

# PRACTICE

## Virtual New York State Migrant Education Program Early Childhood Academic Tool: *Student Response Sheet*

Student Name: \_\_\_\_\_ Student DOB: \_\_\_\_\_ METS Program: \_\_\_\_\_ Migrant Educator: \_\_\_\_\_

Pre-test Date: \_\_\_\_\_

Posttest Date: \_\_\_\_\_

Circle the correct responses for the pretest.

Underline the correct responses for the posttest.

			Raw Score		
	Area	Points	<i>The student:</i>	PRE	POST
A	Personal Data	3	Answers with: 1. First Name 2. Last Name 3. Age		
G	Body Parts	4	NAMES: 1. Head 2. Legs 3. Arms 4. Nose		
D	Colors - Part 1	4	MATCHES: 1. Red 2. Blue 3. Yellow 4. Brown		
F	Shapes - Part 1	4	MATCHES: 1. ○ 2. □ 3. ▭ 4. △		
E	Counting	14	ROTE COUNTS in order, without skipping to: 1 2 3 4 5 6 7 8 9 10 Reads Number: 1 3 2 4		
I	Emergent Writing	4	1. Scribbles 2. Attempts to write letters 3. Writes letters 4. Writes name (or first 5 letters)		
D	Colors – Part 2	4	NAMES: 1. Red 2. Blue 3. Yellow 4. Brown		
F	Shapes - Part 2	4	NAMES: 1. ○ 2. □ 3. ▭ 4. △		
		41	<b>Total Raw Score:</b>		

# PRACTICE

## Formato Académico *Virtual* para Infancia Temprana del Programa de Educación para Migrantes del Estado de Nueva York: *Hoja de Respuestas del Estudiante*

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Programa METS: \_\_\_\_\_

Educador del Programa METS: \_\_\_\_\_

Fecha de la evaluación previa (PRE): \_\_\_\_\_

Fecha de la evaluación posterior (POST): \_\_\_\_\_

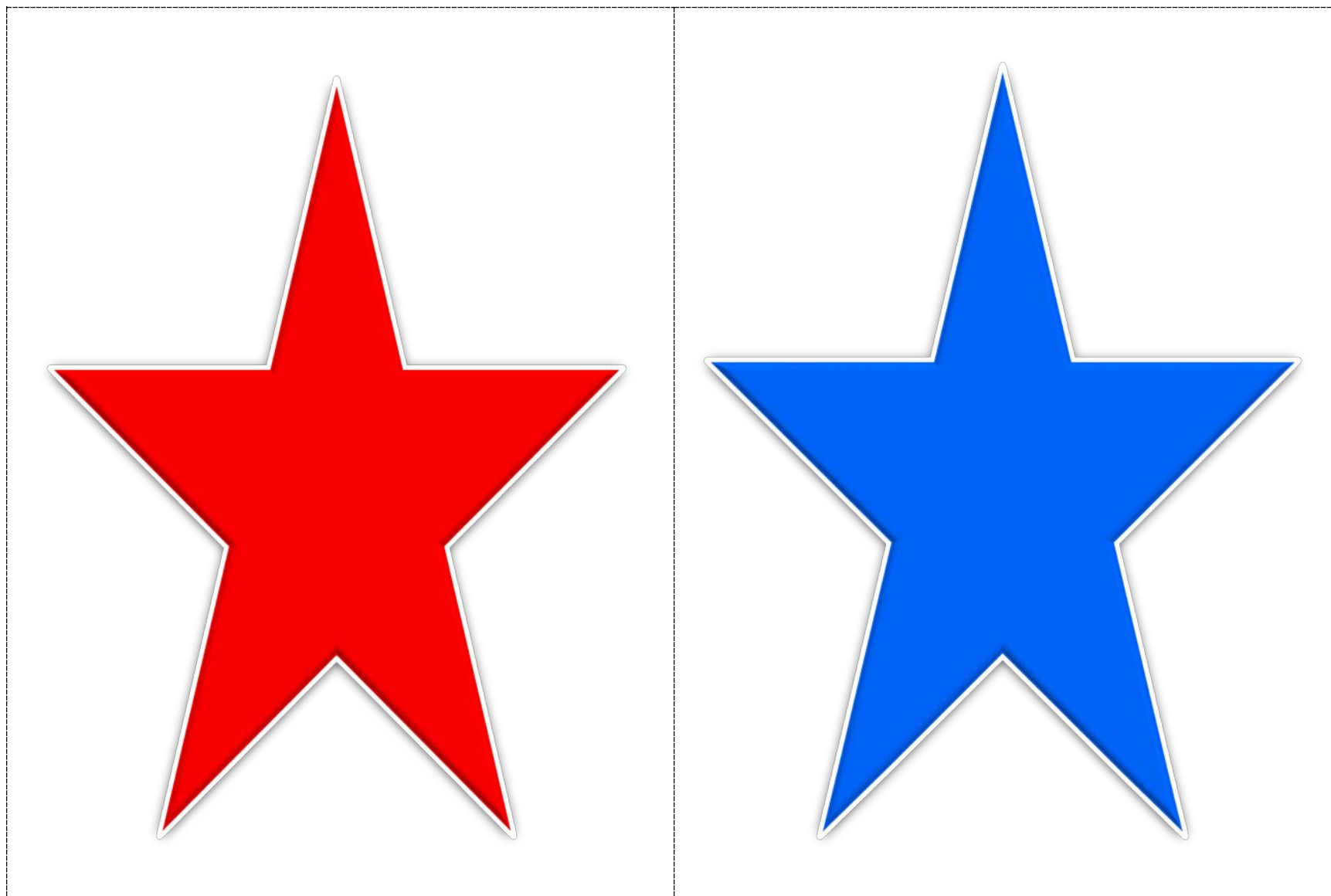
Circule las respuestas correctas de la prueba de entrada.

Subraye las respuestas correctas de la prueba de salida.

	Área	Puntos	La/el estudiante:	Puntaje bruto	
				PRE	POST
A	Datos Personales	3	Responde con su: 1. Nombre 2. Apellido 3. Edad		
G	Partes del Cuerpo	4	NOMBRA: 1. Cabeza 2. Piernas 3. Brazos 4. Nariz		
D	Colores - Parte 1	4	EMPAREJA: 1. Rojo 2. Azul 3. Amarillo 4. Café		
F	Figuras - Parte 1	4	EMPAREJA: 1. ○ 2. □ 3. ▭ 4. △		
E	Conteo	14	CUENTA en orden sin saltar un número: 1 2 3 4 5 6 7 8 9 10 Lee el número: 1 3 2 4		
I	Escritura Emergente	4	1. Hace garabatos 2. Intenta escribir letras 3. Escribe letras 4. Escribe su nombre (o las primeras 5 letras)		
D	Colores - Parte 2	4	NOMBRA: 1. Rojo 2. Azul 3. Amarillo 4. Café		
F	Figuras - Parte 2	4	NOMBRA: 1. ○ 2. □ 3. ▭ 4. △		
		41		<b>Total del Puntaje Bruto:</b>	

