|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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? |  |  |
|  |  |  |
| 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)? |  |  |

|  |  |  |
| --- | --- | --- |
| 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?**
 |  |
|  |  |  |
| 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.

|  |  |
| --- | --- |
| 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? |
|  |  |  |
|  |  |  |
|  |  |
| 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.)
 |
|  |  |  |
|  |  |  |
|  |
| 1. **What are the differences in syntax and grammar of the student’s native language?**
 |
|  |  |  |
|  |  |  |
|  |
| 1. **What are the difficult sounds in English for the student’s native language?**
 |
|  |  |  |
|  |  |  |
|  |
| 1. **What is unique about the student’s culture?** (gestures, education, family, personal space/courtesies, etc.)
 |
|  |  |  |
|  |  |  |