



# Confidential Interview Form

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**Interview Instructions:** The interview must be a verbal discussion with the student and include the questions below. It should be done one-on-one alone with the student in English. The ACES partner must complete this form.

**Applicant's Name:** \_\_\_\_\_ **Interview Date & Location:** \_\_\_\_\_

**Partner Organization:** \_\_\_\_\_ **Interviewer Name:** \_\_\_\_\_

## Questionnaire:

1. Whose idea is it for you to go to the United States for a semester or year? Do you, yourself, want to go away next year? If yes, why?

**For Interviewer:** If the parents initiated the idea, is the applicant as enthusiastic as the parents about participating in the program? ☐ Yes ☐ No

2. It would be easier to stay at home next year. All students experience some form of homesickness. Have you thought about what you will miss from home? How will you deal with your homesickness?
3. You will live with an American family as their son or daughter. They will have rules and ways of doing things that will be different from your own family. How will you react when faced with different rules and customs than what you are used to?
4. For many U.S. families, church is very important. It is both a social and a religious part of their lives. Your host family may want you to go to church with them. How will you feel?
5. Besides improving your English, tell me three personal goals or hopes that you have for yourself during your year in the USA. This may include but is not limited to sports, scholastic, cultural or personal goals.
6. Host Families volunteer to host an exchange student. What do you think the host family expects from you? What can you offer them?

## Confidential Interview (Cont.)

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*To be completed by the ACES partner*

7. How are decisions made in your family? Do you think it will be the same in your U.S. host family? Will it be a problem for you if the role of the mother and father is different from your own family?
8. What will you do if your host brother or sister is having trouble accepting you? What will you do if you have no host siblings at all?
9. How will you feel if it is a single-parent family, with just a mother or just a father?
10. Do you have a boy/girlfriend? ☐ Yes ☐ No If yes, how will you feel leaving for a semester or year?

**For Interviewer:** If yes, do you (the interviewer) feel this relationship will affect the student's adjustment on the program (e.g. excessive homesickness or communication (phone, emails, etc.) with the home country)? ☐ Yes ☐ No

11. Is there anything you fear about going to the U.S. for a semester or year? Is there anything you specifically want to do while in the US?
12. Do you or your parents have friends or relatives that live in the United States? ☐ Yes ☐ No If yes, please explain:
13. T-Shirt Size: ☐ Medium ☐ Large ☐ Extra-Large (Student will receive an ACES t-shirt after arrival.)
14. Describe the student's natural family and living situation:
- |                       |                                     |   |                                     |  |
|-----------------------|-------------------------------------|---|-------------------------------------|--|
| Socio-economic level: | <input type="checkbox"/> High       | <input type="checkbox"/> Upper Middle     | <input type="checkbox"/> Middle     | <input type="checkbox"/> Working Class |
| Living Environment:   | <input type="checkbox"/> Large City | <input type="checkbox"/> Middle Size City | <input type="checkbox"/> Small Town | <input type="checkbox"/> Rural/Farm    |
15. Does the applicant understand that the following is NOT guaranteed:
- |  |  |
|--|--|
| Graduation/diploma from an American high school?                             | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Participation in school sports or extracurricular activities?                | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Participation in a Driver's Education Class or obtaining a driver's license? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
16. Date the applicant, if accepted to the program, will receive pre-departure orientation: \_\_\_\_\_  
(Please provide information on the pre-departure orientation: duration, topics covered, etc.)



## Interview Report (Confidential)

*To be completed and signed by the ACES Partner with the student alone in English*

Applicant's Name: \_\_\_\_\_ Country: \_\_\_\_\_

Standardized English Test Name (e.g. SLEP, Michigan, etc.): \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**Interviewer's Evaluation:** Please choose the description which best describes the student's ability to understand and speak English.