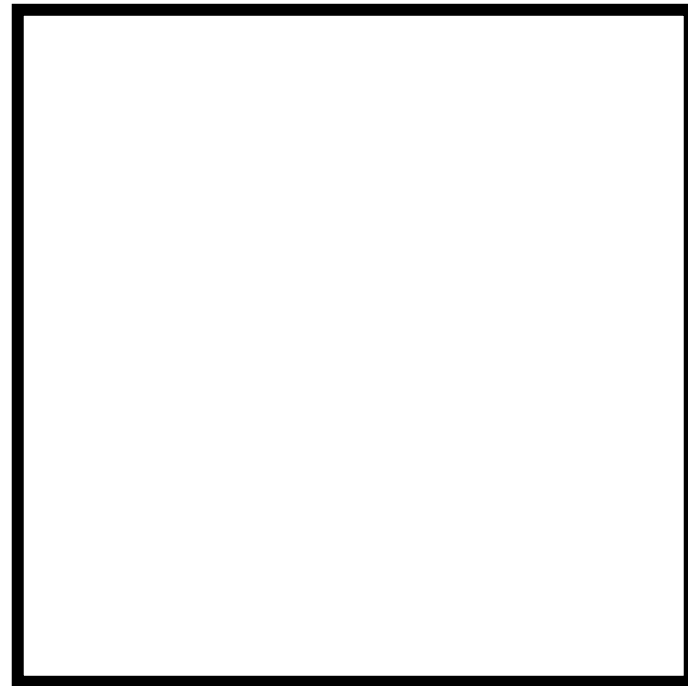
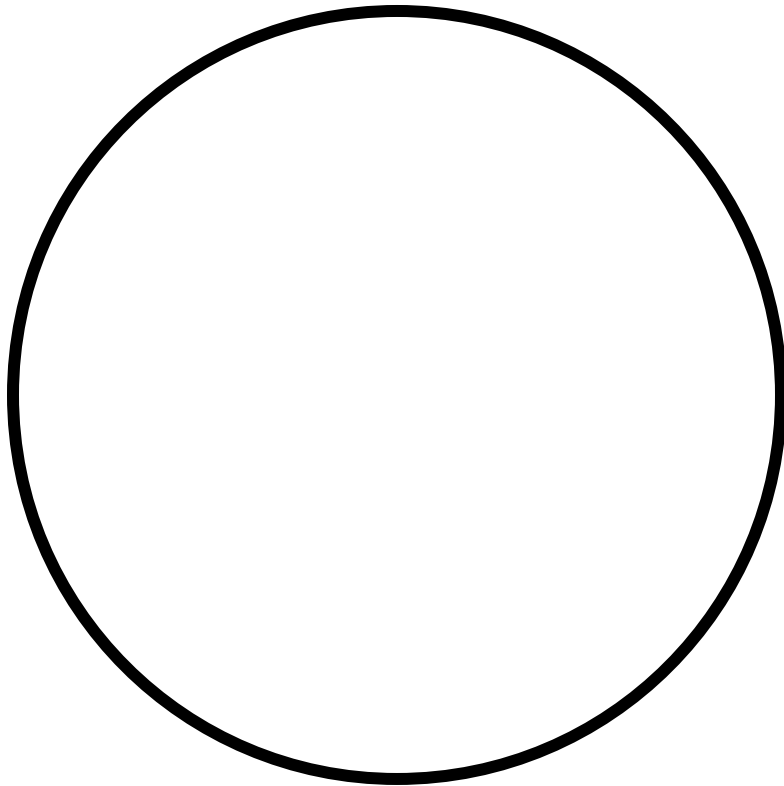
# PRACTICE

Virtual ECA Area D – Color Cards – Print with color. Use cardstock if possible, for students



**PRACTICE**

ECA Area F: Shape Cards (print 2-sided on the short edge with COW cards; print on cardstock if possible for students)



## Administering the Virtual NYS-MEP Early Childhood Academic Tool

### Students and families who are Candidates for the Virtual

Candidates for the Virtual ECA are those Preschool students ages (P3-P5)

- Who are identified for Level 2 instruction, **and**
- Have regular access through a synchronous virtual video platform in which both the student and Migrant Educator can see and hear each other, such as Zoom.

### Testing Props

#### ***Suggested planning for Student Packets***

- Have a conversation with parent or care giver beforehand about the Drop & Go (or mailing) of supplies
- Copying the color and shape cards on cardstock will make them easier for students to pick up.
  - **Note:** laminated cards are harder for students to pick up. For educators, laminated cards can create a reflection or shine on camera that makes it harder for the student to see the object.
- Will also need blank piece of paper and a large crayon or jumbo pencil for students write their name.
- Optional: Self-addressed, stamped envelope for parent to mail the writing sample.

#### ***Student Props:***

1. Picture labels to help parents recognize the supplies you will ask the student to have.
  - **Picture Labels page 35**, “Labels for Student Props to Deliver/Mail to Family”
2. Colors for matching, one of each color: Red, Blue, Yellow, Brown
  - **Color Cards page 23 & 25:** Color stars provided in this document, but you can use alternative manipulatives for these colors.
3. Shapes for matching, one of each color: Circle, Square, Rectangle, Triangle
  - **Shape Cards, page 27 & 29:** Shape cards provided in this document, but you can use alternative manipulatives for these shapes.
4. Paper and large crayon (or jumbo pencil) for writing name.
5. Optional: Self-addressed, stamped envelope for parent to mail the writing sample; or ask parent to take a picture of the writing and send in a text. Use whichever method seems to work best for each family.

### ***Migrant Educator Props:***

1. Pictures to show students
  - Either the Virtual ECA Graphics PDF with graphics to SHARE SCREEN on virtual video platform, such as Zoom;
  - Or use paper graphics to hold on screen:
    - ***Puppet Page 21.*** A paper Alligator puppet provided in this document, but you can use an alternative puppet. For answering Personal Data questions and naming (4) Body Parts.
    - ***Page 23 & 25.*** Color cards (or manipulatives used with students) for matching and naming four colors: Red, Blue, Yellow, and Brown.
    - ***Page 27 & 29.*** Shape cards (or manipulatives used with students) for matching and naming the four shapes: Circle, Square, Rectangle, and Triangle.
    - ***Page 31 & 33.*** Number Cards – 1, 2, 3, 4.
2. Paper and large crayon (or jumbo pencil) for writing name.

### **Review and Practice to be Comfortable with the Changes and the Virtual Platform**

***Number of Assessed Skills/Data Points:*** The NYS-MEP ECA used since 2016 totaled 129 points. After item analysis, then reviewing New York State’s Next Generation Learning Standards, and a final review by the METS, the revised ECA has 106 data points. Only one of these changes survived the reduction to 41 assessed skills for the Virtual ECA:

- Students with a long first name, can receive credit for writing their name if they write the first five letters correctly and in the right order.

***Revised directions and questions for administration:*** The *Virtual Administration Guidelines and Scoring Rubric*, below, updates the Educator’s questions and directions for students, to a virtual video platform, such as Zoom.

