Citizenship Interview Test

Test Administration Directions
2020 version

Citizenship Interview Test (CIT) Overview

1. Getting Started
This course provides all materials necessary to complete self-training online. CASAS recommends CIT trainees assemble their own CIT Assessment Manual with the materials presented in this training. This enables each trainee to make notes while completing their training, and to use the manual as a reference source. Begin by reading the instructions to learn how to administer and score this test. With successful completion of the entire self-training process, examiners will receive test administration certification from CASAS.

2. Purpose of the Citizenship Interview Test
This is a standardized oral assessment instrument that tests the listening and speaking skills of adult ESL/Citizenship learners in the context of a simulated oral interview at United States Citizenship and Immigration Services (USCIS). The purpose is to help programs determine whether an individual is ready to pass the naturalization English interview successfully. The primary use of the CIT is as a certification test; it is best to administer the test at the end of a citizenship preparation course. It may also be used for initial screening or for pre-post testing, but only in states where the state plan approves these additional purposes. Results from this test may not be submitted to USCIS.

3. Target Population
This test is appropriate for **adult ESL learners currently enrolled in a citizenship preparation course.** Adults with limited English speaking skills from any language background may take the test, and it is ideal for beginning to advanced ESL learners. Those at a low beginning level of English **may** be able to take this test **if** they have studied in a citizenship preparation course.

4. Test Design
The CIT is an easy-to-use interview test administered one-on-one. It is not designed for group administration. The examiner scores each response during the interview using a 0-1-2 scoring system. Each interview takes approximately 15 to 20 minutes. The CIT can be administered remotely. Go to the California Remote Testing page of the CASAS website for details about CIT remote testing.

5. Competencies Tested
This test assesses oral and aural skills required for passing the USCIS naturalization interview. It does not include questions requiring knowledge of U.S. government and history. Test content includes questions on these topics:

Topics	CASAS Competencies
1. Basic Communication	
2. Personal information and history	0.1.2, 0.2.1
3. Employment information, job history, and income	0.2.1, 4.1.8
4. Information from the N-400 Application for Naturalization	0.2.1, 2.7.3, 3.3.1, 3.4.5, 5.3.6, 5.3.7, 5.5.6, 7.2.1
5. Morality and loyalty to the U.S. Constitution	0.2.1, 2.7.3, 5.1.1, 5.1.4, 5.5.2, 5.6.3, 7.2.1

6. Use of Test Results
Results from this assessment should be used in conjunction with other formal and informal indicators to determine a learner's level, progress within a program, or readiness to pass the USCIS oral interview English component. The CIT may be used for standardized reporting only if administered by a certified examiner according to all specified test directions.

The Certification Process

1. Standardized Administration Requires Certification
The CIT test requires training to become a certified examiner able to order test materials. Although administration and scoring are relatively simple and designed for adult education programs, the test is a performance assessment that consists of rating a language sample. Therefore, training is necessary to achieve scoring consistency.

Throughout the certification process, examiners are thoroughly trained to conduct testing in a standardized manner. Standardized test administration requires following the administration instructions and script precisely and scoring the test according to scoring criteria in these Test Administration Directions. This process ensures that all individuals administer and score the test in a uniform manner. After certification, examiners are authorized to administer and score the test, but they cannot train others.

2. Steps to Certification
There are three parts to becoming certified.:

> **Part I.** Successfully complete the test administration certification quiz given in this certification training course.

> **Part II.** Successfully complete at 80% accuracy three of six certification interviews in the Certification Training Course.

> **Part III.** Conduct and record two interviews. Submit scored test booklets and audio files to CASAS at CIT@casas.org.

> - One Form 973 and one Form 974
> - Recorded interviews should be with beginning high or intermediate level English language learners (ELL).

3. Test Examiners
Test examiners must be regular certificated or classified staff members. Examiners should have strong English skills with little or no accent. Examiners should be individuals who will conduct testing in a standardized manner. All test examiners must be certified by CASAS.

