

Administering the 2024-25 NYS-MEP Early Childhood Academic Tool (ECA) Guidance Document

PREFACE

The NYS-MEP is committed to the education of migratory preschool students as identified during the Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP) process.

The NYS-MEP Early Childhood program is guided by:

- The State and federal requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2016 (ESSA), Title I, Part C legislation and Non-Regulatory Guidance;
- The Theory of Action (ToA) developed by the New York State Migrant Education Program;
- The most recent NYS-MEP Service Delivery Plan; and
- The ongoing input and feedback from the parents and other persons in parental relation to the students of children who qualify for migrant programs and support services.

The NYS-MEP and local METS actively refer preschoolers to community/district preschool programs where the students can benefit from the full range of classroom experiences that enhance and support their academic, physical, as well as social and emotional development. Often the migrant lifestyle creates barriers that prevent migratory preschoolers from participating in the community/district preschool programs. To the extent practicable and where local capacity allows, the NYS-MEP supplements this gap in preschool education by providing weekly tutoring sessions in the family’s home and in other settings. The *NYS-MEP ECA* was developed as a guide for staff to use during these in-person or virtual tutoring sessions.

Early Childhood Implementation Indicator and Measurable Program Outcome

Implementation Indicators	<ul style="list-style-type: none">• % of preschool age children enrolled in community/district preschool program• % of preschool age students who receive [MEP] services• Average hours/# [MEP] services received by preschool age students• % of students scheduled for instruction with ECA results
Measurable Program Outcome	70% of migratory preschool children ages P3-P5 who participate in 10 or more hours of instructional services will demonstrate pre-post gains of 10% on the NYS MEP Early Childhood Assessment Tool (ECA)

TABLE OF CONTENTS

Page 1	Preface
Page 2	Table of Contents
Page 3	Preparation: What You Need to Know Before Administering the ECA
3	Who is a Candidate for the ECA
3	Props Needed to Assist Administering the ECA
4	Tips to Make the ECA Easier
6	Where to Record the ECA Results
6	How to Record Time Spent with a Preschooler
Page 7	Administration Guidance and Scoring Criteria
7	Area A – Personal Data
9	Area G – Body Parts
10	Area D – Colors – Matching
12	Area F – Shapes – Matching
14	Area E – Counting – Rote Counting
15	- Names Numbers
16	Area I – Emergent Writing
19	Area D – Colors Names
20	Area F – Shapes Names
Page 21	Student Response Sheets
21	Student Response Sheet – English - <i>with Fillable Option</i>
22	Student Response Sheet – Spanish - <i>with Fillable Option</i>
Page 23	Supplemental Supplies: Paper Manipulatives
23-24	Areas A and G – Puppets – Alligator and Soccer Players
25-27	Area D – Color Cards – Red, Blue, Green, Yellow, and Blank stars to color in
28-29	Area F – Shape Cards – Circle, Square, Triangle, Rectangle
30-31	Area E – Number Cards – 1, 2, 3, 4
32	Labels for Student Props

PREPARATION: WHAT YOU NEED TO KNOW BEFORE ADMINISTERING THE ECA

Who is a Candidate for the ECA

Candidates for the ECA are those Preschool students ages (P3-P5) who are identified for instruction.

- **Note:** If a student moves into a new Educator’s caseload, and the student already as an ECA Pretest for this Program Year, look at the date of the pretest and whether or not the child is still a candidate for instruction.
 - If the pretest was given a month or less before the new Educator starts working with the child, use the original Pretest score. Otherwise, give the child a new ECA pretest, if the child is scheduled for instruction.

Props Needed to Assist Administration of the ECA

Student/Family Props:

1. Colors for matching, one of each color: Red, Blue, Yellow, Green
 - **Color Cards pages 25-27:** Color stars provided in this document, but you can use alternative manipulatives for these colors.
2. Shapes for matching, one of each color: Circle, Square, Rectangle, Triangle
 - **Shape Cards, page 28-29:** Shape cards provided in this document, but you can use alternative manipulatives for these shapes.
3. Paper and large crayon (or jumbo pencil) for writing name.
 - a. **Virtual Options for scoring how virtual students write their names:** 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.
4. Virtual Student Packet: **Picture labels** to help parents recognize the supplies you will ask the student to have.
 - **Picture Labels page 32:** “Labels for Student Props to Deliver/Mail to Family”
5. Student Response Sheet per student, in order to record each student’s responses.
 - a. English - page 21
 - b. Spanish – page 22

Educator Props:

1. Puppets and manipulatives

- **Paper puppets and paper manipulatives included.** This document has paper puppets and cards to use with students. These can be laminated and/or taped to a craft stick.
 - **Pages 23-24.** Puppets. A choice of an alligator, or soccer player puppets is provided in this document to use while answering Personal Data questions and naming (4) Body Parts.
 - **Pages 25-27.** Color Star cards for matching and naming four colors: Red, Blue, Yellow, and Green. **Blank stars** provided for Migrant Educator to color as an alternative.

- Pages 28-29. Shape cards for matching and naming the four shapes: Circle, Square, Rectangle, and Triangle.
- Pages 30-31. Number Cards – 1, 2, 3, 4 for naming the numbers.
- **Note: When real puppets and/or manipulatives are available,** these can be used with students instead of the paper versions.

2. Paper and large crayon (or jumbo pencil) for writing name.

Additional Planning when Administering the ECA Virtually

- Migrant Educators will need to have a conversation with the parent or care giver beforehand to discuss the delivery of supplies for the student to use.
- Each student will need their own set of student props for virtual use.

Tips to Make the ECA Easier

Create an ECA folder to carry the supplies in one place

- For the Educator
 - Educator’s set of props
 - One copy of the assessment and criteria section (pages 7 – 20)
 - For handy reference in the car
 - *Optional:* Make a short version of the questions to use with the student.
- For the Students
 - Student set of props
 - Pack enough paper for each student to have for writing their name
 - *Option:* You can use the back of the Student Response Page
 - Student Response Sheet for each student scheduled for instruction (Level 2)
 - *Options:* Check the child’s responses as the questions are asked or afterwards, in your vehicle.

What are the questions? What are the correct responses? Refer to the *Administration Guidelines and Scoring Criteria*, starting on page 7 below, for assessment questions and criteria for scoring student responses.

- The ECA questions may be administered in person or virtually.
- Correct responses can be given in English, the student’s home language(s), or a mixture of both.
- Read through and practice the “Administration Guidelines and Scoring Criteria,” to become familiar with them ahead of time.
 - This section provides the specific questions to ask when administering the assessment, and

- Specific examples of the student responses that should receive credit, and those that should not receive credit.

It can take 2 or 3 sessions to give the ECA: Whether administering in person or virtually.

- If the ECA is not complete after 3 sessions/attempts, then **STOP** and move on to instruction.
- If the ECA takes more than one session, which date should be used?
 - For the PRETEST, record the date pretest was started.
 - For the POSTTEST, record the date the posttest ended.