***Suggested Grouping for the Questions:*** Even though the Virtual ECA assesses only 41 data points, you will probably still need to “chunk” the ECA across multiple sessions, to lesson fatigue. We are advising that you group the questions in the following ways, to take advantage of when the students do or do not need to use one of their testing props.

### ***Reminder: Assessing not teaching***

- Plan the same response with a smile whether the student has a correct response or not.
- If a student does not respond, you can ask a second time. Some questions suggest another way to ask.
- Move on whether the student’s response is correct or incorrect. You will be able to teach and practice the skill when afterwards.

### ***Puppet Play***

- Students do not need any supplies, Migrant Educator has a puppet
- Assessment Areas: Personal Data questions and Naming Body Parts
  - **Note:** Due to the reduced visibility with the Virtual ECA, “fingers” changes to “hands” and “toes” changes to “feet”)

### ***Matching “Games” – Colors and Shapes***

- Student and Migrant Educator each need (4) colors and (4) shapes. Using the cards provided at the end of this document, or METS can use alternative manipulatives.
- Assessment Areas: The matching part of Colors and Shapes

### ***Counting***

- Students do not need any supplies, Migrant Educator needs number cards
- Assessment Areas: Rote Counting and Naming Numbers (1 – 4)

### ***Writing First Name***

- Students need paper and a large crayon or a jumbo pencil, and either a self-addressed, stamped envelope for the family to mail the writing sample back, or a plan for the family to take a picture and text a copy of the writing sample back.
- Assessment Area: Emergent Writing. Note: Students are asked to write their names and receive cumulative points (1-4), depending on what they write. (see page 14 for scoring details)

### ***Naming Colors and Shapes***

- Students do not need any supplies. Migrant Educators need the color and shape cards.
- Assessment Areas: The “naming” part of Colors and Shapes



## **Recording Results**

**Record Student Responses** with the *Virtual* New York State Migrant Education Program Early Childhood Academic Tool: *Student Response Sheet*. Page 19 – English. Page 20 – Spanish


**MIS2000** – Record the total Raw Score for the Pretest and Posttest.


**WebApp** – Record time all assessment time with preschooler under Early Childhood Instruction (Code 6).


## Virtual Administration Guidelines and Scoring Rubric


Student Cues	Educator – Questions	Educator - Scoring
<p>A-1</p> 	<p><b>Area A – Personal Data</b></p> <p><b>A-1 – First Name</b></p> <p><b>Note:</b> Introduce yourself, and introduce a puppet, to the child. Hold the paper puppet in your hand, or SHARE SCREEN to show the alligator puppet graphic.</p> <p><b>Say,</b> “My name is (say your first and last name). The [alligator’s] name is Alex/Alexia. [pause] What is your name?”</p> <p><b>“Mi nombre es (say your first and last name). El nombre [del lagarto] es Alejandro/Alejandra. [pause] ¿Cuál es tu nombre?”</b></p> <p><b>For all questions:</b> Repeat the question for students who do not respond at first.</p>	<p><b>Give credit for:</b> (Responses can be in English or home language.)</p> <p>a. Correct first name</p> <p>b. Nickname that the family commonly calls the child.</p> <p>c. Correct first name or nickname even if incorrectly pronounced due to immature speech or speech impediment.</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <p>a. No verbal response</p> <p>b. Incorrect name</p>
<p>A-2</p> 	<p><b>A-2 Last name</b></p> <p><b>Note:</b> If child did not give a correct response to their first name, skip item <b>A-2</b> (last name) and go to Item <b>A-3</b>.</p> <p><b>Note:</b> If child gave the correct last name as part of the response to item <b>A-1</b>, give</p>	<p><b>Give credit for:</b> (Responses can be in English or home language.)</p> <p>a. Correct last name</p> <p>b. Correct last name even if pronounced incorrectly due to immature speech or speech impediment.</p>

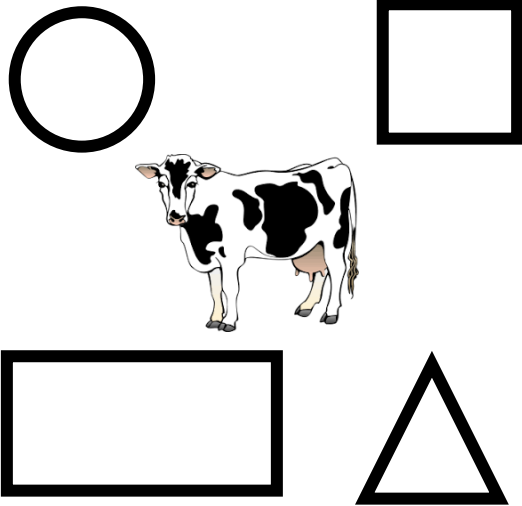


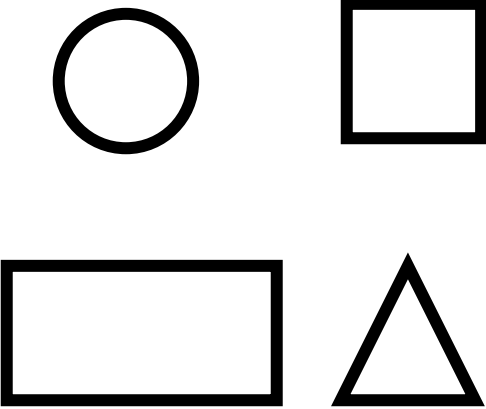
	<p>child credit without asking again, and go on to item <b>A-3</b>.</p> <p><b>Note:</b> If child gave a correct first name, but did not add the last name as part of the response to item <b>A-1</b>, then ask for the last name:</p> <p><b>Say,</b> <i>“(Repeat child’s first name) is a nice name. What is your last name?”</i>  <i>“(Repeat child’s first name) es un nombre bonito. ¿Cuál es tu apellido?”</i></p>	<p><b>Note:</b> If the child gives a last name different from the one on the record, check with the parent and the METS office. The child <i>may have</i> a different last name and, therefore, the response <i>might</i> be correct.</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ul style="list-style-type: none"> <li>a. No verbal response</li> <li>b. Incorrect name</li> </ul>
<p>A-3</p> 	<p><b>A-3 Age</b></p> <p><b>Say,</b> <i>“(Child’s first name), how old are you?”</i></p> <p><i>“¿ (Child’s first name), qué edad tienes?”</i></p> <p><b>For all questions:</b> Repeat the question for students who do not respond at first.</p>	<p><b>Give credit for:</b> <i>(Responses can be in English or home language.)</i></p> <ul style="list-style-type: none"> <li>a. Correct age, verbal response</li> <li>b. Correct age, non-verbal response, i.e. child holds up correct number of fingers.</li> </ul> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ul style="list-style-type: none"> <li>a. No response, verbal or non-verbal</li> <li>b. Incorrect age whether verbal or non-verbal</li> </ul>