	Student understands basic conversation and can answer questions. Student responses are normally not complete sentences and often one or two words only. Student's vocabulary is limited to basic everyday words.
	Student understands and speaks English sufficiently but lacks confidence in his/her ability. Student makes some basic grammatical and/or vocabulary mistakes. Pronunciation at times may be awkward but it is understandable. Student can carry on a conversation about everyday occurrences. Vocabulary is adequate to discuss common conversational topics.
	Student understands most statements and questions when s/he hears them the first time. Pronunciation and speaking ability are good, but the student may need some practice to develop fluency. Student can go beyond basic responses and elaborate thoughts using complex grammatical structures, although there may be errors. S/he has a wide range of vocabulary. Student still translates some thoughts from their native language into English but demonstrates solid command of English.
	Student has confidence when speaking English and possesses some fluency in speaking, even though student may make some mistakes when using complex grammatical structures. Student has demonstrated command of basic grammar and sentence structure. Has understandable pronunciation, good vocabulary and comprehends almost everything without hesitation or repetition.
	Student possesses near fluency. Sentence structures are nearly perfect, pronunciation is good although accented. Student can understand and respond to difficult and complex questions using a variety of tenses correctly. There is no hesitation when speaking, and the student does not need sentences repeated. English vocabulary is well-developed and includes abstract terms and concepts.
	Absolute proficiency in English with near-native fluency. Student is able to both understand and converse in abstract terms and concepts, using complex grammatical sentence structure perfectly. It is clear that the student thinks in English and would feel comfortable in any English speaking environment.

# Interview Report (Confidential)

To be completed and signed by *the ACES Partner*

Applicant's Name: \_\_\_\_\_ Country: \_\_\_\_\_

Please check all boxes that best describe the student's character and personality.

- |                                    |                                     |   |                                     |                                      |
|------------------------------------|-------------------------------------|---|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Sociable  | <input type="checkbox"/> Polite     | <input type="checkbox"/> Spontaneous    | <input type="checkbox"/> Loner      | <input type="checkbox"/> Open        |
| <input type="checkbox"/> Adaptable | <input type="checkbox"/> Serious    | <input type="checkbox"/> Reserved/shy   | <input type="checkbox"/> Warm       | <input type="checkbox"/> Casual      |
| <input type="checkbox"/> Insecure  | <input type="checkbox"/> Friendly   | <input type="checkbox"/> Independent    | <input type="checkbox"/> Active     | <input type="checkbox"/> Calm        |
| <input type="checkbox"/> Confident | <input type="checkbox"/> Formal     | <input type="checkbox"/> Quick-tempered | <input type="checkbox"/> Patient    | <input type="checkbox"/> Quiet       |
| <input type="checkbox"/> Informal  | <input type="checkbox"/> Sensitive  | <input type="checkbox"/> Sense of humor | <input type="checkbox"/> Optimistic | <input type="checkbox"/> Outgoing    |
| <input type="checkbox"/> Organized | <input type="checkbox"/> Flexible   | <input type="checkbox"/> Argumentative  | <input type="checkbox"/> Rigid      | <input type="checkbox"/> Intelligent |
| <input type="checkbox"/> Motivated | <input type="checkbox"/> Easy-going | <input type="checkbox"/> Energetic      | <input type="checkbox"/> Confident  | <input type="checkbox"/> Anxious     |

**Maturity:** ☐ Excellent ☐ Good ☐ Fair ☐ Poor

**Responsibility:** ☐ Excellent ☐ Good ☐ Fair ☐ Poor

**Adaptability:** ☐ Excellent ☐ Good ☐ Fair ☐ Poor

What about this applicant stands out to you as special reason(s) for him/her to participate in the program?

Additional comments by the interviewer:

Please provide the following information on the student's education and on the educational system in your country. This information is important in ensuring proper grade placement while on the program.

1. Number of years the student has attended school, beginning with first grade: \_\_\_\_\_
2. Student's expected date of high school graduation: \_\_\_\_\_  
Month / year
3. Age at which students in your country begin first grade: \_\_\_\_\_
4. Number of years students in your country attend primary/elementary school: \_\_\_\_\_
5. Number of years students in your country attend secondary school: \_\_\_\_\_
6. If the number of years in secondary school varies, how many years will this student attend secondary school? \_\_\_\_\_

Interviewer's Signature: \_\_\_\_\_ Date of interview: \_\_\_\_\_