



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Family History Survey: Sample and Guidance

Wis. Stat. §§ 118.016 part of [2023 Wisconsin Act 20](#) (Act 20) requires local education agencies (LEAs) to conduct “diagnostic assessments” to any student in 5K through grade 3 who obtains a score below the 25th percentile on the reading readiness screener. As part of the diagnostic assessment, LEAs must include a “family history survey,” defined as “a questionnaire that includes questions about previous recommendations for summer reading support or outside tutoring, general interest in reading and books, family history of characteristics of dyslexia, and any known family struggles in reading or spelling” (118.016(1)(d)). LEAs must provide the family history survey; parents/caregivers are not required to respond.

Under Wis. Stat. §§ 118.016, LEAs can determine how they wish to conduct a family history survey as part of the diagnostic assessment. There are multiple ways that LEAs can meet this legal requirement. This resource is being provided to assist LEAs in determining how to conduct the family history survey efficiently and in a manner that provides the vital information that only parent(s) or caregivers(s) possess. While screening and diagnostic assessment data are important, parent/caregiver input is critical to best support our young learners struggling to develop adequate literacy skills.

This document includes:

- Options for administering the family history survey
- Considerations for choosing how and when to administer the family history survey
- Considerations for meaningful family engagement
- A sample family history survey

Contact early.reading@dpi.wi.gov for further information.

Select one or more of the following options about when to administer the family history survey:

- **Include with annual enrollment paperwork:** LEAs are already required to gather certain information from parents or guardians (such as the home language survey). Some LEAs also choose to gather additional information as part of the enrollment process. LEAs may choose to include a literacy family history survey as part of their annual enrollment process.
- **Include as part of universal screening:** LEAs may choose to send out a family history survey to all parents of students in grades K-3 during the universal screening testing window.
- **Include with screening results communication:** LEAs are required to notify parents and families of the results of the universal reading readiness screener. LEAs may choose to include a family history survey along with the results of the screening or may choose to include a family history survey with the results of the screener only to those parents and families of students who are to be administered a diagnostic assessment.
- **Include as part of diagnostic assessment:** Some standardized tests that meet Act 20 diagnostic assessment requirements may include a parent interview or questionnaire tool that also satisfies Act 20 family history survey requirements. An LEA may administer the family history survey included within their chosen diagnostic assessment tool. When a parent/caregiver or educator requests a diagnostic assessment (separate from the screening process), a family history survey must be part of the process.

Considerations for LEAs to determine when to administer the Family History Survey

- Collecting this information for all students in grades 4K-3 can provide additional data to inform curriculum and instructional decisions within the LEA's equitable multi-level system of support (EMLSS).
- If collecting this information universally (as part of screening or enrollment), processes and procedures must be clear and transparent to ensure the information gathered is included as part of the diagnostic assessment data for students who score below the 25th percentile on the early literacy screening so it can be used in creating the students' personal reading plans.
- Processes and procedures should be in place to ensure the family history survey is updated annually by all 5K to grade 3 parents/caregivers. Literacy skills develop rapidly at these ages and the information, such as recommendations for summer reading support or outside tutoring, can change from year to year.
- Because there may be barriers for parents and caregivers to accessing and participating in the survey, LEAs should have procedures in place to ensure that data is collected, at a minimum, for all students identified as "at risk" by the screening assessment.
- If the LEA chooses to use a parent history survey that is included as part of a publisher's diagnostic assessment, the LEA must ensure that all information required to be collected by Act 20 is included in the publisher's survey.

Considerations for Meaningful Family Engagement

Meaningful family engagement includes but is not limited to respecting, honoring and valuing families; building trusting reciprocal relationships with families; fostering partnerships with families; and linking family engagement to learning and development (NAFSCE, 2022). These principles of family engagement should be reflected in the administration of the family history survey. That could include:

- ensure each parent/caregiver can access the survey by providing the survey in the family's preferred language and providing a printed option (rather than digital) based on parent/caregiver preference;
- building or deepening trust by being clear and transparent about how information shared in the survey will be used;
- providing an opportunity for the family history survey to be part of a conversation between a trusted professional at the school and the parents/caregivers; and/or
- including questions on the survey that provide space for parents/caregivers to describe a child's strengths and interests, as well as ways their family or community uses literacy;

Sample Family History Survey

This sample survey includes only questions required by Wis. Stat. §§ 118.016. An LEA can add questions, including opportunities for the parents/caregivers to describe a child's strengths and interests, as well as ways their family or community uses literacy.

