 **Pre-K Identification Screening Tool**

**Pre-K Identification**

Under the definition of English learner (EL) in section 8101(20) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2016 (ESSA), a child as young as age three may meet the definition of an EL. Therefore, it is the district’s obligation to administer the HLS to families enrolling children in public school Pre-K programs. If the answer to any of the questions relating to language in the HLS is a language other than English, districts should use the Pre-K Screening Tool provided by the Department to assess the English language proficiency of these students. Any student who receives 4 or more “No” responses to the questions in the screening tool should be coded as an EL and provided English learner services that will target rapid English language acquisition.

**Pre-K Screening Tool[[1]](#footnote-2)**

Directions: Districts can complete the initial part of this assessment informally (e.g., conversationally when the administrator greets the student), or in a more formal test environment. Regardless, the following best practices should be observed:

* District staff are encouraged to keep the tone of the assessment informal.
* If the student is unable to answer the first three items in English, discontinue the assessment. If applicable, consider students’ non-verbal responses. Please note that the student may be able to process the English language, but only be willing to point to a visual prompt to answer.
* If the student is unresponsive due to fear or apprehension, the assessment may be re-administered at a later date within the screening window.

**ESL Instruction for Kindergarten and Pre-Kindergarten (Pre-K) Students**

Children attending Kindergarten and Pre-K are developing language in general, and the level of English language acquisition will vary from child to child as with any developmental milestone. Districts should reflect on how children at this early age learn language and to what extent existing classroom practices are responsive to young children’s developmental needs. ESL teachers should be involved in the planning of English language development services for ELs at that age and those services should generally be provided in the context of an inclusive, language-rich classroom environment and actively support both social and academic language.​

Districts should establish procedures to monitor the progress of ELs in Kindergarten and Pre-K in English language acquisition. ESL teachers assigned to fulfill monitoring activities of Kindergarten and Pre-K EL students in collaboration with other teachers teaching at these grade levels should carefully review the outcomes of the classroom practices provided to such students and make adjustments if necessary to meet these students’ linguistic needs.​

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| District: |
| Student Name: |
| Date of Birth: |
| EL Non-EL |

## **QUESTIONS**

|  |  |  |
| --- | --- | --- |
| Ask the student, "What is your name?" Can the student say their name? *Please note: if a student only says their first name, you can count it as a correct answer.* | YES | NO |
| Ask the student, "How old are you?" Can the students state their age? If they only show their fingers to identify their age, ask "How many is that?" | YES | NO |
| Ask the student, "What are your favorite toys?" Can the student name 2-3 of their favorite toys? If the student requires a prompt, the administrator may ask “What do you like to play with at home?” or “What do you like to play with outside?”**IF THE STUDENT IS UNABLE TO ANSWER QUESTIONS 1-3 IN ENGLISH, DISCONTINUE THE ASSESSMENT.** | YES | NO |
| Say, "Tell me about your…" (insert one of the toys mentioned in item #3) and ask "What is it like?" Can the student provide 2-3 of the toy's characteristics? | YES | NO |
| Ask the student, "What are your favorite animals?" Can the student name 3-5 animals? | YES | NO |
| Can the student follow simple directions? (e.g., "Put the pencil on the table" or "Put the book under the table") *Please be sure that any directions given to the student include simple prepositional words such as "on" or "under."* | YES | NO |
| Point to the child’s eyes, ears, nose, hair, legs, arms, hands, feet, fingers, knees, head, or toes and ask "What is this?" Can the child name at least 6-8 parts of the body? If the child does not respond to this prompt, change the question and ask the student to point to their eyes, ears, nose, hair, legs, arms, hands, feet, fingers, knees, head, or toes. If the student can point to at least 6-8 parts of the body correctly, count the student’s answer as correct. | YES | NO |
| Ask the student to draw a picture for you. When the child is finished, say "Tell me about your picture." If the student needs encouragement, the administrator may say "Tell me about this part of your picture." | YES | NO |
| When talking about their picture, does the student include -s, -ed, or -ing endings on their words? (e.g., playing, balls, rolled, etc.) | YES | NO |
| Does the child use complete sentences with at least 3-4 words? | YES | NO |

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| 7 or more “YES responses | Non-EL | The student will be screened with WIDA Screener for Kindergarten before the student starts Kindergarten. |
| 4 or more “NO” responses | EL | Code the student as an EL, place in the district’s ELE program and start providing services. The student will be screened with WIDA Screener for Kindergarten before the student starts Kindergarten. |

1. Adapted from the Oklahoma State Department of Education's Pre-K Screening Tool (PKST) [↑](#footnote-ref-2)