4. Annual Recertification
Once examiners receive certification from CASAS, programs may use test results from a certified examiner for accountability purposes to report standardized scores for one year. To maintain certification, examiners will need to participate in annual re-certification. There may be fees for the annual recertification process.

5. CASAS Contacts
Send digital interview recordings and test booklets to the CASAS CIT Team:
- CIT@casas.org

For all questions regarding the Citizen Interview Tests contact CIT@casas.org.

Training & Technical Support
    For training support,
- email CIT@casas.org

    For technical support,
- email techsupport@casas.org

Before Test Administration

1. Follow Test Security Measures
Instructors and CIT examiners should understand that it is not appropriate to use test questions to prepare students for the test; this invalidates results. Instructors should tell examinees not to discuss test questions with one another to ensure that everyone can benefit from the test. Agencies should not duplicate any test materials. All CASAS test booklets are copyrighted. Keep blank test booklets, used test booklets, and all standardized test materials locked in a secure cabinet.

2. Select the Examinees
This assessment is for adults:
- From any language background
- With limited English-speaking skills
- Enrolled in a citizenship preparation program
- At a beginning high to advanced high level of English

3. Prepare the Testing Room
The testing environment requires a quiet room or office, removed from active student areas such as classrooms, cafeterias, or hallways. Because examinees will be sharing personal information, as well as for test security, it is important they are not within earshot of others. The interview room should be equipped with a table and two chairs.

4. Arrange to Make a Digital Audio Recording of the First Two Interviews
Arrange to make a digital audio recording of the first two interviews. For any recorded interview, the examinee must sign the recoding release on the last page of the test booklet. It is not necessary to record subsequent interviews, but it can be very helpful to have a recording of a learner's performance. Make sure that the quality of the recording is good.

5. Conduct All Interviews Outside the Classroom
One method for scheduling testing is to arrange for instructors to excuse learners from class one-by-one on specific days. It is important to administer this interview test during a scheduled class period, so that learners do not have a chance to discuss the questions and, thereby, invalidate test results.

6. Prepare the Instructor and the Examinees
Before the assessment process begins, it is vital that the examinees and their classroom instructors understand the nature of this test. Examiners should acquaint instructors with the points below, so they can explain this information to class members who will take the CIT:
1. The test is an interview that takes approximately 15 – 20 minutes.
2. Students take the test in a designated room (specify when and where), not their classroom.
3. Results can help students know more about their speaking skills in English.

4. The test may be difficult for beginning level learners, but it is good practice.
5. During the test, the examiner cannot answer any questions.
6. Students should not discuss questions with other class members or practice in class.
7. The examiner will keep personal information given in the interview in confidence.
8. The examiner is not from the USCIS, nor is the examiner a USCIS representative.
9. Results will not be shared with the USCIS.

About the Test Booklets

Review these features of the test booklets:

1. Two Test Forms, 973 and 974
There are two forms of the test, Forms 973S and 974S, so that examinees who need to take the test again can take another form of the test. (Note: "S" indicates a speaking test.) Both tests are approximately equal in difficulty. Some questions appear on both tests. If the examinee does not pass Form 973, wait until that examinee receives another three to four weeks of instruction, then administer Form 974. If the examinee fails Form 974, that examinee can participate in another period of instruction and then take Form 973.

2. Instructions to the Examinee
Open the test booklet. Read the Instructions to the Examinee **verbatim** to each examinee at the beginning of the interview.

3. Demographic Fields
Test booklets contain fields on the back page to collect demographic information. The examiner will need to obtain some of the demographic information in advance from the instructor or the school administration office, such as the examinee's ID number.

The remainder of demographic information is collected from the following test questions during the interview process:
- Form 973: 1, 3, 7, and 28
- Form 974: 1, 3, 9, and 29

During the interview, write the examinee's responses to these questions on the lines provided in the test booklet.

4. Scoring Column
The scoring column is on the right side of each page. Circle the score for each item as you proceed through the test.

5. Test Sections
The test is divided into three parts. In general, the test questions progress in difficulty. Section one contains the swearing-in question, which often proves to be a little challenging. It is necessary to include this question in the first section because of procedures followed at the USCIS interview.