Reminder: Assessing not teaching during the ECA

- When asking the student questions, refrain from emphasizing correct answers with your voice or gestures.
 - Plan to give 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 guidelines suggest another way to ask the question.
 - Then move on, whether the student’s response is correct or incorrect. You will be able to teach and practice skills during your lessons.

Administer the ECA just like activities in a regular lesson

You can still start the lesson with a warm-up activity, and or read a short story.

- Next, use the puppet for Personal Data and Naming Body Parts
- Then the color and shape “card games” for Matching Colors and Matching Shapes
- Followed by the two counting activities:
 - Rote Counting doesn’t have any props and is fast for the preschooler.
 - Use the number cards for Naming the Numbers
- Next, take out the paper and jumbo pencil or crayon to ask the student to write their name.
 - Emergent Writing is quick for the students. Take their writing sample with you to spend time figuring out how you will score it.
- Finish with another “card game” activity, asking the student to
 - Name the colors and
 - Name the shapes

Where to Record the ECA Results

Record Results for each student on their individual Student Response Sheets.(See page 21 for English and page 22 for Spanish.)

- **ECA Pretest Fillable form (Fillable option new in Fall 2024)**
 - Check (✓) the box for “**Pretest**” and ***record the date that the pretest started.***



- Check (✓) the box in front of the words or numbers that represent the student’s correct responses.
- **Raw Score Column:** Write the number of correct responses for each row.
 - **Note:** Award 1 point for each correct response **except** as noted for Emergent Writing.
 - For Emergent Writing, use the points indicated on the Student Response Sheet and see pages 17-18 for more information.
- **Total Raw Score:** Total all of the points in the **Raw Score column**.
 - If the child did not attempt an answer, write a note on the Student Response Sheet.
 - You can try again at a second session in case the child was having an off day.
 - **STOP** after the third session. Total the student’s correct responses **and move on** to instruction!
- **ECA Posttest: Fillable form (Fillable option new Fall 2024)**
 - Check (✓) the box for the “**Posttest**” and **record the date that the posttest ended**.
 - Ask the student to answer all of the questions again. They are young enough, we cannot assume they would have the same responses during the posttest as they had for the pretest.
 - Check (✓) the box in front of the words or numbers that represent the student’s correct responses.
 - **Raw Score Column:** Write the number of correct responses for each row.
 - **Note:** Award 1 point for each correct response **except** as noted for Emergent Writing.
 - For Emergent Writing, use the points indicated on the Student Response Sheet and see pages 17-18 for more information.
 - **Total Raw Score:** Total points in the **Raw Score column**.
 - If the child did not attempt an answer, write a note on the Student Response Sheet.
 - You can try again at a second session in case the child was having an off day.
 - **STOP** after the third session. Total the student’s correct responses **and move on** to instruction!


Data Specialists need a copy of the Student Response Sheet, for both the ECA Pretests and ECA Posttest, in order to record the total Raw Score and dates in MIS2000/WebApp.


How to Record Time Spent with a Preschooler


- Record your **instructional time: Only** as the supplemental codes for ELA, ENL, and/or Mathematics.
- Record **the time spent on the ECA Pretest or Posttest** as ELA, ENL, or Mathematics, as well.
- **Support Services** are recorded according to the service provided.


ADMINISTRATION GUIDELINES AND SCORING CRITERIA (2024-25)

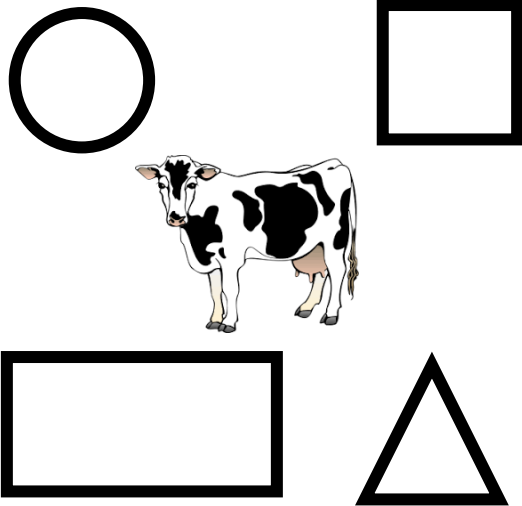
Student Cues	Educator – Questions	Educator - Scoring
<p>[A] Personal Data</p> <p>A-1 First Name</p> 	<p>Area A – Personal Data</p> <p>A-1 – First Name</p> <p>Note: Introduce yourself, and introduce a puppet, to the child, first.</p> <p>Say, “My name is (say your first and last name). The [alligator’s] name is [Alex/Alexia]. [pause]</p> <ul style="list-style-type: none"> • What is your name?” <p>“Mi nombre es (say your first and last name). El nombre [del lagarto] es [Alejandro/Alejandra]. [pause]</p> <ul style="list-style-type: none"> • ¿Cuál es tu nombre?” <p>[...Wait Time]</p> <p>For all questions: Repeat the question once for students who do not respond at first. Provide “wait time,” then move on.</p>	<p>Give credit for: (Responses can be in English and/or home language.)</p> <ol style="list-style-type: none"> a. Correct first name b. Nickname that the family commonly calls the child. c. Correct first name or nickname even if incorrectly pronounced due to immature speech or speech impediment. <p>.....</p> <p>Note: Award one point for correct response.</p> <p>.....</p> <p>No credit if there is noticeable parent assistance during administration or if:</p> <ol style="list-style-type: none"> a. No verbal response b. Incorrect name
<p>A-2 Last Name</p> 	<p>A-2 Last name</p> <p>Note: If child did not give a correct response to their first name, skip item A-2 (last name) and go to Item A-3.</p> <p>Note: If child gave the correct last name as part of the response to item A-1, give</p>	<p>Give credit for: (Responses can be in English or home language.)</p> <ol style="list-style-type: none"> a. Correct last name b. Correct last name even if pronounced incorrectly due to immature speech or speech impediment.

