

Administering the 2023-24 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 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)

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PREPARATION: WHAT YOU NEED TO KNOW BEFORE ADMINISTERING THE ECA

What is New for Program Year 2023-24

There are **two (2)**, small **changes** to the ECA for 2023-24:

- The question for BODY PARTS has changed from “*What is this?*” to “***What part of the body is this?***” (*see page 10*)
- The numbering for EMERGENT WRITING on the Student Response Sheet has changed from listing the responses as 1 – 2 – 3 – 4, to identifying the point value of the responses. The points have always been counted differently for Emergent Writing than the rest of the ECA. Hopefully this change clarifies the difference on the Student Response Sheets. (*see pages 21 and 22*)

Note about Printing this Guidance Document

There are not any blank pages, so the manipulative section should be printed single-sided. (Pages 23 – 32)

Candidates for the ECA

Candidates for the ECA are those Preschool students ages (P3-P5) who are identified for Level 2 instruction.

Props Needed to Assist Administration

Student Props:

1. 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”
2. 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.
3. 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.
4. Paper and large crayon (or jumbo pencil) for writing name.
 - a. Virtual Options: 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. Puppets and manipulatives
 - ***Paper puppets and manipulatives included.*** This document has paper graphics to show students

- *Pages 23-24.* Puppets. A choice of an alligator, or soccer player puppets is provided in this document to use with answering Personal Data questions and naming (4) Body Parts.
 - Tape to a tongue depressor to use.
 - *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 (or manipulatives used with students) for matching and naming the four shapes: Circle, Square, Rectangle, and Triangle.
 - *Pages 30-31.* Number Cards – 1, 2, 3, 4.
- ***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. Suggested planning for Student Packets includes

- 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.
- Students need a blank piece of paper and a large crayon or jumbo pencil to write their name.
- Virtual Options:
 - Provide a self-addressed, stamped envelope for parent to mail the writing sample.
 - Parent can take a picture of writing sample to send.

Tips for Administering the ECA: Read and Practice ahead of Time

Directions and questions for administration: 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.

Suggested Grouping for the Questions: You will probably need to “chunk” the ECA across multiple sessions, whether administering in person or virtually. The *Administration Guidelines (Pages 7-20)* and *Student Response Sheets (Page 21-22)* are organized to take advantage of when the students do or do not need to use their testing props.

Reminder: Assessing not teaching

- 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.
- Move on whether the student’s response is correct or incorrect. You will be able to teach and practice skills during your lessons.

Time Reminder: Administering the ECA often takes more than 1 session.

- If the ECA is not complete after 3 attempts, stop the ECA and move on to instruction.
- Which session date to use:
 - For the PRETEST, record the date the pretest was started.
 - For the POSTTEST, record the date the posttest ended.

Thinking about the Assessment Questions Like a Game

Puppet Play

- Students do not need any supplies. Migrant Educator can use a puppet or doll to ask the questions.
- Assessment Areas: Area A: Personal Data questions and Area G: Naming Body Parts.

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 half of Area D: Colors and Area F: Shapes.

Counting Games

- Students do not need any supplies, but Migrant Educator needs number cards.
- Assessment Area: Area E: Counting has two sections: 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: Area I: Emergent Writing.

Naming Colors and Shapes

- Students do not need any supplies. Migrant Educators need the color and shape cards.
- Assessment Areas: The naming half of Area D: Colors and Area F: Shapes.

Recording Assessment Time and Results

Record Student Responses with the New York State Migrant Education Program Early Childhood Academic Tool: *Student Response Sheet*. (See page 21 for English and page 22 for Spanish.)

- ★ **Pretest Date: Record the date the pretest is started.** If a student needs additional sessions, stop after the 3rd attempt to finish.
- ★ **Posttest Date: Record the date the posttest ended.** If a student needs more than one session, stop after the 3rd attempt.
- ★ **Mark correct Responses**
 - **Pretest: Circle** the correct number or word for correct student responses
 - **Posttest: Underline** the correct number or word for correct student responses
 - Each skill circled or underlined is worth 1 point. Total points earned for the Total Raw Score.
- ★ **For the POSTTEST: Assess all the skills, even those the skills the student knew at the time of the pretest**
 - Children with the correct response on the pretest might not on the posttest, if they haven't been using the vocabulary or concept recently. The saying, "Use it or lose it," is very true for preschoolers. They need to continue using these skills throughout the year.