6. Two-Part Questions
Some of the questions have two parts, A and B. Score only part B of a two-part question.

7. The Final Question on the Test
This is an easy question that will help examinees feel successful at the end of the interview. It is not scored, but please write the answer in the blank provided for demographic data collection purposes.

8. Speaking Level Descriptor Chart
The CASAS Speaking Level Descriptor chart provides a general description of an ESL learner's speaking skills at each level. If the examiner does not already know the examinee's level, the chart will be of assistance in selecting the level.

CASAS Basic Skill Levels for Oral Language

CASAS Level	Proficiency Level	Description*
E	**8**	**Proficient Skills** SPL 8 Participates effectively in most social and work situations; participates in practical and social conversations and in technical discussions in own field. Can meet work demands with confidence, and interact with the public including negotiating and compromising. Demonstrates control of grammatical patterns.
D	**7**	**High Advanced/Adult Secondary** SPL 7 Functions independently in everyday community, social and work situations except when under tension or pressure. Clarifies general meaning using a variety of strategies. Gives an oral report on a research topic. Takes a position on an issue and argues that position. Speaks with fluency on familiar technical subjects or special fields of interest. Expresses personal values and judgments. Engages in problem solving discussions including predicting consequences of actions.
C	**6**	**Low Advanced** SPL 6 Functions effectively in most survival, social and work situations. Participates in conversations and communicates on the telephone on a variety of topics using a variety of complex structures. (Errors are common and may inhibit communication.) Clarifies meaning through strategies such as paraphrasing. Gives sequential oral directions to complete a complex task (personal or work-related) that involves multiple steps. Participates in group discussions of current issues in the news in a social or work setting. Adjusts language used according to the level of formality required by the situation. Demonstrates control of basic grammar.
B	**5**	**High Intermediate** SPL 5 Functions independently in most familiar personal and work situations. Participates in face-to-face conversations on topics beyond immediate survival needs. Clarifies meaning by rewording or repeating. Uses some spontaneity and creativity in producing language not previously learned or memorized. Demonstrates increasing but inconsistent control of grammar. Retells a story or gives a short oral report in a personal, school or work-related context. Participates in problem-solving activities. Participates as an applicant in a simulated job interview.
B	**4**	**Low Intermediate** SPL 4 Functions satisfactorily in basic survival and very routine social and work situations. Participates in simple face-to-face conversations dealing with familiar topics. Gives oral directions to do a familiar personal or work-related task of several steps. Participates in simple telephone conversations. Makes statements, asks and answers questions in the simple present, past and future tenses on familiar topics.
A	**3**	**High Beginning** SPL 3 Functions with some difficulty in situations related to immediate needs. Answers and asks simple questions related to basic personal or work needs using previously learned phrases or simple sentences. Gives simple oral directions for finding a specific location. Communicates simple personal information on the telephone. Has some control of basic grammar including the present, past and future tenses.
A	**2**	**Low Beginning** SPL 2 Functions in a very limited way in situations related to immediate needs; provides basic personal information and responds to simple learned phrases spoken slowly and repeated often. Asks simple questions. Makes statements related to basic needs using previously learned words and phrases.
A	**1**	**Pre-Beginning** SPL 0 No ability to function orally in English. SPL 1 Functions minimally in English. Communicates only through gestures and a few isolated words. Provides limited personal information, (e.g. name, country of birth). Answers simple familiar questions with "yes", "no", or one-word responses.

*Description provides indicators of students' skills upon completion of each level.

Test Administration

1. Gather Test Materials

Required Test Administration Materials	√
One test booklet for each examinee (alternate use of Form 973 and 974)	
Rubric, Scoring Guidelines, and Anchors to refer to while scoring	
Digital recorder e.g. smartphone (for certification only)	
Pen or pencil for the examiner	

2. Begin the Interview

The examiner sits behind a table in the testing room and begins by filling out some of the demographic fields. When the examinee enters the testing room, the examiner greets the examinee and asks the examinee to take a seat in the chair opposite the examiner, ensuring that the examinee cannot read the test questions. Using the test booklet, the examiner begins by reading the test instructions as indicated on the test script. These comments should *not* be translated into the examinee's native language. If the examiner is recording the interview, then he or she asks the examinee to sign the recording release on the back of the test booklet.