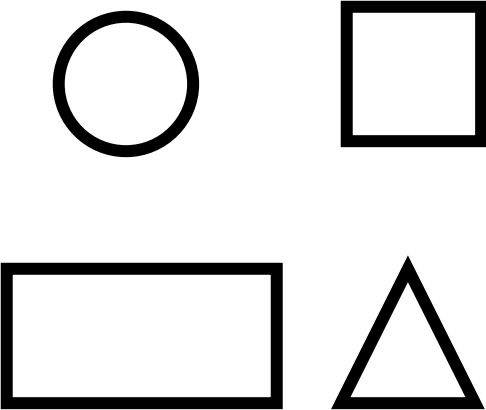
	<p>child credit without asking again, and go on to item A-3.</p> <p>Note: If child gave a correct first name, but did not add the last name as part of the response to item A-1, then ask for the last name:</p> <ul style="list-style-type: none"> • Say, “(Repeat child’s first name) is a nice name. What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


Student Cues	Educator – Questions	Educator - Scoring
<p data-bbox="155 151 449 180">[G] Names Body Parts</p> 	<p data-bbox="724 151 1079 180">Area G- Names Body Parts</p> <p data-bbox="724 240 1199 269">Say, “What part of the body is this?”</p> <p data-bbox="724 282 1163 311">“¿Qué parte del cuerpo es esta?”</p> <p data-bbox="724 329 905 358">[...Wait Time]</p> <p data-bbox="724 418 1205 492">Note: Ask another way if the student does not respond the first time.</p> <ul data-bbox="779 509 1257 764" style="list-style-type: none"> <li data-bbox="779 509 1257 586">• Say, “Can you tell me what this part of the body is called?” <li data-bbox="779 599 1257 675">“¿Puedes decirme cómo se llama esta parte del cuerpo?” <li data-bbox="779 688 1257 764">• If still unresponsive after providing “wait time,” move on. <p data-bbox="724 824 1262 1032">FYI: For some young children, pointing to a person or animal indicates the idea of “me” or “you” or the name, such as “alligator.” Especially when pointing to the head or nose.</p> <ul data-bbox="779 1050 1272 1170" style="list-style-type: none"> <li data-bbox="779 1050 1272 1170">• Patting the body part can help the child separate the body part from the person. <p data-bbox="724 1230 1079 1260">Repeat for each body part.</p> <ol data-bbox="724 1278 932 1437" style="list-style-type: none"> <li data-bbox="724 1278 932 1307">1. Head/Cabeza <li data-bbox="724 1320 932 1349">2. Legs/Piernas <li data-bbox="724 1362 932 1391">3. Arms/Brazos <li data-bbox="724 1404 932 1433">4. Nose/ Nariz 	<p data-bbox="1299 151 1969 224">Give credit for: (Responses can be in English and/or home language.)</p> <p data-bbox="1299 284 1961 406">a. Correct naming of body parts. Exception: Accept either “Mouth” or “Nose” when using the alligator puppet.</p> <p data-bbox="1299 509 1944 631">Note: Award one point for each of the four body parts correctly named. (No bonus points for identifying additional body parts.)</p> <p data-bbox="1299 735 1927 808">No credit if there is noticeable parent assistance during administration or if:</p> <ol data-bbox="1299 868 1913 1118" style="list-style-type: none"> <li data-bbox="1299 868 1583 898">a. No verbal response <li data-bbox="1299 956 1734 985">b. Incorrect naming of body parts <li data-bbox="1299 1044 1913 1118">c. Uses the same word for more than one body part.

Student Cues	Educator – Questions
<p data-bbox="155 151 296 183">[D] Colors</p> <p data-bbox="155 191 632 224"><i>Introduction for Virtual Assessment</i></p> <div data-bbox="191 261 642 732">  </div>	<p data-bbox="728 151 936 183">Area D – Colors</p> <p data-bbox="728 191 1892 232">-->Virtual Tip: Take a moment to make sure the family has their color cards.</p> <p data-bbox="728 289 1885 370">Educator Cards: Hold up your own set of four (4) color cards,* or SHARE SCREEN with the “Virtual Props” PDF.</p> <p data-bbox="728 423 1892 496">Say, “Look for the cards with the different stars in your packet.” “ Busca las tarjetas en tu paquete que tienen las diferentes estrellas.” [pause]</p> <p data-bbox="728 500 1709 573">“The stars have different colors.” “ Las estrellas tienen colores diferentes.” [pause]</p> <p data-bbox="728 618 1923 691">“Can you hold up one star card to show me?” “¿Puedes escoger una de las tarjetas con una estrella y enseñármela?”</p> <p data-bbox="728 740 1934 821">Note: It is important to pause between questions and directions in order to assess the colors, and not three-step directions.</p> <p data-bbox="728 873 1885 995">*Can substitute the color cards with colored blocks or crayons, as long as the student and Educator are using the same prop. (both using the cards or both using the same blocks or crayons)</p>


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





Student Cues	Educator – Questions
<p data-bbox="155 147 296 180">[F] Shapes</p> <p data-bbox="155 191 630 224"><i>Introduction for Virtual Assessment</i></p> 	<p data-bbox="728 147 940 180">Area F – Shapes</p> <p data-bbox="728 191 1911 228">-->Virtual Tip: Take a moment to make sure the family has their shape cards.</p> <p data-bbox="728 289 1885 326">Note: Hold up set of four (4) shape cards, or SHARE SCREEN with the “Virtual Props” PDF.</p> <p data-bbox="728 378 1942 415">Say, “Look for the shape cards in your packet. They have a tiny picture of a cow in the corner.”</p> <p data-bbox="728 418 1932 456">“Busca las tarjetas educativas en tu paquete. Tienen la figurita de una vaca en la esquina.”</p> <ul data-bbox="772 459 924 496" style="list-style-type: none"> • [pause] <p data-bbox="728 500 1570 537">“Can you hold one up to show me?” “¿Puedes enseñarme una?”</p> <ul data-bbox="772 540 924 578" style="list-style-type: none"> • [pause] <p data-bbox="728 581 1717 618">“Great! Now spread them out so you can see all of the shapes.” “¡Muy bien!</p> <p data-bbox="728 621 1495 659">Ahora extiéndelas para que puedas ver todas las figuras.”</p> <p data-bbox="728 703 1906 781">Note: 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-1 Matches Shapes</p> 	<p>F-1 Matches Shapes Student Cards: All four cards, face up, in front of child. (Have child put each choice back in the row, face up.)</p> <p>Educator Cards: Hold up one of your Shape Cards [CIRCLE] or SHARE SCREEN to show the shape graphics.</p> <p>Say, “Look at this shape. This is a [circle].” “Mira esta figura. Este es un [círculo].”</p> <ul style="list-style-type: none"> • [pause] <p>“Do you have a card that has the same shape?” “¿Tienes alguna tarjeta que tenga la misma figura?”</p> <ul style="list-style-type: none"> • [pause] <p>“Can you hold up the card with the same shape?” “¿Puedes mostrar la tarjeta que tiene la misma figura?”</p> <p>[... Wait Time]</p> <p>Repeat for each shape.</p> <ol style="list-style-type: none"> 1. circle / círculo 2. square / cuadrado 3. rectangle / rectángulo 4. triangle / triangulo <p>For all questions: Repeat the question once for students who do not respond at first. Provide “wait time,” then move on.</p>	<p>Give credit for: (Responses can be in English and/or home language.)</p> <ol style="list-style-type: none"> a. Correct matching of each shape. b. Child initially picks the wrong shape but self-corrects, choosing the correct shape. <p>.....</p> <p>Note: Give one point for each of the four shapes correctly matched. (No bonus points for correctly identifying additional shapes.)</p> <p>.....</p> <p>No credit if there is noticeable parent assistance during administration or if:</p> <ol style="list-style-type: none"> a. Incorrect matching of shapes b. Indicates shape card held by the Migrant Educator instead of selecting one of their own cards.