WebApp. Record all assessment time with preschooler ***as instructional time***, with the Supplemental Codes **ELA, ENL, or Mathematics**.



MIS2000. Data Specialists need a copy of the Student Response Sheet in order to record the total Raw Score for the Pretest and Posttest on MIS2000.


- ★ Note: This assessment does **not** have an additional interpretation rubric or score to record.


Recording Instructional Time with Preschoolers


- Continue to identify instructional services with the Supplemental Codes **ELA, ENL, or Mathematics**.


ADMINISTRATION GUIDELINES AND SCORING CRITERIA (2023-24)

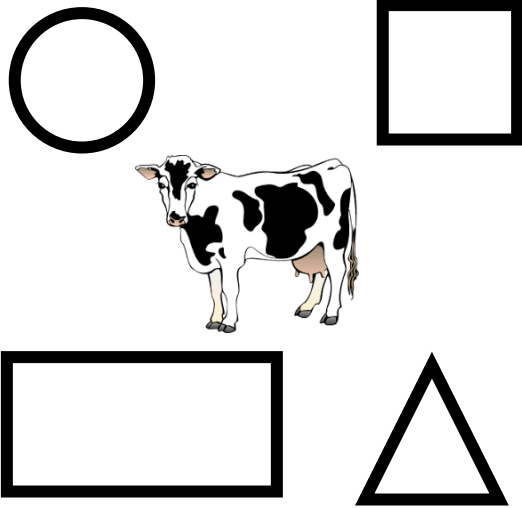
Student Cues	Educator – Questions	Educator - Scoring
<p>A-1</p> 	<p>Area A – Personal Data</p> <p>A-1 – First Name</p> <p>Note: Introduce yourself, and introduce a puppet, to the child, first.</p> <p>Say, “My name is (say your first and last name). The [alligator’s] name is Alex/Alexia. [pause] What is your name?”</p> <p>“Mi nombre es (say your first and last name). El nombre [del lagarto] es Alejandro/Alejandra. [pause] ¿Cuál es tu nombre?”</p> <p>For all questions: Repeat the question for students who do not respond at first.</p>	<p>Give credit for: (Responses can be in English 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>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</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 child credit without asking again, and go on to item A-3.</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>Note: If the child gives a last name different from</p>

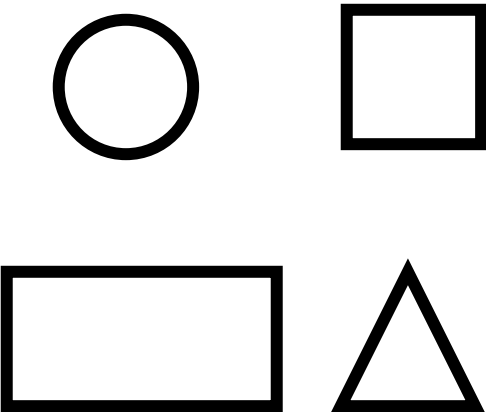
	<p>Note: If child gave a correct first name, but did not add the last name as part of the response to item A-1, then ask for the last name:</p> <p>Say, “(Repeat child’s first name) is a nice name. What is your last name?”</p> <p>“(Repeat child’s first name) es un nombre bonito. ¿Cuál es tu apellido?”</p>	<p>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>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</p> 	<p>A-3 Age</p> <p>Say, “(Child’s first name), how old are you?”</p> <p>“¿(Child’s first name), cuántos años tienes?”</p> <p>For all questions: Repeat the question for students who do not respond at first.</p>	<p>Give credit for: (Responses can be in English 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>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="155 152 180 175">G</p> 	<p data-bbox="728 152 982 180">Area G- Body Parts</p> <p data-bbox="728 240 1209 267">Note: Pat a body part on the puppet.</p> <p data-bbox="728 328 1199 357">Say, “What part of the body is this?”</p> <p data-bbox="728 370 1163 399">“¿Qué parte del cuerpo es esta?”</p> <p data-bbox="728 459 1209 488">Note: Ask a second time if necessary.</p> <p data-bbox="728 506 1272 626">Say, “Can you tell me what this part of the body is called? “¿Puedes decirme cómo se llama esta parte del cuerpo?”</p> <p data-bbox="728 686 1262 894">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="779 911 1272 1031" style="list-style-type: none"> • Patting the body part can help the child separate the body part from the person. <p data-bbox="728 1091 1083 1118">Repeat for each body part.</p> <ol data-bbox="728 1136 932 1295" style="list-style-type: none"> 1. Head/Cabeza 2. Legs/Piernas 3. Arms/Brazos 4. Nose/ Nariz 	<p data-bbox="1299 152 1969 224">Give credit for: (Responses can be in English and/or home language.)</p> <p data-bbox="1299 284 1959 358">a. Correct naming of body parts. Exception: Accept “Mouth” for “Nose” if using the alligator puppet.</p> <p data-bbox="1299 418 1927 493">No credit if there is noticeable parent assistance during administration or if:</p> <ol data-bbox="1299 553 1913 805" style="list-style-type: none"> a. No verbal response b. Incorrect naming of body parts c. Uses the same word for more than one body parts.