Student Cues	Educator – Questions	Educator - Scoring
<p data-bbox="155 152 176 175">G</p> 	<p data-bbox="728 152 982 180"><b>Area G- Body Parts</b></p> <p data-bbox="728 240 1270 362"><b>Note:</b> Point to a body part on a puppet or SHARE SCREEN to show the alligator puppet graphic.</p> <p data-bbox="728 418 1209 446"><b>Say, “What is this?” “¿Qué es esto?”</b></p> <p data-bbox="728 508 1266 630"><b>Note:</b> Ask a second time if necessary. Say, “Can you tell me what this is called?” <b>“¿Me puedes decir cómo se llama esto?”</b></p> <p data-bbox="728 686 1083 714"><b>Repeat for each body part.</b></p> <ol data-bbox="728 732 932 894" style="list-style-type: none"> <li>1. Head/Cabeza</li> <li>2. Legs/Piernas</li> <li>3. Arms/Brazos</li> <li>4. Nose/ Nariz</li> </ol>	<p data-bbox="1299 152 1969 224"><b>Give credit for:</b> (Responses can be in English and/or home language.)</p> <p data-bbox="1299 285 1959 358">a. Correct naming of body parts. Exception: Accept “Mouth” for “Nose” due to virtual visibility.</p> <p data-bbox="1299 418 1927 492"><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ol data-bbox="1299 553 1913 805" style="list-style-type: none"> <li>a. No verbal response</li> <li>b. Incorrect naming of body parts</li> <li>c. Uses the same word for more than one body parts.</li> </ol>

Student Cues	Educator – Questions	Educator - Scoring
	<p><b>Area D – Colors</b></p> <p><b>Have student find their color cards.</b></p> <p><b>Note:</b> Hold up your own set of four (4) color cards,* or SHARE SCREEN to show the graphics PDF.</p> <p><b>Say,</b> “Look for the cards with the different stars in your packet.” ” <b>Busca las tarjetas en tu paquete que tienen las diferentes estrellas.</b>” [pause]  “The stars have different colors.” ” <b>Las estrellas tienen colores diferentes.</b>” [pause]  “Can you hold up one star card to show me?” ” <b>¿Puedes escoger una de las tarjetas con una estrella y enseñármela?”</b></p> <p><b>Note:</b> It is important to pause between questions and directions in order to assess the colors, and not three-step directions.</p> <p>*Can substitute the color cards with blocks or crayons.</p>	

Student Cues	Educator – Questions	Educator - Scoring
<p>D-1</p> 	<p><b>D-2 Matches</b></p> <p>Hold up one of your Color Cards [RED] or SHARE SCREEN to show the color-star graphics.</p> <p><b>Say, “Look at this color.” “Mira este color.” “This is the color [red].” “Este es el color [rojo].” [pause]</b></p> <p><i>Do you have a [card] that has the same color star?” “¿Tienes alguna [tarjeta] que tenga una estrella del mismo color?” [pause]</i></p> <p><i>“Can you hold up the [card] with the same color star?” “¿Puedes mostrar la [tarjeta] que tiene la estrella del mismo color?”</i></p> <p><b>Repeat for each color.</b></p> <ol style="list-style-type: none"> <li>1. Red/Rojo</li> <li>2. Blue/Azul</li> <li>3. Yellow /Amarillo</li> <li>4. Brown/ Café</li> </ol> <p><b>For all questions:</b> Repeat the question for students who do not respond at first.</p>	<p><b>Give credit for:</b> (Responses can be in English and/or home language.)</p> <ol style="list-style-type: none"> <li>a. Correct matching of each color card.</li> <li>b. Child initially picks the wrong shape but self-corrects, choosing the correct shape.</li> </ol> <p><b>Note: Give one point for each color correctly matched.</b> (Total of 4 colors)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ol style="list-style-type: none"> <li>a. Incorrect matching of colors</li> <li>b. Indicates card held by the Migrant Educator instead of selecting one of their own cards.</li> </ol>


Student Cues	Educator – Questions	Educator - Scoring
<p>F</p> 	<p><b>Area F – Shapes</b>  <b>Have student find their shape cards.</b></p> <p><i><b>Note:</b> Hold up set of four (4) shape cards, or SHARE SCREEN to show the shape graphics.</i></p> <p><i><b>Say,</b> “Look for the shape cards in your packet. They have a tiny picture of a cow in the corner.” “Busca las tarjetas educativas en tu paquete. Tienen la figurita de una vaca en la esquina.”</i>  <i>[pause]</i>  <i>“Can you hold one up to show me?”</i>  <i>“¿Puedes enseñarme una?”</i>  <i>[pause]</i>  <i>“Great! Now spread them out so you can see all of the shapes.” “¡Muy bien! Ahora extiéndelas para que puedas ver todas las figuras.”</i></p> <p><b>Note:</b> It is important to pause between questions and directions in order to assess how the student matches shapes, and not three-step directions.</p>	


Student Cues	Educator – Questions	Educator - Scoring
<p>F-2</p> 	<p><b>F-1 Matches</b></p> <p><b>Note:</b> Pick one shape [CIRCLE] from your set or SHARE SCREEN to show the shape graphics.</p> <p><b>Say,</b> “Look at this shape. This is a [circle].”  <b>“Mira esta figura. Este es un [circulo].”</b>  <i>[pause]</i>  “Do you have a card that has the same shape?” <b>“¿Tienes alguna tarjeta que tenga la misma figura?”</b>  <i>[pause]</i>  “Can you hold up the card with the same shape?” <b>“¿Puedes mostrar la tarjeta que tiene la misma figura?”</b></p> <p><b>Repeat for each shape.</b></p> <ol style="list-style-type: none"> <li>1. circle / <i>círculo</i></li> <li>2. square / <i>cuadrado</i></li> <li>3. rectangle / <i>rectángulo</i></li> <li>4. triangle / <i>triángulo</i></li> </ol> <p><b>For all questions:</b> Repeat the question for students who do not respond at first.</p>	<p><b>Give credit for:</b> (Responses can be in English and/or home language.)</p> <ol style="list-style-type: none"> <li>a. Correct matching of each shape.</li> <li>b. Child initially picks the wrong shape but self-corrects, choosing the correct shape.</li> </ol> <p><b>Note: Give one point for each shape correctly matched.</b> (Total of 4 shapes)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ol style="list-style-type: none"> <li>a. Incorrect matching of shapes</li> <li>b. Indicates shape card held by the Migrant Educator instead of selecting one of their own cards.</li> </ol>

Student Cues	Educator – Questions	Educator - Scoring
<p>E – 1</p> 	<p><b>Area E – Counting</b></p> <p><b>E-1 Rote Counts in order, without skipping to...</b></p> <p><b>Say, “How high can you count?” “¿Hasta qué número puedes contar?”</b></p> <p><b>Note:</b> Ask a second time if necessary and prompt the child saying, “One, two...” “Uno, dos...” Then allow the child to count as high as she/he/they can.</p>	<p><b>Give credit for:</b> (Response can be in English and/or home language.)</p> <p>a. Each number until the sequence is broken. In the example, [ 1, 2, 3, 4, 5, 7 ], the child would earn 5 points.</p> <p>b. Numbers that may be mispronounced because of immaturity or speech impediments, i.e. “fee” for three.</p> <p>(Total 10 points)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <p>a. Any numbers after the correct sequence is broken. In the example, [1,3,4,5,6,7,8,9], the child would only earn 1 point, because #2 was skipped</p> <p><b>No bonus points for counting numbers past 10 correctly.</b></p>