Student Cues	Educator – Questions	Educator - Scoring
<p>[E] Counting E-1 Rote Counts in order, without skipping</p> 	<p>Area E – Counting E-1 Rote Counts in order, without skipping</p> <p>Ask, “How high can you count?” “¿Hasta qué número puedes contar?” [... Wait Time]</p> <p>Note: Ask a second time if necessary and prompt the child saying, “One, two...” “Uno, dos...”</p> <ul style="list-style-type: none"> • Then allow the child to count as high as they can. • If still unresponsive after providing “wait time,” move on. 	<p>Give credit for: (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 because #6 was skipped.</p> <ul style="list-style-type: none"> • In the example, [1,3,4,5,6,7,8,9], the child would earn 1 point, because #2 was skipped. <p>b. Numbers that may be mispronounced because of immaturity or speech impediments, i.e. “fee” for three.</p> <p>.....</p> <p>Note: Give one point for each of the 10 said in order, before a number is skipped. (Total of 10 numbers, 1-10) (No bonus points awarded for correctly continuing past 10.)</p> <p>.....</p> <p>No credit if there is noticeable parent assistance during administration or if:</p> <p>a. The first number isn’t 1. In the example, [2, 3, 4] the child skipped #1 so doesn’t earn any points.</p>

Student Cues	Educator – Questions	Educator – Scoring
<p>E-2 Names Numbers</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>	<p>E-2 Names Numbers</p> <p>Prop: Educator needs the NUMBER Cards (1-4) or SHARE SCREEN to show the numbers with the Virtual ECA Graphics.</p> <p>Use the number cards, 1-4. Start with #1, and then show numbers one at a time, out of order, for example:</p> <p style="text-align: center;">1 3 2 4</p> <p>Ask, “What number is this?” “¿Qué número es este?”</p> <p>Note: Ask another way if the student does not respond the first time.</p> <ul style="list-style-type: none"> • Say, “Tell me the name of this number.” “Dime como se llama este número.” • If still unresponsive after providing “wait time,” move on [...Wait Time] <p>Repeat for each of the four numbers.</p>	<p>Give credit for: (Response can be in English and/or home language.)</p> <p>a. Correct naming of the number.</p> <p>Note: Give one point for each of the four shapes correctly matched. (No bonus points for correctly identifying additional shapes.)</p> <p>No credit if there is noticeable parent assistance during administration or if:</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
<p data-bbox="155 164 449 196">[I] Emergent Writing</p> <p data-bbox="155 207 625 240"><i>Introduction for Virtual Assessment</i></p> 	<p data-bbox="728 164 1083 196">Area I – Emergent Writing</p> <p data-bbox="728 207 1934 297">-->Virtual Tip: Take a moment to make sure the family has their piece of paper and jumbo pencil or crayon for the student to write their name.</p> <p data-bbox="728 354 1934 435">Note: Hold up a piece of paper and a large crayon or jumbo pencil or SHARE SCREEN with the “Virtual Props” PDF.</p> <p data-bbox="728 492 1896 565">Say, “I have a piece of paper and a large [crayon] [pencil].” “Tengo una hoja de papel y un [crayón] [lápiz] grande.”</p> <p data-bbox="728 613 825 646">[pause]</p> <p data-bbox="728 695 1944 768">“Can you find the paper and pencil in your packet?” “¿Puedes encontrar el papel y el lápiz en tu paquete?”</p> <p data-bbox="728 816 825 849">[pause]</p> <p data-bbox="728 906 1913 938">“Can you hold them up so I can see them?” “¿Puedes mostrarlos para que los pueda ver?”</p> <p data-bbox="728 1044 1902 1117">Note: The pauses between questions is intentional, so we are not inadvertently testing the student for following three-step directions.</p>

Student Cues	Educator – Questions	Educator - Scoring
<p>I – 1, 2, 3, 4</p> 	<p>Note: Students have one task – to write their name.</p> <p>Student Prop: Hand the paper and pencil or crayon to the child.</p> <ul style="list-style-type: none"> • Say, “Please write your name on the paper.” “<i>Por favor escribe tu nombre en el papel.</i>” <p>[...Wait Time]</p> <p>Note: If the child is hesitant ask another way the second time:</p> <ul style="list-style-type: none"> • Say, “Write as much of your name as you can.” “<i>Escribe lo más que puedas de tu nombre.</i>” <p>Note: Check in when it seems the student is finished, even if nothing is written.</p> <ul style="list-style-type: none"> • Say, “Are you done writing?” “<i>¿Terminaste de escribir?</i>” <p>Note: Keep the child’s handwriting sample to score later and to have as a comparison.</p> <p>Virtual Note: Ask the parent/caregiver to take a picture to text to you.</p> <p>For example, Say, “[name] Can you take a picture of the paper with [child’s] writing on it and send the picture me?”</p>	<p>Note: The scoring for Emergent Writing is different from the rest of the ECA.</p> <p>Give credit for:</p> <p>Score 1 point if the child Scribbles</p> <p>a. Child takes the crayon or pencil and moves it along the paper.</p> <p>For example: </p> <p>Score 2 points if the child Attempts writing some Letters</p> <p>a. Child writes individual representations for some of the letters in the name.</p> <p>For example: </p> <p>Reason why this is worth 2 points: The child earns 1 point for attempting to write some letters, plus 1 point credit for having advanced past “scribbling.”</p> <p>Score 3 points if child Writes Letters</p> <p>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)</p> <p>For example: </p> <p>Reason why this is worth 3 points: The child earns 1 point for writing 1 or more letters, plus 2 points</p>

“[nombre] ¿Puedes tomar una foto del papel con el nombre escrito de [niño] en el sobre y enviarme la foto?”

For example, mailing:

Virtual Note: If you gave the family a self-addressed, stamped envelope, you can ask them to send the writing sample to you.

For example:

Say, “[name] Do you have the mailing envelope with [my] address and the stamp on it?” ***“[nombre] ¿Tienes el sobre con [mi] dirección y la estampilla?”***

Can you put the paper with (use child’s name) writing in it and put in the mail for me?” ***“¿Puedes poner el papel con el nombre escrito de (use el nombre del niño) en el sobre y ponerlo en el correo por mí?:***

.....

What if...?

What if the child writes all of the letters (or the first five) in the name, but does not write all of the letters ***in sequence?***

In this case, the student earns 3 points for “Writing Letters.”

credit for having advanced past both “scribbling” and “attempting to write letters” to successfully writing some letters.

