Educational Background Review

**Directions**: A school or district may draw from the initial academic records review and the SLIFE interview (Step 2), if conducted, to document what it learned about the student’s academic background. A school or district may use the chart below[8](#_bookmark0) to further interview students and/or caregivers to gather missing data if it deems appropriate. *Interviewers should take care to bring a trauma-sensitive lens to these conversations with students and/or caregivers, since gaps in schooling may be a result of particularly traumatic experiences.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade level** | **When you were X years old…** | **In what country were you living?** | **What date range did you attend school? (e.g., Aug– May)** | **How much time did you spend in school each day? (e.g., 7:30–12)** | **What languages did the teacher(s) use?** | **Did you study outside of school that year?** | **Reasons for gaps in schooling that year (if shared)** |
|  | 17–18 |  |  |  |  |  |  |
|  | 16–17 |  |  |  |  |  |  |
|  | 15–16 |  |  |  |  |  |  |
|  | 14–15 |  |  |  |  |  |  |
|  | 12–13 |  |  |  |  |  |  |
|  | 11–12 |  |  |  |  |  |  |
|  | 10–11 |  |  |  |  |  |  |
|  | 9–10 |  |  |  |  |  |  |
|  | 8–9 |  |  |  |  |  |  |
|  | 7–8 |  |  |  |  |  |  |
|  | 6–7 |  |  |  |  |  |  |
|  | 5–6 |  |  |  |  |  |  |

8 Adapted from the Mississippi Department of Education’s *Supports for English Learner Students with Limited Or Inconsistent/Interrupted Formal Education (SLIFE)* (2022).