Student Cues	Educator – Questions	Educator - Scoring
E-Counting  <div style="text-align: center; font-size: 48px; margin: 20px 0;">1</div> <div style="text-align: center; font-size: 48px; margin: 20px 0;">3</div> <div style="text-align: center; font-size: 48px; margin: 20px 0;">2</div> <div style="text-align: center; font-size: 48px; margin: 20px 0;">4</div>	<p><b>E-3 Names Numbers</b></p> <p><b>Note:</b> Educator needs the NUMBER Cards (1-4) or SHARE SCREEN to show the number graphics.</p> <p>Use the number cards, 1-4. Show the numbers one at a time. Start with #1, and then show numbers out of order.</p> <div style="text-align: center; margin: 10px 0;">       1          3            2              4     </div> <p>Ask student to give the name of each number.</p> <p><b>Say, “What number is this?” “¿Qué número es este?”</b></p> <p><b>Note:</b> Ask a second time if necessary.  <i>“Tell me the name of this number.”</i>  <i>“Dime como se llama este número.”</i></p>	<p><b>Give credit for:</b> (Response can be in English and/or home language.)</p> <p>a. Correct naming of the number.</p> <p>(Total 4 points)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <p>a. No verbal response</p> <p>b. Incorrect answer</p> <p>c. Unsure answer, such as “I think it’s a two” or “Is it a two?”</p> <p>d. Using the same number-name for several numbers.</p>

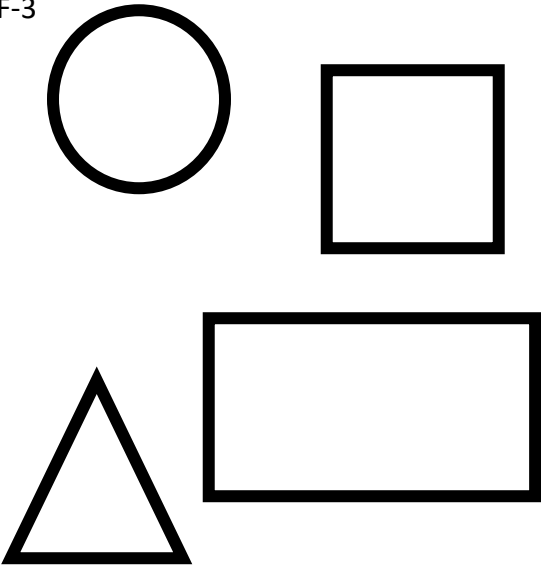


Student Cues	Educator – Questions	Educator - Scoring
<p>I-</p> 	<p><b>Area I – Emergent Writing</b></p> <p><b>Student finds writing supplies.</b></p> <p><b>Note:</b> Hold up a piece of paper and a large crayon or jumbo pencil or SHARE SCREEN to show the paper and pencil graphic.</p> <p><b>Say,</b> “I have a piece of paper and a large [crayon] [pencil].” <b><i>“Tengo una hoja de papel y un [crayón] [lápiz] grande.”</i></b> [pause]</p> <p>“Can you find the paper and pencil in your packet?” <b><i>“¿Puedes encontrar el papel y el lápiz en tu paquete?”</i></b> [pause]</p> <p>“Can you hold them up so I can see them?” <b><i>“¿Puedes mostrarlos para que los pueda ver?”</i></b></p>	

Student Cues	Educator – Questions	Educator - Scoring
<p>I – 1, 2, 3, 4</p> 	<p><b>I-1 Scribbles</b>  <b>I-2 Attempts to write letters</b>  <b>I-3 Writes letters</b>  <b>I-4 Writes name (or first 5 letters)</b></p> <p><b>Note:</b> Students have one task – to write their name.</p> <p><b>Say,</b> “Please write your name on the paper.” <b>“Por favor escribe tu nombre en el papel.”</b></p> <p><b>Note:</b> If the child is hesitant say, “Write as much of your name as you can.”  <b>“Escribe lo más que puedas de tu nombre.”</b></p> <p><b>Note:</b> Check in when it seems the student is finished.</p> <p><b>Say,</b> “Are you done writing?”  <b>“¿Terminaste de escribir?”</b>  [pause]  “When you are done writing, you can hold your paper up for me to see.”  <b>“Cuando termines de escribir, puedes mostrarme la hoja para que la vea.”</b></p> <p><b>Note:</b> Ask the parent/caregiver to mail the child’s writing sample if you gave</p>	<p><b>Give credit for:</b></p> <p><b>I-1 Scribbles (1 point)</b>  a. Child takes the crayon or pencil and moves it along the paper.</p> <p><b>I-2 Attempts Letters</b>  a. Child writes individual representations for some of the letters in the name. <b>Plus Cumulative Credit:</b> (1 point plus give 1 point credit for I-1 Scribbles)</p> <p><b>I-3 Writes Letters</b>  a. Child writes one or more definite letters but does not complete all of the letters of name, or the letters are not in sequence. (Reversals are acceptable) <b>Plus Cumulative Credit:</b> (1 point plus give 1 point each credit for I-1 and I-2)</p> <p><b>I-4 Writes Name (or first 5 letters)</b>  a. Child writes all the letters of name, in sequence. When the student’s name is longer than 5 letters, award the point if the student writes the first 5 letters of name, in sequence. <b>Plus Cumulative Credit:</b> (1 point plus 1 point credit for each: I-1, I-2, and I-3)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p>

	<p>them a self-addressed, stamped envelope, or to take a picture to text to you.</p> <p><b>For example, mailing:</b>  <b>Say,</b> “[name] Do you have the mailing envelope with [my] address and the stamp on it?” <b>“[nombre] ¿Tienes el sobre con [mi] dirección y la estampilla?”</b>  Can you put the paper with (use child’s name) writing in it and put in the mail for me?” <b>“¿Puedes poner el papel con el nombre escrito de (use el nombre del niño) en el sobre y ponerlo en el correo por mí?:</b></p> <p><b>OR to take a picture and text:</b>  <b>Say,</b> “[name] Can you take a picture of the paper with [child’s] writing on it and send the picture me?” <b>“[nombre] ¿Puedes tomar una foto del papel con el nombre escrito de [niño] en el sobre y enviarme la foto?”</b></p>	<p>a. No attempt to write any letters</p> <p><b>What if...?</b>  What if the child writes all of the letters (or the first five) in the name, but does not write all of the letters <b><i>in sequence?</i></b></p> <ul style="list-style-type: none"> <li>• In this case, the students earns credit (1 point each) for I-1 for being past scribbling, I-2 for being past attempting to write letters, and I-3 for writing letters.</li> </ul>
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Student Cues	Educator – Questions	Educator - Scoring
<p>D-2</p> 	<p><b>Area D – Colors</b></p> <p><b>D-2 – Names</b></p> <p><b>Note:</b> Show the colors to the child, one at a time, or SHARE SCREEN to show the shape graphics.</p> <p><b>Say, “What color is this?” “¿Qué color es este?”</b></p> <p><b>Note:</b> Ask a second time if necessary. Say, “Tell me the name of this color.” <b>“Dime el nombre de este color.”</b></p> <p><b>Repeat for each of the 4 colors.</b></p> <ol style="list-style-type: none"> <li>1. Red/Rojo</li> <li>2. Blue/Azul</li> <li>3. Yellow/Amarillo</li> <li>4. Brown/ Café</li> </ol>	<p><b>Give credit for:</b> (Responses can be in English and/or home language.)</p> <p>a. Correct naming of each color.</p> <p><b>Note: Give one point for each color correctly named.</b> (Total of 4 colors)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ol style="list-style-type: none"> <li>a. No verbal response</li> <li>b. Incorrect answer</li> <li>c. Comparison answers such as, “The same as my shirt; my car, etc.”</li> <li>d. Unsure answer such as, “I think it’s blue,” or “Is it blue?”</li> <li>e. Says the same color name for several colors, not just the one.</li> </ol>