Score 4 points (full credit) if child Writes Name (or first 5 letters) in sequence

a. Child correctly writes all the letters of name, in sequence.

For example:



b. Child correctly writes the first 5 letters of name, in sequence, even if the rest of the name is not correct.


For example:

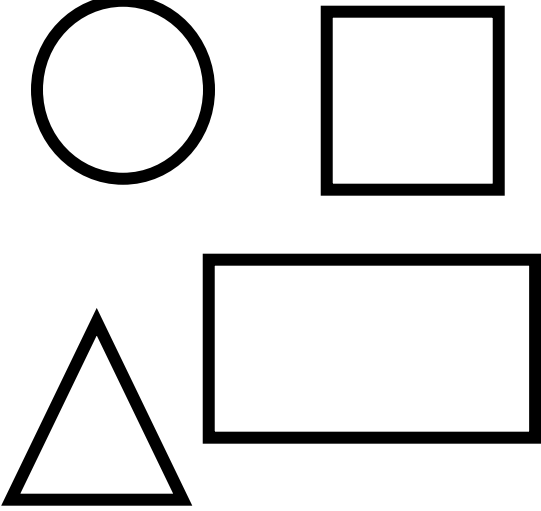


Reason why this is worth 4 points: The child earns 1 point for correctly writing their name (or the first 5 letters of name) in sequence, plus 3 points credit for having advanced past “scribbling,” “attempting letters,” and “writing some letters.”

No credit if there is noticeable parent assistance during administration **or if:**

a. No attempt to scribble or write anything

Student Cues	Educator – Questions	Educator - Scoring
<p data-bbox="155 151 289 180">[D] Colors</p> <p data-bbox="155 196 390 225">D-2 Names Colors</p> <div data-bbox="159 289 638 760">  </div>	<p data-bbox="728 151 932 180">Area D – Colors</p> <p data-bbox="728 196 989 225">D-2 – Names Colors</p> <p data-bbox="728 285 1272 448">Educator Prop: Show the color cards to the child, one at a time, or SHARE SCREEN to show the color stars one at a time with the “Virtual Props” PDF.</p> <p data-bbox="728 508 1241 581">Say, “What color is this?” “¿Qué color es este?”</p> <p data-bbox="728 597 905 626">[...Wait Time]</p> <p data-bbox="728 686 1268 760">Note: Ask another way the second time if necessary.</p> <ul data-bbox="779 776 1272 987" style="list-style-type: none"> • Say, “Tell me the name of this color.” “Dime el nombre de este color.” • If still unresponsive after providing “wait time,” move on. <p data-bbox="728 1047 1020 1076">Repeat for each color.</p> <ol data-bbox="728 1092 1125 1255" style="list-style-type: none"> 1. Red/Rojo or Roja 2. Blue/Azul 3. Yellow /Amarillo or Amarilla 4. Green / Verde 	<p data-bbox="1302 151 1965 224">Give credit for: (Responses can be in English and/or home language.)</p> <p data-bbox="1302 285 1713 315">a. Correct naming of each color.</p> <p data-bbox="1302 375 1923 496">Note: Give one point for each of the four colors correctly named. (No bonus points for correctly identifying additional colors.)</p> <p data-bbox="1302 597 1923 670">No credit if there is noticeable parent assistance during administration or if:</p> <ol data-bbox="1302 732 1965 1255" style="list-style-type: none"> a. No verbal response b. Incorrect answer c. Comparison answers such as, “The same as my shirt; my car, etc.” d. Unsure answer such as, “I think it’s blue,” or “Is it blue?” e. Says the same color name for several colors, not just the one.

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

2024-25 New York State Migrant Education Program Early Childhood Academic Tool: *Student Response Sheet*

Student Name: _____ Student DOB: _____

METS Program: _____ Migrant Educator: _____

Select the assessment and fill in the date: Pretest Date: _____

Posttest Date: _____

	Area	Points	<i>The student:</i>	Raw Score
A	Personal Data	3	RESPONDS with their: <input type="checkbox"/> First Name <input type="checkbox"/> Last Name <input type="checkbox"/> Age	
G	Body Parts	4	NAMES: <input type="checkbox"/> Head <input type="checkbox"/> Legs <input type="checkbox"/> Arms <input type="checkbox"/> Nose	
D	Colors - Part 1	4	MATCHES: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green	
F	Shapes - Part 1	4	MATCHES: <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Rectangle <input type="checkbox"/> Triangle	
E	Counting	10	ROTE COUNTS in order, without skipping. (<i>Check the numbers said before skipping.</i>) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	
	Counting	4	READS NUMBER: <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 4	
I	Emergent Writing	4	WRITES NAME: <input type="checkbox"/> 1pt. Scribbles <input type="checkbox"/> 2pt. Attempts to write letters <input type="checkbox"/> 3pt. Writes letters <input type="checkbox"/> 4pt. Writes name (or first 5 letters)	
D	Colors – Part 2	4	NAMES: <input type="checkbox"/> Red <input type="checkbox"/> Blue <input type="checkbox"/> Yellow <input type="checkbox"/> Green	
F	Shapes - Part 2	4	NAMES: <input type="checkbox"/> Circle <input type="checkbox"/> Square <input type="checkbox"/> Rectangle <input type="checkbox"/> Triangle	
		41	Total Raw Score: Award 1 point for each correct response except as noted in Emergent Writing.	

**Formato Académico 2024-25 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: _____

Seleccione la evaluación y anote la fecha: Fecha de la evaluación previa: _____

Fecha de la evaluación posterior: _____

	Área	Puntos	La/el estudiante:	Puntaje Bruto
A	Datos Personales	3	RESPONDE con su: <input type="checkbox"/> Nombre <input type="checkbox"/> Apellido <input type="checkbox"/> Edad	
G	Partes del Cuerpo	4	NOMBRA: <input type="checkbox"/> Cabeza <input type="checkbox"/> Piernas <input type="checkbox"/> Brazos <input type="checkbox"/> Nariz	
D	Colores - Parte 1	4	MUESTRA: <input type="checkbox"/> Rojo <input type="checkbox"/> Azul <input type="checkbox"/> Amarillo <input type="checkbox"/> Verde	
F	Figuras - Parte 1	4	MUESTRA: <input type="checkbox"/> círculo <input type="checkbox"/> cuadrado <input type="checkbox"/> rectángulo <input type="checkbox"/> triángulo	
E	Conteo	10	CUENTA en orden sin saltar un número. <i>(Señale los números que dice antes de saltar alguno.)</i> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	
	Conteo	4	LEE EL NÚMERO: <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 4	
I	Escritura Emergente	4	ESCRIBE SU NOMBRE: <input type="checkbox"/> 1 pt. Hace garabatos <input type="checkbox"/> 2 pts. Intenta escribir letras <input type="checkbox"/> 3 pts. Escribe letras <input type="checkbox"/> 4 pts. Escribe su nombre (o las primeras 5 letras)	
D	Colores – Parte 2	4	NOMBRA: <input type="checkbox"/> Rojo <input type="checkbox"/> Azul <input type="checkbox"/> Amarillo <input type="checkbox"/> Verde	
F	Figuras - Parte 2	4	NOMBRA: <input type="checkbox"/> círculo <input type="checkbox"/> cuadrado <input type="checkbox"/> rectángulo <input type="checkbox"/> triángulo	
		41	Total del Puntaje Bruto: Otorgue 1 punto por cada respuesta correcta excepto en Escritura Emergente donde se indican los puntos correspondientes a la respuesta correcta.	

