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| **Name** |  |  |

**Using the Past Schooling and Background Information Form**

Teachers can gather information on pages 1-2 from orientation paperwork or with the help of a translator, depending on the student’s language proficiency. Teachers should not ask students for the information on page 3.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Where were you born?** |  | | | | |  | | |  | | | |
|  | city or town | | | | |  | | | country | | | |
| 1. **How old were you when you came to the US?** | | | |  | | | | | | |  | |
|  | | | | |  | | | | | |  | |
| 1. **What was the first language you spoke as a child?** | | | | |  | | | | | |  | |
| 3a. Do you still speak this language? | | | | | yes  no | | | | | |  | |
|  | | | | |  | | | | | |  | |
| 1. **Did you attend school in (native country)?** | | | | | yes  no | | | | | |  | |
| 4a. If yes, how many years? | | | | |  | | | | | |  | |
| 4b. If yes, In what language were you taught? | | | | |  | | | | | |  | |
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| 1. **What is the highest school grade you completed?** | | | | |  | | | | | |  | |
|  | | | | |  | | | | | |  | |
| 1. **Did you attend any other schools (in native country or another)?** | | | | | | | | yes  no | | |  | |
|  | | | | |  | | | | | |  | |
| 1. **Can you read (native language)?** | | | yes  no | | | | | | | |  | |
|  | | |  | | | | | | | |  | |
| 1. **Can you write (native language)?** | | | yes  no | | | | | | | |  | |
|  | | |  | | | | | | | |  | |
| 1. **Can you read and write English?** | | | yes  no  a little | | | | | | | | | |
|  | | | | |  | | | | | |  | |
| 9a. How old were you when you learned to read and write English? | | | | | | | | | |  | |  |
| 9b. Where did you learn to read and write English? (home, school)? | | | | | | | | | |  | |  |
|  | | | | | | | | | |  | |  |
| 1. **How many schools did you attend as a child?** | | | |  | | | | | | |  | |
|  | | | | |  | | | | | |  | |
| 1. **Did you ever repeat a grade?** | | yes  no | | | | | | | | |  | |
| 11a. If yes, which grade(s)? | |  | | | | |  | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Do you remember ever having trouble with reading as a child?** | | | | | | | | | yes  no | | | |  | | |
|  | | | | |  | | | | | | | |  | | |
| 12a. If yes, in which grade did you first have trouble? | | | | | | | | | | | | | | | |
| 1st grade  2nd or 3rd grade  4th or 5th grade  6th,7th, or 8th grade  high school | | | | | | | | | | | | | | | |
|  | | | | |  | | | | | | | |  | | |
| 1. **When you were a child did you ever participate in any of the following programs?** | | | | | | | | | | | | | | yes  no | |
| 13a. If you did, please describe when and where. | | | | individual tutoring | | | | | | |  | | | | |
|  | | | | at home | | | | | | |  | | | | |
|  | | | | in school | | | | | | |  | | | | |
|  | | | | special classes | | | | | | |  | | | | |
|  | | |  | | | | | | | | | |  | | |
| 1. **What made you decide to take adult education classes?** | | | | | |  | | | | | | | | | |
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| 1. **What do you plan to do after you complete your adult education classes?** | | | | | | | | | | | |  | | | |
|  | | | | | | |  | | | | | |  | | |
| 1. **About how many hours a week do you read for pleasure (in English)?** | | | | | | | | | |  | | | | | |
| less than 1 hour  1 to 3 hours  4 to 6 hours  more than 6 hours | | | | | | | | | | | | | | | |
| 1. **About how many hours a week do you read for pleasure in (native language)?** | | | | | | | | | | | | | | | |
| less than 1 hour  1 to 3 hours  4 to 6 hours  more than 6 hours | | | | | | | | | | | | | | | |
|  | | | | |  | | | | | | | | | | |
| 1. **What do you find hard about reading? Which of the following challenges seem to apply to you when you read?** | | | | | | | | | | | | | | | |
|  | | | | | | | |  | | | | | | |  |
|  | **Reading Challenge** | | | | | | | **English** | | | | | | | **Native language** |
|  | I can’t read or pronounce the long, hard words. | | | | | | |  | | | | | | |  |
|  | I can’t understand most of the hard words. | | | | | | |  | | | | | | |  |
|  | Sometimes I don’t understand what I read. | | | | | | |  | | | | | | |  |
|  | I forget a lot of what I read right afterwards. | | | | | | |  | | | | | | |  |
|  | I forget a lot of what I read a few days later. | | | | | | |  | | | | | | |  |
|  | I read very slowly. | | | | | | |  | | | | | | |  |
|  | Spelling problems. | | | | | | |  | | | | | | |  |
|  | Other problems? |  | | | | | | | | | | | | | |

**Additional background information**

*To be completed by teacher*

[*On Speaking & Cultural Terms*](http://www.ohioaspire.org/files/On%20Speaking%20and%20Cultural%20Terms%20Combined.pdf), Sections III & IV is a resource for this information.

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| 1. **Is the student an immigrant or refugee?** | | | yes  no | | |
| If refugee, what do you know about the student’s life/experiences prior to resettlement? | | | | | |
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|  |  | | | |  |
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| 1. **How can the student’s native language can be characterized?** | | | | | |
|  | | Roman alphabet (French, German, Spanish)  Non-Roman alphabet (Arabic, Korean, Russian, Thai)  Non-alphabet (Chinese)  Preliterate – no written form or in the process of developing a written form  (American indigenous, African, Australian and Pacific languages) | | | |
|  | |  | | | |
| 1. **What are the differences and similarities in appearance between the student’s native language and English?** (Similar alphabet, written on/above/below the line, written left-to-right or right-to-left, includes letters or symbols, etc.) | | | | | |
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| 1. **What are the differences in syntax and grammar of the student’s native language?** | | | | | |
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| 1. **What are the difficult sounds in English for the student’s native language?** | | | | | |
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| 1. **What is unique about the student’s culture?** (gestures, education, family, personal space/courtesies, etc.) | | | | | |
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