Student Cues	Educator – Questions
<p>D - Introduction</p> 	<p>Area D – Colors</p> <p><i>(Extra step to help virtual students find their color cards before asking the questions on the next page.)</i></p> <p>Note: Hold up your own set of four (4) color cards,* or SHARE SCREEN to show the graphics PDF.</p> <p>Say, “Look for the cards with the different stars in your packet.” ” <i>Busca las tarjetas en tu paquete que tienen las diferentes estrellas.</i>” [pause] <i>“The stars have different colors.” ” Las estrellas tienen colores diferentes.”</i> [pause]</p> <p><i>“Can you hold up one star card to show me?” “¿Puedes escoger una de las tarjetas con una estrella y enseñármela?”</i></p> <p>Note: 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>D-2 Matches</p> <p>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.” “This is the color [red].” “Este es el color [rojo].” [pause]</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>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 for students who do not respond at first.</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 color card. b. Child initially picks the wrong shape but self-corrects, choosing the correct shape. <p>Note: Give one point for each color correctly matched. (Total of 4 colors)</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="155 149 359 175">F - Introduction</p>  <p>The student cues section contains five black-outlined shapes arranged in a 2x2 grid. The top-left is a circle, the top-right is a square, the bottom-left is a horizontal rectangle, and the bottom-right is a triangle. A small illustration of a black and white cow is positioned in the center of the grid, overlapping the four shapes.</p>	<p data-bbox="728 149 940 175">Area F – Shapes</p> <p data-bbox="728 191 1940 266"><i>(Extra step to help virtual students find their shape cards before asking the questions on the next page.)</i></p> <p data-bbox="728 328 1871 354">Note: Hold up set of four (4) shape cards, or SHARE SCREEN to show the shape graphics.</p> <p data-bbox="728 415 1940 526">Say, <i>“Look for the shape cards in your packet. They have a tiny picture of a cow in the corner.”</i> <i>“Busca las tarjetas educativas en tu paquete. Tienen la figurita de una vaca en la esquina.”</i> <i>[pause]</i></p> <p data-bbox="728 539 1566 571"><i>“Can you hold one up to show me?” “¿Puedes enseñarme una?”</i></p> <p data-bbox="728 578 827 604"><i>[pause]</i></p> <p data-bbox="728 617 1717 649"><i>“Great! Now spread them out so you can see all of the shapes.” “¡Muy bien!</i></p> <p data-bbox="728 656 1493 688">Ahora extiéndelas para que puedas ver todas las figuras.”</p> <p data-bbox="728 740 1906 815">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-2</p> 	<p>F-1 Matches</p> <p>Note: Pick one shape [CIRCLE] from your set 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 [circulo].” <i>[pause]</i> “Do you have a card that has the same shape?” “¿Tienes alguna tarjeta que tenga la misma figura?” <i>[pause]</i> “Can you hold up the card with the same shape?” “¿Puedes mostrar la tarjeta que tiene la misma figura?”</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 for students who do not respond at first.</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>Note: Give one point for each shape correctly matched. (Total of 4 shapes)</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 – 1</p> 	<p>Area E – Counting</p> <p>E-1 Rote Counts in order, without skipping to...</p> <p>Say, “How high can you count?” “¿Hasta qué número puedes contar?”</p> <p>Note: 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>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.</p> <ul style="list-style-type: none"> In the example, [1,3,4,5,6,7,8,9], the child would only 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 style="text-align: center;">(Total 10 points)</p> <p>No credit if there is noticeable parent assistance during administration or if:</p> <p>a. The first number isn’t 1. For example, [2, 3, 4].</p> <p>No bonus points for counting numbers past 10 correctly.</p>