SUPPLEMENTAL SUPPLIES FOR THE 2024-25 NYS-MEP ECA

ECA Area A (Personal Data) and Area G (Identifying Body Parts) – Alligator Puppet

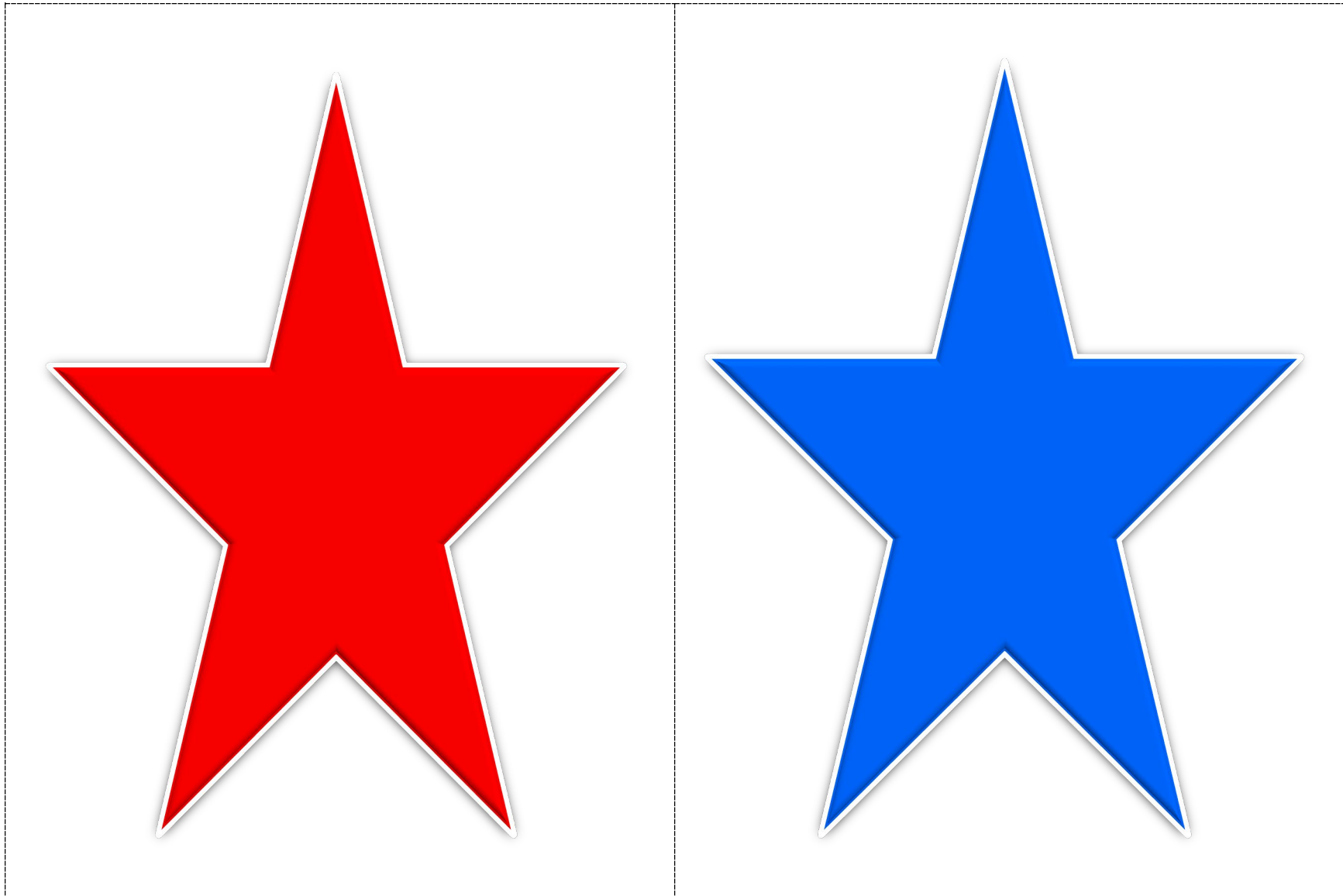


Clipart from <http://clipart-library.com/>