3. Follow Interviewing Procedures

A. Interviewing Procedures: Protocols for Examiners

1. Be pleasant and natural.
2. Read the question exactly as written, at a normal rate of speech.
3. Wait silently and patiently at least three seconds for a response.
4. **If the examinee asks the examiner to repeat the question**, asks for clarification, makes a facial expression that is clearly asking for clarification, or asks a question, the examiner should **repeat the entire question only once, using the exact same words. Examiners cannot repeat questions a second time.**
5. If the examinee does not answer the question after the first repetition, wait three seconds for a response. Proceed to the next question.
6. If the examiner cannot hear the examinee's response because it is too softly spoken, the examiner should say, "I'm sorry, I can't hear you. Please say that again."
7. If the examinee gives a **partial answer** to a question, **wait three seconds**, then proceed to the next question.

B. Interviewing Procedures: Restrictions

The examiner should *not...*

1. Use body language or hand gestures.
2. Translate any part of the test into the examinee's native language.
3. Discuss test questions before, during, or after the test.
4. Answer questions from the examinee during the interview or after the test.
5. Make comments to the examinee, such as "Good," "Next question," or "Almost done."
6. Repeat a question if the examinee says, "I don't know."
7. Paraphrase any test question.
8. Announce the item numbers.
9. Deviate from the test script.

Scoring

The CIT training includes extensive scoring instruction. There are three important documents designed to explain scoring methods for CIT:

1. The Rubric
2. Scoring Guidelines
3. Scoring Anchors

1. The Rubric
To learn scoring, begin with the Rubric. The Rubric is the foundation of the scoring system. It explains the underlying principles for scoring a 0, 1, or 2 for "Communication of Meaning." "Communication of Meaning" includes two aspects for judging the quality of a spoken response to a question: clarity and completeness. Please refer to the Self Training Instructions for more information about clarity and completeness. During the CIT interview tests, examiners may refer to the Rubric.

2. The Scoring Guidelines
Other general rules for scoring are explained in the Scoring Guidelines. The Scoring Guidelines support the Rubric. During CIT interview testing, examiners may also refer to the Scoring Guidelines.

3. The Anchor
There are two sets of Anchors: one for Form 973 and one for Form 974. Anchors provide examples of performance at various levels in the form of scored responses for each test question. The Anchors also provide notes on individual items where necessary. To become an accurate CIT scorer it is important to study the Anchors for both test forms. During CIT interview testing, examiners may also refer to the Anchors to accurately judge the examinee's responses to each test question.

4. Scoring Procedure
The examiner scores each question during the interview. While scoring, examiners should not give credit or make allowances for:
1. responses given in the native language
2. responses given through gestures
3. answers more intelligible to bilingual individuals or to instructors

Examiners should try to avoid scoring too leniently or too severely. Refer to the Rubric, Scoring Guidelines, and Anchors with each question to avoid "drifting" in scoring.

Recording Interviews

1. Recording Interviews
To complete the certification process, each examiner must record and submit two "certification audios", one Form 973 and one Form 974, described in Part II. Examiners should follow the instructions below carefully regarding recording and labeling digital audio recordings. After you pass Part III, you are not required to record subsequent interviews. However, some examiners find having a recording of an interview to check scores helpful. Scoring or checking scores from the recording is acceptable, however audio files must be deleted once they have been received by CASAS or when scoring is completed

Agencies should keep a small number of pass and fail examples of completed CIT test forms for auditing purposes. These need to be kept for three years plus the current year in a central agency location, unless an agency knows that they will be the subject of an ongoing audit, in which case they must keep records for 5 years. Blank and completed CIT test forms 973/974 print or PDF need to be secured in a locked cabinet (print) or secure computer (digital.) (See the CASAS Administration Manual for additional information related to saving and archiving documents.)