Student Cues	Educator – Questions	Educator - Scoring
<p>F-3</p> 	<p><b>Area F – Shapes</b></p> <p><b>F-3 Names</b></p> <p><b>Note:</b> Show shapes to the child one at a time or SHARE SCREEN to show shape graphics.</p> <p><b>Say, “What is the name of this shape?”</b> <b>“¿Cómo se llama esta figura?”</b></p> <p><b>Note:</b> Ask a second time if necessary. <b>Say, “Tell me the name of this shape.”</b> <b>“Dime el nombre de esta figura.”</b></p> <p><b>Repeat for each shape.</b></p> <ol style="list-style-type: none"> <li>1. circle / círculo</li> <li>2. square / cuadrado</li> <li>3. rectangle / rectángulo</li> <li>4. triangle / triángulo</li> </ol>	<p><b>Give credit for:</b> (Responses can be in English and/or home language.)</p> <ol style="list-style-type: none"> <li>a. Correct naming of shape</li> </ol> <p><b>Note: Give one point for each correctly named shape.</b> (Total of 4 shapes)</p> <p><b>No credit</b> if there is noticeable parent assistance during Virtual administration <b>or if:</b></p> <ol style="list-style-type: none"> <li>a. No verbal response</li> <li>b. Incorrect answer</li> <li>c. Comparison answer such as, “That is like my ball.”</li> <li>d. Unsure response such as, “I think it’s a circle,” or “Is it a circle?”</li> <li>e. Using the same shape-name for more than one shape.</li> </ol>



## Virtual New York State Migrant Education Program Early Childhood Academic Tool: *Student Response Sheet*

Student Name: \_\_\_\_\_ Student DOB: \_\_\_\_\_ METS Program: \_\_\_\_\_ Migrant Educator: \_\_\_\_\_

Pre-test Date: \_\_\_\_\_

Posttest Date: \_\_\_\_\_

Circle the correct responses for the pretest.

Underline the correct responses for the posttest.

			Raw Score		
	Area	Points	The student:	PRE	POST
A	Personal Data	3	Answers with:    1. First Name    2. Last Name    3. Age		
G	Body Parts	4	NAMES:    1. Head    2. Legs    3. Arms    4. Nose		
D	Colors - Part 1	4	MATCHES:    1. Red    2. Blue    3. Yellow    4. Brown		
F	Shapes - Part 1	4	MATCHES:    1. ○    2. □    3. ▭    4. △		
E	Counting	14	ROTE COUNTS in order, without skipping to: 1 2 3 4 5 6 7 8 9 10 Reads Number: 1 3 2 4		
I	Emergent Writing	4	1. Scribbles    2. Attempts to write letters    3. Writes letters    4. Writes name (or first 5 letters)		
D	Colors – Part 2	4	NAMES:    1. Red    2. Blue    3. Yellow    4. Brown		
F	Shapes - Part 2	4	NAMES:    1. ○    2. □    3. ▭    4. △		
		41	<b>Total Raw Score:</b>		

**Formato Académico *Virtual* para Infancia Temprana del  
Programa de Educación para Migrantes del Estado de Nueva York: *Hoja de Respuestas del Estudiante***

Nombre del Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Programa METS: \_\_\_\_\_

Educador del Programa METS: \_\_\_\_\_

Fecha de la evaluación previa (PRE): \_\_\_\_\_

Fecha de la evaluación posterior (POST): \_\_\_\_\_

**Circule** las respuestas correctas de la prueba de entrada.

**Subraye** las respuestas correctas de la prueba de salida.

				<b>Puntaje bruto</b>	
	<b>Área</b>	<b>Puntos</b>	<b>La/el estudiante:</b>	<b>PRE</b>	<b>POST</b>
A	<b>Datos Personales</b>	3	<b>Responde con su:</b> 1. Nombre 2. Apellido 3. Edad		
G	<b>Partes del Cuerpo</b>	4	<b>NOMBRA:</b> 1. Cabeza 2. Piernas 3. Brazos 4. Nariz		
D	<b>Colores - Parte 1</b>	4	<b>EMPAREJA:</b> 1. Rojo 2. Azul 3. Amarillo 4. Café		
F	<b>Figuras - Parte 1</b>	4	<b>EMPAREJA:</b> 1. ○ 2. □ 3. ▭ 4. △		
E	<b>Conteo</b>	14	<b>CUENTA en orden sin saltar un número:</b> 1 2 3 4 5 6 7 8 9 10 <b>Lee el número:</b> 1 3 2 4		
I	<b>Escritura Emergente</b>	4	1. Hace garabatos 2. Intenta escribir letras 3. Escribe letras 4. Escribe su nombre (o las primeras 5 letras)		
D	<b>Colores – Parte 2</b>	4	<b>NOMBRA:</b> 1. Rojo 2. Azul 3. Amarillo 4. Café		
F	<b>Figuras - Parte 2</b>	4	<b>NOMBRA:</b> 1. ○ 2. □ 3. ▭ 4. △		
		<b>41</b>	<b>Total del Puntaje Bruto:</b>		