In 2025, DPI will provide a sample of a more comprehensive family history survey that includes additional questions or prompts about literacy development. (9/6/24 - Translations of the sample questions below will be available soon.)

[Sample Survey in English](#)

[Sample Survey in Arabic](#)

[Sample Survey in Burmese](#)

[Sample Survey in Chinese](#)

[Sample Survey in Hmong](#)

[Sample Survey in Karen](#)

[Sample Survey in Somali](#)

[Sample Survey in Spanish](#)

1. What is your child's interest in reading and literacy activities such as reading independently, having books or stories read to them, and rhyming activities?

1 - Very uninterested

2 - Uninterested

3 - Somewhat interested

4 - Interested

5 - Very interested

2. Has your child ever been recommended for summer reading intervention or support? If so, who made the recommendation?

3. Has your child ever been recommended to receive reading or writing tutoring services outside of the school setting? If so, who made the recommendation?

4. Has anyone in the child's family been diagnosed with dyslexia, or experienced difficulties with reading and spelling (either as a child or adult)?

استبيان التاريخ العائلي

يرجى إكمال المعلومات التالية لمساعدتنا في دعم تعلم طفلك

1. ما هو اهتمام طفلك بأنشطة القراءة ومعرفة القراءة والكتابة مثل القراءة بشكل مستقل، وقراءة الكتب أو القصص له، وأنشطة الكلام السجعي؟
 - 1- غير مهتم على الإطلاق
 - 2- غير مهتم
 - 3- مهتم إلى حد ما
 - 4- مهتم
 - 5- مهتم جدًا
2. هل سبق أن تمت توصية طفلك بتلقي دعم أو تدخل بشأن القراءة في فصل الصيف؟ إذا كان الأمر كذلك، فمن الذي قدم هذه التوصية؟
3. هل سبق أن تمت توصية طفلك بتلقي خدمات دروس خصوصية في القراءة أو الكتابة خارج بيئة المدرسة؟ إذا كان الأمر كذلك، فمن الذي قدم هذه التوصية؟
4. هل تم تشخيص أي شخص في عائلة الطفل بمرض عسر القراءة، أو واجه صعوبات في القراءة والتهجئة (سواء كطفل أو بالغ)؟

မိသားစု ရာဇဝင် စစ်တမ်း

သင့်ကလေး၏ သင်ယူလေ့လာမှုကို ထောက်ပံ့ပေးရန် အောက်ပါ အချက်အလက်များကို ဖြည့်စွက်ပေးပါ-

1. လွတ်လပ်စွာ စာဖတ်ခြင်း၊ သူတို့အား စာအုပ်များ သို့မဟုတ် ပုံပြင်များ ဖတ်ပြခြင်းနှင့် ကာရန်ချိတ်ဆက်ခြင်း လုပ်ဆောင်ချက်များကဲ့သို့ စာဖတ်ခြင်းနှင့် စာတတ်မြောက်ရေး လုပ်ဆောင်ချက်များတွင် သင့်ကလေး၏ စိတ်ဝင်စားမှုများမှာ အဘယ်နည်း။
 - 1 - အလွန်စိတ်ဝင်စားသည်
 - 2 - စိတ်မဝင်စားပါ
 - 3 - အနည်းငယ် စိတ်ဝင်စားသည်
 - 4 - စိတ်ဝင်စားသည်
 - 5 - အလွန်စိတ်ဝင်စားသည်
2. သင့်ကလေးအား နွေရာသီ စာဖတ်ခြင်း ကြားဝင်ဖျန်ဖြေမှု သို့မဟုတ် ထောက်ပံ့မှုအတွက် အကြံပြုဖူးပါသလား။ ဟုတ်ပါက၊ အကြံပြုချက်ကို ဘယ်သူက ပြုလုပ်ပါသလဲ။
3. သင့်ကလေးအား ကျောင်း အပြင်အဆင် ပြင်ပတွင် စာဖတ်ခြင်း သို့မဟုတ် စာရေးခြင်းဆိုင်ရာ သင်ကြားပြသရေး ဝန်ဆောင်မှုများ လက်ခံရရှိရန် အကြံပြုထားဖူးပါသလား။ ဟုတ်ပါက၊ အကြံပြုချက်ကို ဘယ်သူက ပြုလုပ်ပါသလဲ။
4. ကလေး၏ မိသားစုရှိ တစ်စုံတစ်ယောက်သည် စာဖတ်ခက်ရောဂါ ဖြစ်ဖူးပါသလား သို့မဟုတ် စာဖတ်ခြင်းနှင့် စာလုံးပေါင်းခြင်း (ကလေးအဖြစ် သို့မဟုတ် လူကြီးအဖြစ်) တွင် အခက်အခဲများ ကြုံတွေ့ဖူးပါသလား။