2. Recording Tips
Do a sound check before the interview. Many microphones record muffled sound. Please test yours. Try to avoid background noise — be aware of squeaky chairs, street sounds and other noises. Save each digital audio recording with the examiner's name and form number (i.e. Marialee 973)

3. Recording Authorization
Before recording any interview, ask the student to sign the recording release on the test booklet.

Calculating the Score

1. Tallying the Raw Score
Add the scores circled from each test question to arrive at the total score at the end of the test. This is the raw score.

2. Determining the Scale Score
Use the conversion chart on the following page to convert the raw score to a CASAS scale score. Look at the conversion chart for Form 973. Notice that if an examinee receives a raw score of "20" on this form, the scale score is 196. A passing score on the CIT is a scale score of 206 or higher on both forms. The raw score for passing is different on Form 973 and Form 974.

3. Entering the Scale Score into TOPSpro (TE) Software
To record CIT results on the TOPSpro test record:
1. Fill in all starred fields.
2. Enter the test form number in Field 4 (973S or 974S) and the raw score in Field 9.
3. In Field 10 (Test 1), if the scale score is 206 or more, enter 999 for pass. If the scale score is below 206, enter 000 for fail.

Interpreting Scores

1. The Passing Score Range
The minimum passing score is 206 on both forms. Scores from 206 to 240 on Form 973 and from 206 to 245 on Form 974 are in the passing range. Examinees with CIT scale scores that are above 206 have a greater possibility of passing.

2. Determining a Passing Score
CASAS has set a cut score (passing score) for the CIT that predicts whether students are ready to pass their immigration interviews based on the best available studies and data. Since each USCIS office currently has different policies and standards for passing or failing applicants, this research takes into consideration pass and fail experiences from USCIS offices throughout the various regions of the country.

Prior Studies
Several years prior to beginning CIT test development, CASAS participated in a research project in collaboration with USCIS and the Center for Applied Linguistics to predict the target speaking performance level needed to pass the USCIS English Interview. This study related applicant performance to the Student Performance Levels (SPLs) that were developed in the early 1980s for use in the federally funded refugee project for limited English speakers. This research suggested that examinees would generally pass the English language component of the USCIS oral interview at or above SPL Level 4, which corresponds to the CASAS Low Intermediate ESL level.

Expert Opinion Standard Setting Study

After the 2002-2003 CIT field test, CASAS conducted a standard setting study to determine a passing score for the CIT. This study involved field practitioners from different parts of the country who have been preparing citizenship students for USCIS interviews for many years, and who have received repeated feedback from their students with respect to whether they went on to pass or fail their USCIS interviews. Based on this experience, these experts used their best judgment to rate a set of 20 recorded CIT interviews. For each of the 20 interviews, the field experts predicted the students' chances of passing the USCIS English interviews. During their independent reviews, the expert raters were not given the students' class level or scale score on the CIT interview. The results from their surveys were carefully analyzed and compared to the study sample examinees' CIT scores.

Another factor that was considered in setting the standard is that a 60 percent passing rate was used by USCIS to determine the minimum passing score for the standardized Government and History test in the 1990s. This information was also used to derive the initial cut score for the CIT.

CIT Forms 973 and 974 - Speaking

CIT Form 973	
Score Conversion Chart	
Raw Score	**Scale Score**
0	160
1	170
2	175
3	178
4	180
5	182
6	183
7	185
8	186
9	187
10	188
11	189
12	190
13	190
14	191
15	192
16	193
17	194
18	194
19	195
20	196
21	196
22	197
23	198
24	198
25	199
26	199
27	200
28	201
29	201
30	202
31	203
32	203
33	204
34	205
35	205
36	206
37	207
38	207
39	208
40	209
41	210
42	210
43	211
44	212
45	213
46	214
47	215
48	216
49	218
50	220
51	222♦
52	225♦
53	230♦
54	240♦

CIT Form 974	
Score Conversion Chart	
Raw Score	**Scale Score**
0	159
1	170
2	175
3	179
4	181
5	183
6	184
7	186
8	187
9	188
10	189
11	190
12	191
13	192
14	193
15	193
16	194
17	195
18	196
19	197
20	197
21	198
22	199
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35	207
36	208
37	209
38	209
39	210
40	211
41	211
42	212
43	213
44	214
45	215
46	215
47	216
48	217
49	219
50	220
51	221
52	223
53	225♦
54	229♦
55	234♦
56	245♦

Shaded area is the passing range.