**Supplemental Supplies for the Virtual NYS-MEP ECA**

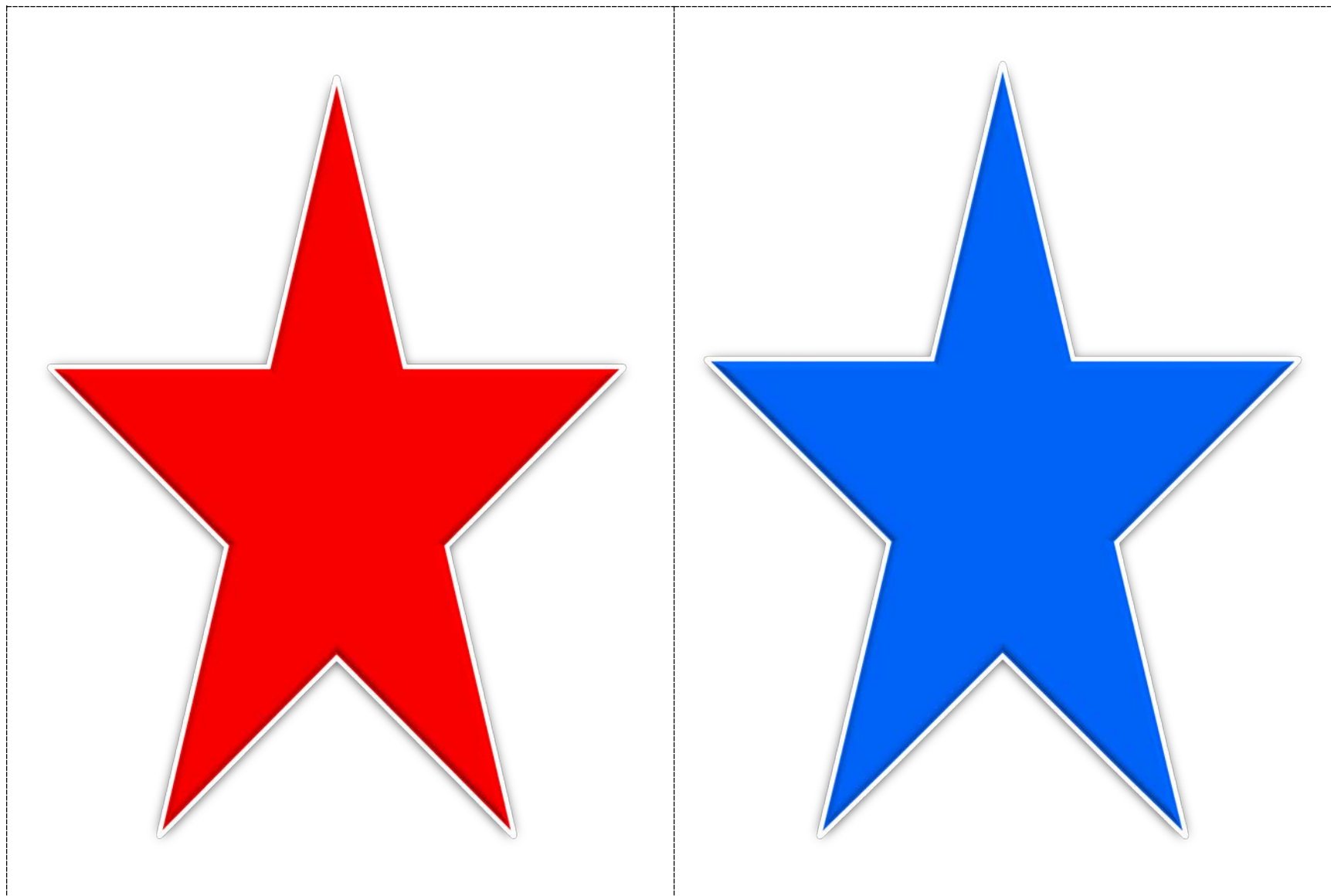
**Virtual ECA Area D and Area G – Alligator Puppet**



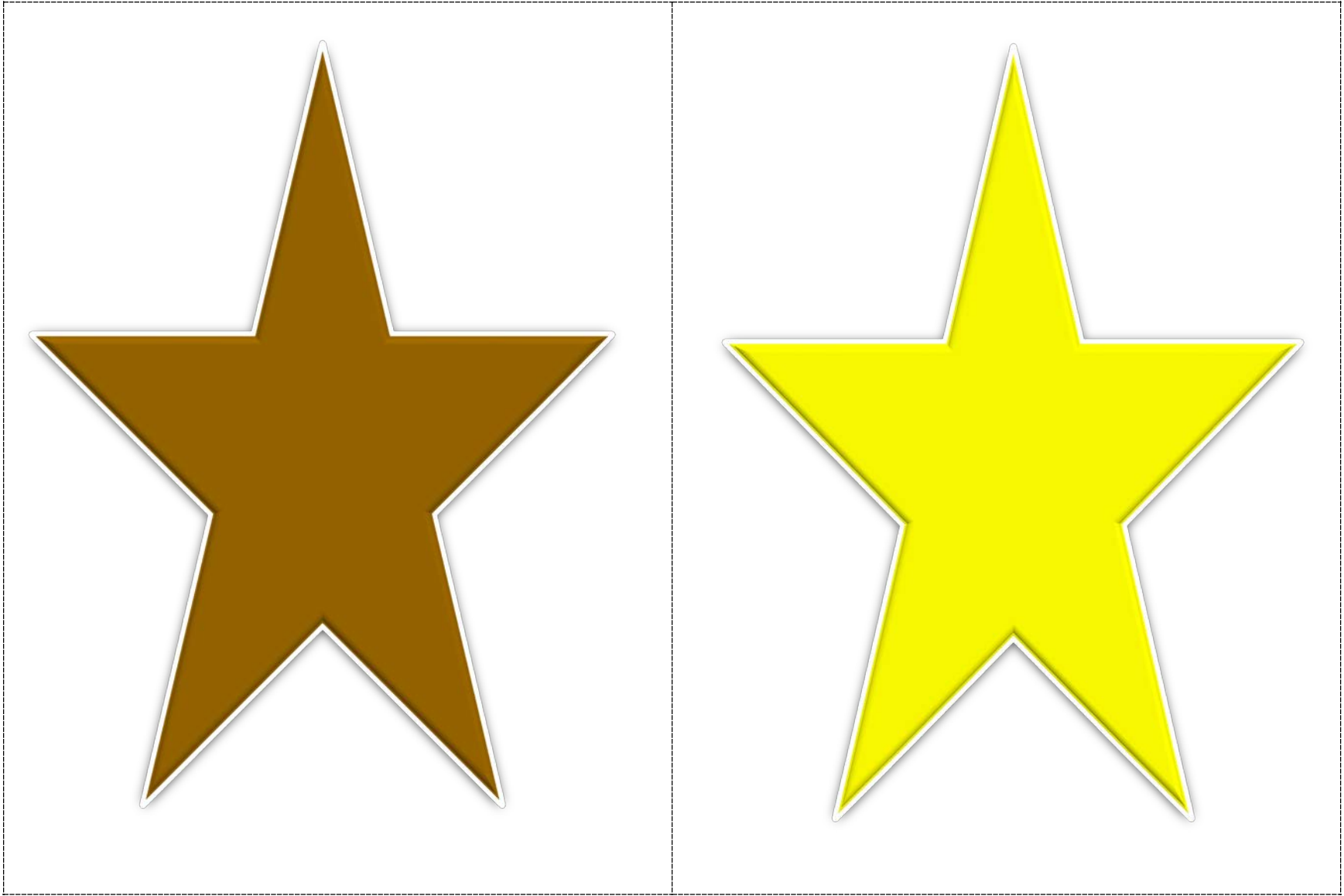
Clipart from <http://clipart-library.com/>



Virtual ECA Area D – Color Cards – Print with color. Use cardstock if possible, for students