家庭历史调查

请填写下列信息，以帮助我们辅导您孩子的学习：

1. 您的孩子对阅读和语文活动的兴趣如何，如独立阅读、为其读书或故事，或是联韵活动？
 - 1- 完全不感兴趣
 - 2- 不感兴趣
 - 3- 兴趣不大
 - 4- 感兴趣
 - 5- 非常感兴趣
2. 您的孩子是否曾被推荐参加暑期阅读干预或支持项目？ 如果有，推荐人是谁？
3. 您的孩子是否曾被推荐，接受校外的阅读或写作辅导服务？ 如果有，推荐人是谁？
4. 孩子的家庭中，是否有人曾被诊断出患有读写障碍，或在阅读和拼写方面遇到过困难（无论是儿童还是成年时期）。

Daim Ntawv Ntsuam Xyuas Txog Keeb Kwm Hauv Tsev Neeg

Thov sau teb kom tiav cov ntaub ntawv hauv qab no los pab peb txhawb koj tus me nyuam txoj kev kawm:

1. Koj tus me nyuam qhov kev nyiam nyeem ntawv thiab cov dej num kev paub ntaub ntawv yog dab tsi xws li kev nyeem ntawv ntawm nws tus kheej, nyeem phau ntawv los sis dab neeg rau lawv mloog, thiab cov kev tawm suab?
 - 1 - Tsis nyiam heev li
 - 2 - Tsis nyiam
 - 3 - Nyiam qee yam
 - 4 - Nyiam
 - 5 - Nyiam heev
2. Koj tus me nyuam puas tau txais lus qhia pom zoo rau kev pab los sis kev txhawb nqa rau kev nyeem ntawv lub caij ntuj sov? Yog tias li ntawd, leej twg tau muab qhov lus qhia pom zoo?
3. Koj tus me nyuam puas tau lus qhia pom zoo kom tau txais kev pab cuam nyeem ntawv los sis kev qhia sau ntawv sab nraud ntawm tsev kawm ntawv? Yog tias li ntawd, leej twg tau muab qhov lus qhia pom zoo?
4. Puas muaj leej twg uas nyob hauv tus me nyuam tsev neeg tau kuaj pom tias muaj qhov kev kawm ntawv nyuaj (dyslexia), los sis tau ntsib teeb meem nrog kev nyeem ntawv thiab kev sau ntawv (txawm tias me nyuam yaus los sis neeg laus los xij)

တၢ်ဃုသ့ၣ်ညါ ဟံၣ်ဖိဃီဖိအတၢ်စံၣ်စိၤတဲစိၤအဂ့ၢ်

ဝံသးစူၤမၤဝံၤမၤပွဲၤ တၢ်ဂ့ၢ်တၢ်ကျိၤလၢလၢအံၤ လၢကမၤစၢၤပုၤလၢ ကဆိၣ်ထွဲန့ၣ်ဖိအတၢ်မၤလိန့ၣ်တက့ၢ်-

1. န့ၣ်ဖိအတၢ်သးစဲလၢ တၢ်ဖးလံာ်ဒီး တၢ်သ့လံာ်သ့လဲၣ်တၢ်ဟူးတၢ်ဂဲၤတဖၣ် ဒ်အမ့ၢ် တၢ်ဖးလံာ်လၢတၢ်သဘျုးအပူၤ, တၢ်အိၣ်ဒီးလံာ် မ့တမ့ၢ် တၢ်တဲတဖၣ်လၢပုၤဖးဖျါန့ၣ်အီၤ, ဒီးတၢ်သီၣ်သဃဲၤတၢ်ဟူးဂဲၤတဖၣ် မ့ၢ်ဒ်လဲၣ်.