TOPS
Tracking Of Programs and Students

TRUS-019

Test Record

Agency #
Site #

① **Trujillo**   **Lucy**   **G.**
Student Last Name   First   Middle

② **Donald West**
Instructor Name

PRACTICE QUESTIONS
- 1 Ⓐ Ⓑ Ⓒ Ⓓ
- 2 Ⓐ Ⓑ Ⓒ Ⓓ
- 3 Ⓐ Ⓑ Ⓒ Ⓓ
- 4 Ⓐ Ⓑ Ⓒ Ⓓ
- 5 Ⓐ Ⓑ Ⓒ Ⓓ
- 6 Ⓐ Ⓑ Ⓒ Ⓓ

TEST

- 1 Ⓐ Ⓑ Ⓒ Ⓓ
- 2 Ⓐ Ⓑ Ⓒ Ⓓ
- 3 Ⓐ Ⓑ Ⓒ Ⓓ
- 4 Ⓐ Ⓑ Ⓒ Ⓓ
- 5 Ⓐ Ⓑ Ⓒ Ⓓ
- 6 Ⓐ Ⓑ Ⓒ Ⓓ
- 7 Ⓐ Ⓑ Ⓒ Ⓓ
- 8 Ⓐ Ⓑ Ⓒ Ⓓ
- 9 Ⓐ Ⓑ Ⓒ Ⓓ
- 10 Ⓐ Ⓑ Ⓒ Ⓓ
- 11 Ⓐ Ⓑ Ⓒ Ⓓ
- 12 Ⓐ Ⓑ Ⓒ Ⓓ
- 13 Ⓐ Ⓑ Ⓒ Ⓓ
- 14 Ⓐ Ⓑ Ⓒ Ⓓ
- 15 Ⓐ Ⓑ Ⓒ Ⓓ
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- 45 Ⓐ Ⓑ Ⓒ Ⓓ
- 46 Ⓐ Ⓑ Ⓒ Ⓓ
- 47 Ⓐ Ⓑ Ⓒ Ⓓ
- 48 Ⓐ Ⓑ Ⓒ Ⓓ
- 49 Ⓐ Ⓑ Ⓒ Ⓓ
- 50 Ⓐ Ⓑ Ⓒ Ⓓ

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill oval completely
- Erase cleanly any answers you change

Right: ⓪ ● ② ③
Wrong: ⊗ ① ② ③ / ⓪ ① ⊘ ③

③ **STUDENT IDENTIFICATION**

Is this your Social Security #?   Yes ○   No ○

④ **FORM NUMBER**

9 7 3 S

⑤ **TEST DATE**

MM | D D | 20 Y Y

- Jan
- Feb ●
- Mar
- Apr
- May
- Jun
- Jul
- Aug
- Sep
- Oct
- Nov
- Dec

⑥ **CLASS NUMBER**

⑦ **INSTRUCTIONAL PROGRAM** (Mark one)
- ○ Basic Skills (ABE)
- ○ ESL / ELL
- ○ Citizenship
- ○ High School Diploma
- ○ High School Equivalency (HSE)
- ○ Career and Technical Education (CTE)
- ○ Workforce Readiness
- ○ Adults w / Disabilities
- ○ Pre-Apprenticeship
- ○ Adults supporting K12 student success

○ Student does not yet have the skills to be tested.

⑧ **HOURS OF INSTRUCTION***

* If this is the student's first test, leave blank; otherwise, fill in the hours of instruction since the last test.

⑨ **RAW SCORE**

3 7

⑩ TEST 1   **9 9 9**
⑪ TEST 2
⑫ TEST 3
⑬ TEST 4

* = required for TOPSpro software

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