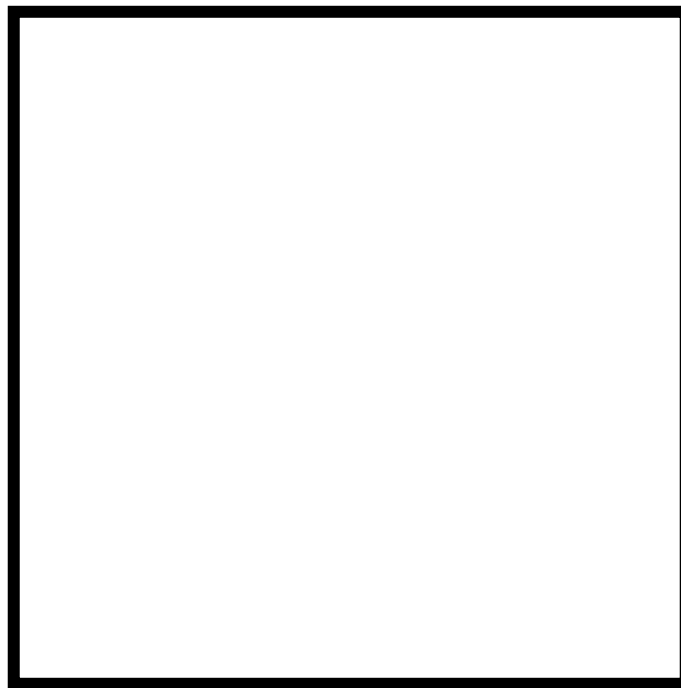
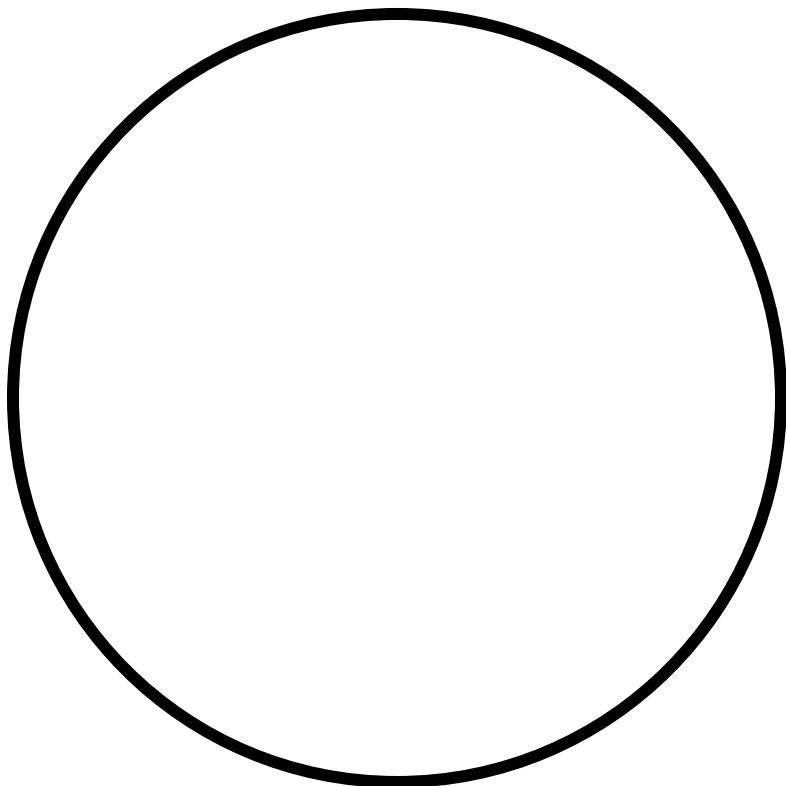






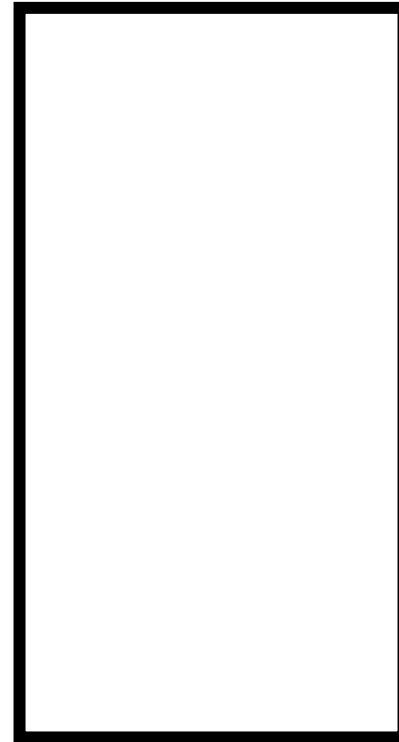
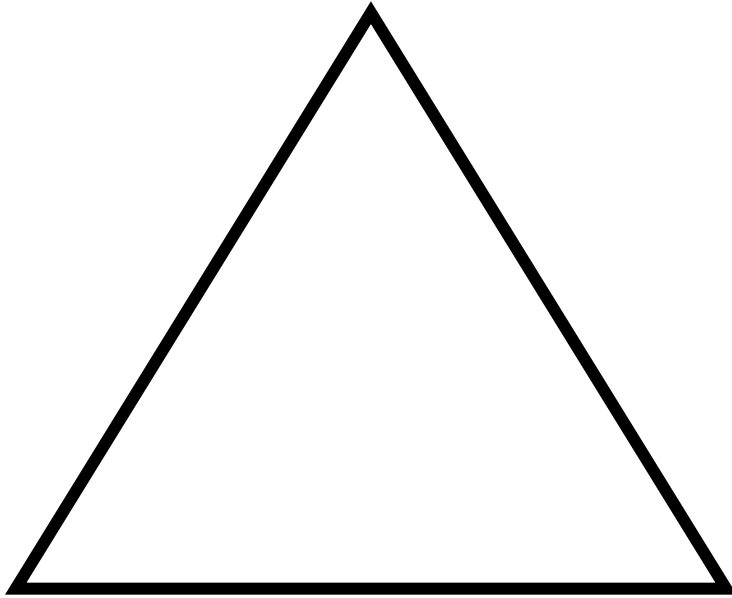


ECA Area F: Shape Cards (print 2-sided on the short edge with COW cards; print on cardstock if possible for students)











ECA Area E: Number Cards

1

2

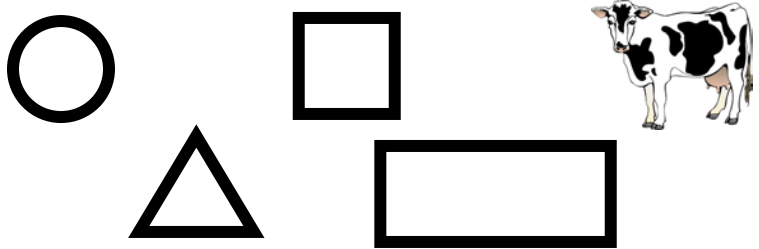



3

4



Labels for Student Props to Deliver/Mail to Family

<p>Matching with Shapes <i>Pares con figuras</i></p>	
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<p>Matching with Colors <i>Pares con colores</i></p>	
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<p>Writing Practice <i>Práctica de escritura</i></p>	
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**Virtual ECA Area D – Color Cards – OPTION: You color the assessment sets for students and self: Red, Blue, Yellow, and Brown. Use cardstock if possible, for students**