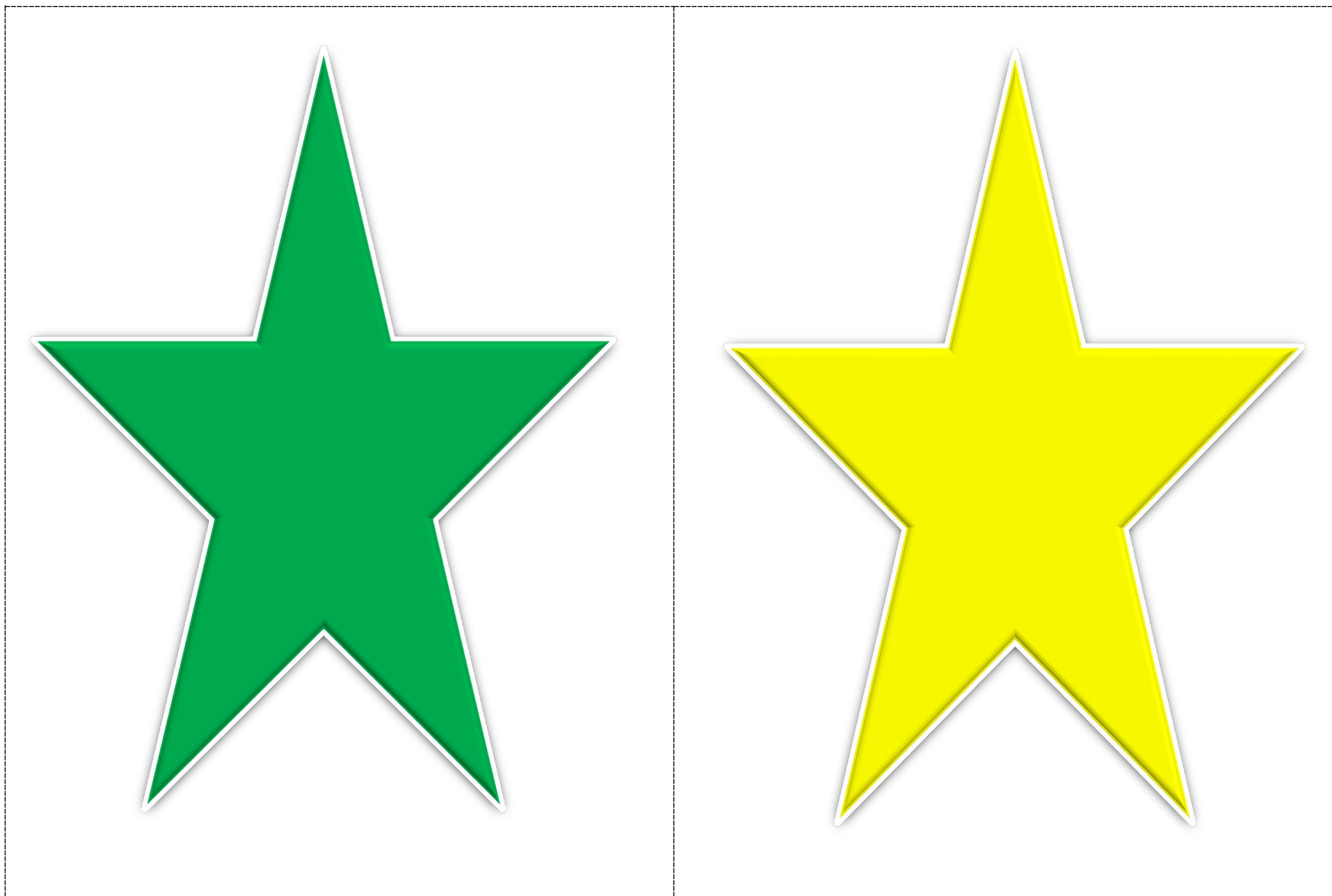


www.kidopo.com

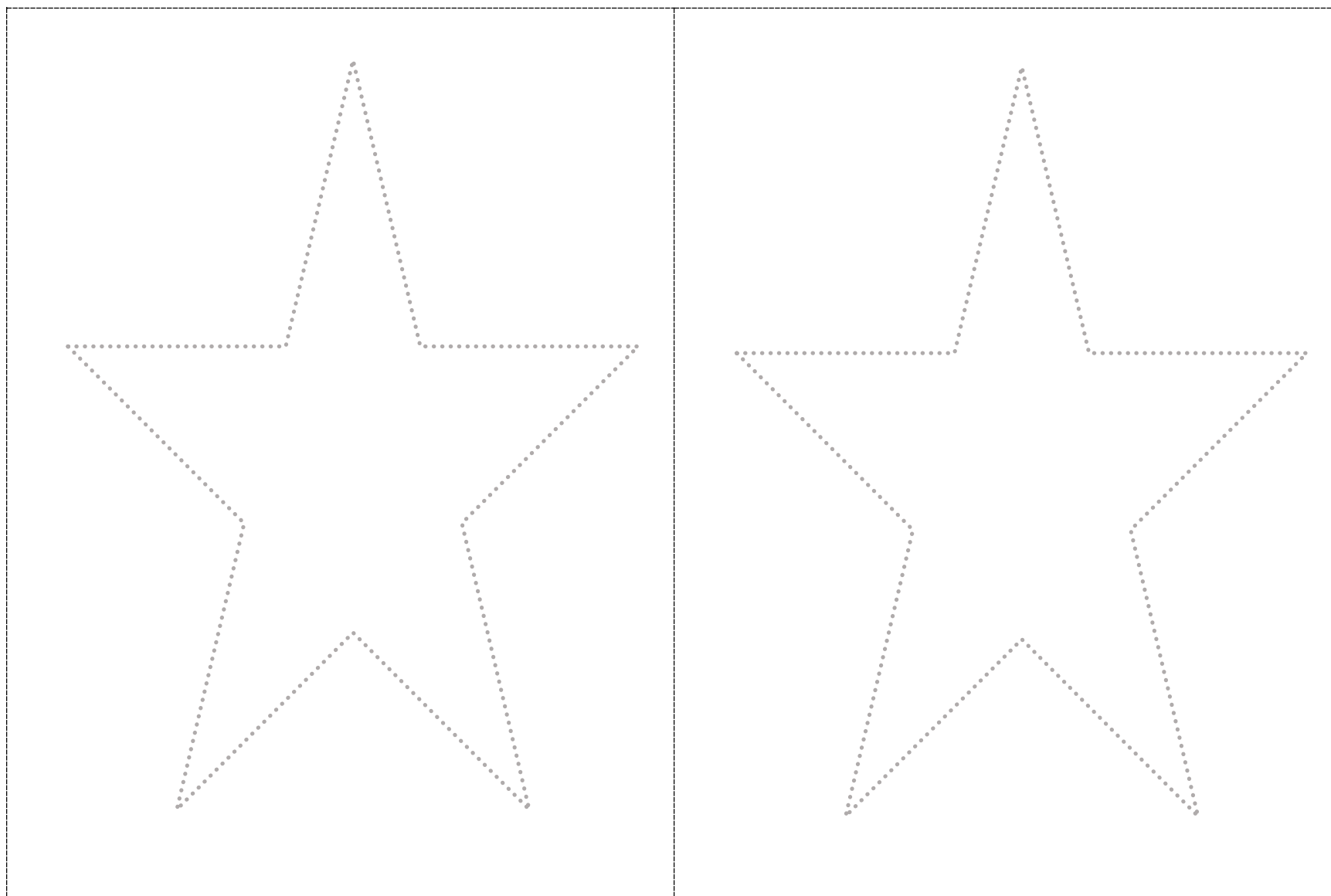
ECA Area D – Color Cards Start: Print with color ink. Use cardstock if possible. (Red, Blue, Green, Yellow)