1 - တသးစဲအါမး

2 - တသးစဲ

3 - သးစဲတဆံးတက့ၢ်

4 - သးစဲ

5 - သးစဲအါမး

2. မ့ၢ်န့ၣ် ဘၣ်တၢ်ဟ့ၣ်ကူၣ်အီၤတဘျီဘျီလၢ ကထီၣ်ဝဲ တၢ်ကိၢ်ခါတၢ်ဖးလံာ်တၢ်မၤလိ မ့တမ့ၢ် တၢ်ဆိၣ်ထွဲအဂီၢ်ခါ. မ့ၢ်န့ၣ် မတၢ်ဟ့ၣ်ကူၣ်အီၤလဲၣ်.

3. မ့ၢ်န့ၣ် ဘၣ်တၢ်ဟ့ၣ်ကူၣ်အီၤတဘျီဘျီလၢ ကဒီးန့ၣ်တၢ်သိၣ်လိဆိၣ်ထွဲအီၤလၢ တၢ်ဖးလံာ် မ့တမ့ၢ် တၢ်ကွဲး လၢကိၢ်အချၢလဲၣ်. မ့ၢ်န့ၣ် မတၢ်ဟ့ၣ်ကူၣ်အီၤလဲၣ်.

4. မ့ၢ်ပုၤတဂၤဂၤလၢ န့ၣ်ဖိအဟံၣ်ဒုၣ်ဃီထၢအပူၤ ဘၣ်တၢ်ဃုထံၣ်ဟံၣ်ပနီၣ်အီၤလၢ တၢ်ဖးလံာ်ကီခဲ (dyslexia), မ့တမ့ၢ် အိၣ်ဒီးတၢ်ကီတၢ်ခဲတဖၣ်လၢ တၢ်ဖးလံာ်ဒီးလံာ်ကဒီး (ဒ်ဖိသၣ် မ့တမ့ၢ် ပုၤနီၣ်ဒိၣ်) တဘျီဘျီခါ.

Xog aruurinta Taariikhda Qoyska

Fadlan buuxi macluumaadkaan soo socda si aad nooga caawiso inaan taageerno waxbarashada cunugaaga:

1. Waa maxay xiisaha uu u qabo cunugaaga hawlaha waxbarashada sida inuu si madaxbanaan wax u akhriyo haysashada buugaagta ama in loo akhriyo taariikho, iyo waxyaabaha dhawaaqyada jiidama leh?
 - 1 - Aad ayuu u xiiseeyaa
 - 2 - Ma xiiseeyo
 - 3 - Xoogaa ayuu xiiseeyaa
 - 4 - Waa uu xiiseeyaa
 - 5 - Si wayn ayuu u xiiseeyaa
2. Cunugaagu marna ma loosoo jeediyay waxbarashada akhriska xagaaga ama taageero? Haddii haa tahay jawaabtu, yaa usoo jeediyay?
3. Cunugaagu waligiis marna ma lasoo jeediyay inuu helo adeegyada barashada akhriska ama wax qorista oo lagu sameynaayo meel ka baxsan goobta dugsiga? Haddii haa tahay jawaabtu, yaa usoo jeediyay?
4. Qof katirsan qoyska ilmaha malaga helay cudurka Keenaya in qofku ku adkaato akhriska (dyslexia), ama mala kulmay dhibaatooyin la xariira akhriska iyo higaada (midkood ilmo ama qof wayn)

Encuesta de antecedentes familiares

Complete la siguiente información para ayudarnos a apoyar el aprendizaje de su hijo/a:

1. ¿Cuál es el interés de su hijo/a en actividades de lectura y alfabetización, como leer de manera independiente, que le lean libros o historias, y actividades con rimas?
 - 1 - Muy desinteresado/a
 - 2 - Desinteresado/a
 - 3 - Algo interesado/a
 - 4 - Interesado/a
 - 5 - Muy interesado/a
2. ¿Alguna vez le han recomendado a su hijo/a una intervención o apoyo de lectura durante el verano? En caso afirmativo, ¿quién hizo la recomendación?
3. ¿Alguna vez le han recomendado que su hijo/a reciba servicios de tutoría de lectura o escritura fuera del entorno escolar? En caso afirmativo, ¿quién hizo la recomendación?
4. ¿Alguien en la familia del niño/a ha sido diagnosticado con dislexia o ha experimentado dificultades con la lectura y la ortografía (ya sea en la infancia o en la edad adulta)?