatical acceptability.

Habilidad Gramatical se refiere a la frecuencia del uso de oraciones correctas.

Put a check mark in the level for each language.

	<p>How often does your child produce well formed sentences in English when conversing or telling stories? Some forms that may be difficult in English are past tense forms (e.g., <u>walked</u>) or present tense forms (e.g., <u>walks</u>). Con qué frecuencia produce su niño oraciones bien formadas en inglés cuando está conversado o contando cuentos. Algunos formas que pueden ser difícil en inglés son el tiempo pasado (e.g. walked) o el presente. (e.g. walks)</p>	<p>How often does your child produce well formed sentences in Spanish when conversing or telling stories? In Spanish, children might have trouble with articles (<u>el</u> naranja instead of <u>la</u> naranja) or pronouns such as (<u>lo</u> comió (referring to the orange) instead of <u>la</u> comió). Con qué frecuencia produce su niño oraciones bien formadas en español cuando está conversado o contando cuentos. En español, los niños pueden tener dificultad con los artículos (“el naranja” en vez de “la naranja”) o pronombres (por ejemplo, “lo comió” en vez de “la comió”).</p>
0-	Does not speak in the indicated language.	Does not speak in the indicated language.
1-	Never/Nunca	Never/Nunca
2-	Rarely/Rara la vez	Rarely/Rara la vez
3-	Sometimes/A veces	Sometimes/A veces
4-	Very often/ Casi siempre	Very often/ Casi siempre
5-	Always/Siempre	Always/Siempre
	DK- Do not know	DK- Do not know

Comprehension Proficiency refers to how easily the child understands each language.

Habilidad de la Comprensión se refiere a la facilidad con que su niño entiende cada idioma.

Put a check mark in the level for each language.

	<p>How often does your child understand what is said in English? Difficulties in this area might be noted when she/he frequently asks for repetition or only attends to part of what you say (e.g., last part of a story, one part of a series of instructions). Con que frecuencia entiende su niño lo que se dice en inglés? Por ejemplo, si Ud. nota que su niño pide con frecuencia que Ud. repita o si atiende solamente a parte de lo que Ud. dice (e.g. el parta final de un cuento, parte de las instrucciones).</p>	<p>How often does your child understand what is said in Spanish? Difficulties in this area might be noted when she/he frequently asks for repetition or only attends to part of what you say (e.g., last part of a story, one part of a series of instructions). Con que frecuencia entiende su niño lo que se dice en español? Por ejemplo, si Ud. nota que su niño pide con frecuencia que Ud. repita o si atiende solamente a parte de lo que Ud. dice (e.g. el parta final de un cuento, parte de las instrucciones).</p>
0.	Does not understand the indicated language.	Does not understand the indicated language.
1.	Never/Nunca	Never/Nunca
2.	Rarely/Rara la vez	Rarely/Rara la vez
3.	Sometimes/A veces	Sometimes/A veces
4.	Very often/Casi siempre	Very often/Casi siempre
5.	Always/Siempre	Always/Siempre
	DK- Do not know	DK- Do not know

Are you concerned about the way your child talks? Le preocupa la manera en que habla su hijo? Yes No

If yes, please describe your concern. / Si está preocupado, describe que es lo que le preocupa.

We know that your child is exposed to English and Spanish. How important is it to you that your child be bilingual?

- Very important Somewhat important Not at all important

Sabemos que su hijo esta expuesto al ingles y español. ¿Qué tan importante es que su hijo/a sea bilingüe?

- Muy importante Un tanto importante Sin importancia alguna

Language Use (Update from Phase 1)

Ages	At home		At School/Preschool/Daycare
0-1	Spanish, English, Both	+	Spanish, English, Both, NA
1-2	Spanish, English, Both	+	Spanish, English, Both, NA
2-3	Spanish, English, Both	+	Spanish, English, Both, NA
3-4	Spanish, English, Both	+	Spanish, English, Both, NA
4-5	Spanish, English, Both	+	Spanish, English, Both, NA, X
5-6	Spanish, English, Both	+	Spanish, English, Both, NA, X
6-7	Spanish, English, Both	+	Spanish, English, Both, NA, X
7-8	Spanish, English, Both	+	Spanish, English, Both, NA, X
8-9	Spanish, English, Both	+	Spanish, English, Both, NA, X
9-10	Spanish, English, Both	+	Spanish, English, Both, NA, X
10-11	Spanish, English, Both	+	Spanish, English, Both, NA, X

**** (circle X for ages beyond child's age**

Directions: For activity, include what the child is engaged in (e.g., breakfast, play, etc). For participants, include who is interacting with the child in the given activity (e.g., mother, grandfather, siblings, etc.) and circle whether it is adult or peer. Under participant code E if videogame or TV and indicate what activity, L if book or homework and indicate what activity. For language(s), use S for Spanish, E for English, B for both, NL for activities in which the child doesn't hear or use language (e.g., playing videogames) or X for when child is asleep.

Home Language Profile/Familial Routine: During Week (This should be done over for each interview)

Time	Activity	Participants			Language(s)		Language(s)	
		Parent/Adult	Sibling/Peer	Electronic/Literacy	Participant INPUT		Child OUTPUT	
7am		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
8am		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
9am		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
10am		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
11am		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
12pm		A	P	E L	S E B NL X	S E B NL X	S E B NL X	
1pm		A	P	E L	S E B NL X	S E B NL X	S E B NL X	

2pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
3pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
4pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
5pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
6pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
7pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
8pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
9pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
10pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
11pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X

Directions: For activity, include what the child is engaged in (e.g., breakfast, play, etc). For participants, include who is interacting with the child in the given activity (e.g., mother, grandfather, siblings, etc.) and circle whether it is adult or peer. Under participant code E if videogame or TV and indicate what activity, L if book or homework and indicate what activity. For language(s), use S for Spanish, E for English, B for both, NL for activities in which the child doesn't hear or use language (e.g., playing videogames) or X for when child is asleep.

Home Language Profile/Familial Routine: Weekend

Time	Activity	Participants			Language(s)										
		Parent/Adult	Sibling/Peer	Electronic/Literacy	Participant INPUT	Child OUTPUT									
7am		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
8am		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
9am		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
10am		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
11am		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
12pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
1pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
2pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
3pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
4pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
5pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
6pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
7pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
8pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
9pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
10pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X
11pm		A	P	E	L	S	E	B	NL	X	S	E	B	NL	X