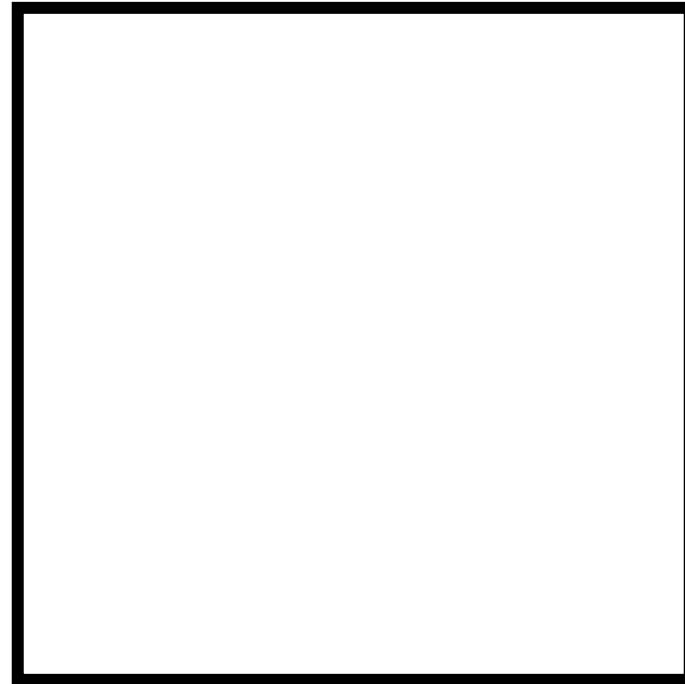
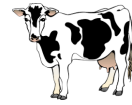
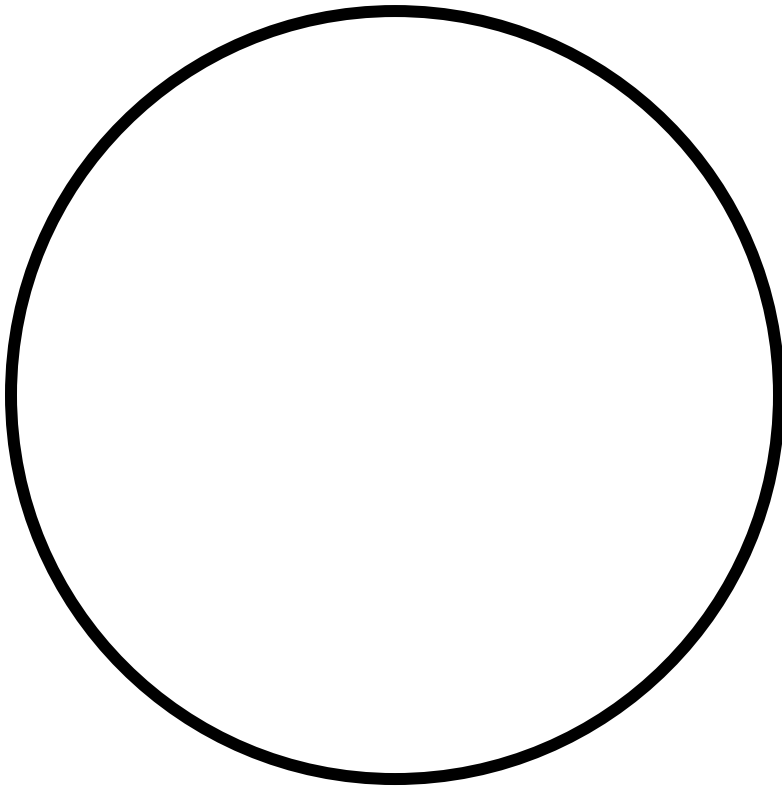
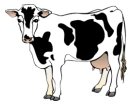
ECA Area D – Color Cards continued. Print with color ink. Use cardstock if possible. (Red, Blue, Green, Yellow)



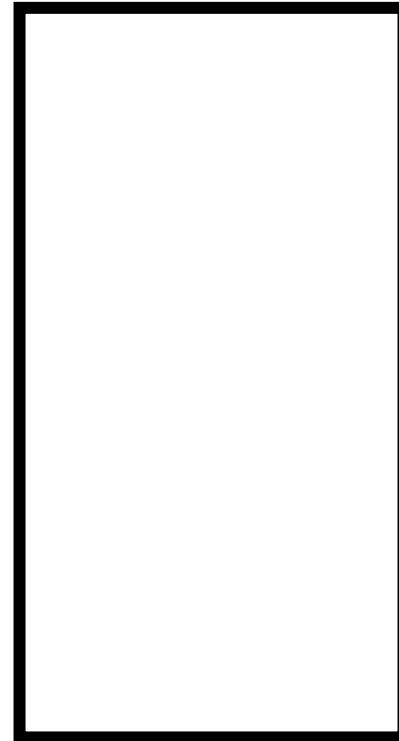
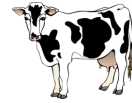
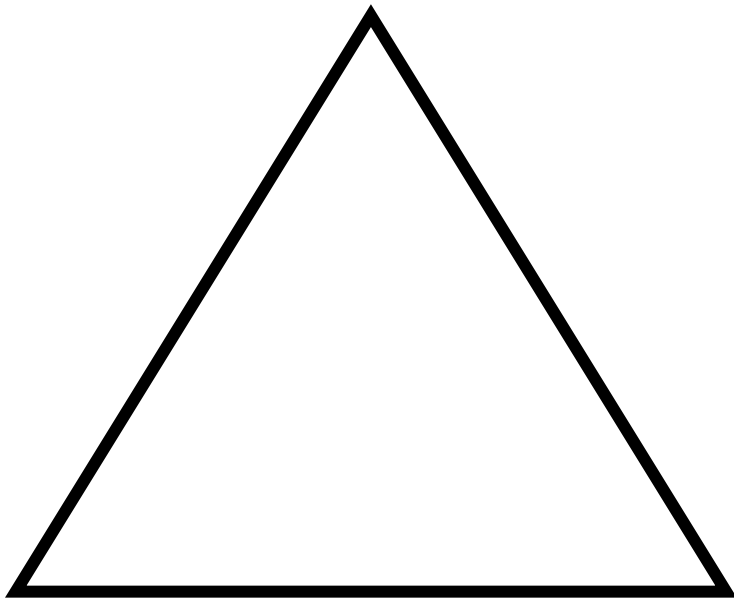
ECA Area D - Color Cards: **OPTION to Color yourself.** You need four stars per set: Red, Blue, Yellow, and Green. Use cardstock if possible.



ECA Area F - Shape Cards Start: Print on cardstock, if possible, for students. (Circle, Square, Triangle, Rectangle)



ECA Area F - Shape Cards continued. Print on cardstock, if possible, for students. (Circle, Square, Triangle, Rectangle)



ECA Area E - Number Cards Start: Copy on cardstock if possible. Four number per set: (1, 2, 3, 4)

1

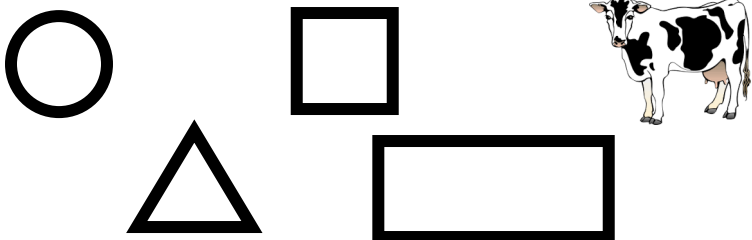
2


ECA Area E - Number Cards continued. Copy on cardstock if possible. Four number per set: (1, 2, 3, 4)

3

4

Labels for Student Props: Especially when providing the Student Sets ahead of time for virtual use.

<p>Matching with Shapes <i>Pares con figuras</i></p>	
--	--

<p>Matching with Colors <i>Pares con colores</i></p>	
--	--

<p>Writing Practice <i>Práctica de escritura</i></p>	
--	--