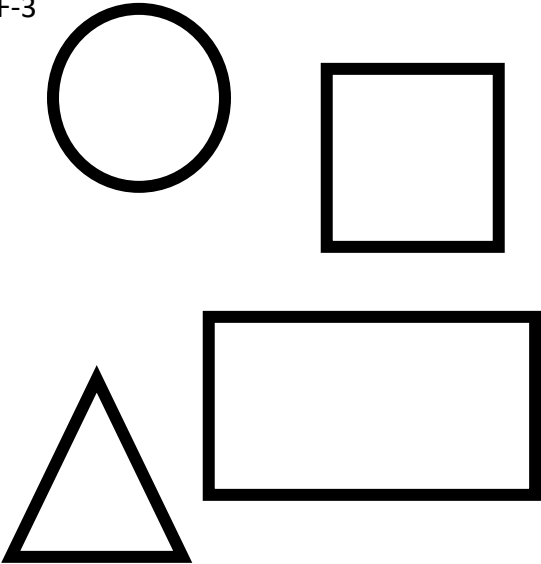
Student Cues	Educator – Questions	Educator - Scoring
<p>E-Counting</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p> <p style="text-align: center;">4</p>	<p>E-3 Names Numbers</p> <p>Note: Educator needs the NUMBER Cards (1-4).</p> <p>Use the number cards, 1-4. Show the numbers one at a time. Start with #1, and then show numbers out of order.</p> <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>Ask student to give the name of each number.</p> <p>Say, “What number is this?” “¿Qué número es este?”</p> <p>Note: 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>Give credit for: (Response can be in English and/or home language.)</p> <p>a. Correct naming of the number.</p> <p>(Total 4 points)</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>I-Introduction</p> 	<p>Area I – Emergent Writing <i>(Extra step to help virtual students find their paper and crayon or pencil before asking the questions on the next page.)</i></p> <p>Note: 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>Say, “I have a piece of paper and a large [crayon] [pencil].” <i>“Tengo una hoja de papel y un [crayón] [lápiz] grande.”</i></p> <p>[pause]</p> <p>“Can you find the paper and pencil in your packet?” <i>“¿Puedes encontrar el papel y el lápiz en tu paquete?”</i></p> <p>[pause]</p> <p>“Can you hold them up so I can see them?” <i>“¿Puedes mostrarlos para que los pueda ver?”</i></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><i>Say, “Please write your name on the paper.” “Por favor escribe tu nombre en el papel.”</i></p> <p>Note: If the child is hesitant say, “Write as much of your name as you can.” <i>“Escribe lo más que puedas de tu nombre.”</i></p> <p>Note: Check in when it seems the student is finished.</p> <p><i>Say, “Are you done writing?” “¿Terminaste de escribir?”</i></p> <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. For example, Say, “[name] Can you take a picture of the paper with [child’s] writing on it and send the picture me?” <i>“[nombre] ¿Puedes tomar una foto del papel con el nombre escrito de [niño] en el sobre y enviarme la foto?”</i></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>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>Scoring Note: The child earns 1 point for attempting to write some letters, plus 1 point credit for having advance 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>Scoring Note: The child earns 1 point for writing 1 or more letters, plus 2 points credit for having advanced past scribbling and attempting to writing letters.</p> <p>Score 4 points (full credit) if child Writes Name (or first 5 letters) in sequence</p>

	<p>For example, mailing:</p> <p>Virtual Note: If you gave the family a self-addressed, stamped envelope, you can ask them to send the writing sample to you.</p> <p>For example:</p> <p>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?”</p> <p>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?:</p>	<p>a. Child correctly writes all the letters of name, in sequence. Note: 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, even if the rest of the name is not correct.</p> <p>Scoring Note: The child earns 1 point for correctly writing their name (or the first 5 letters of name) in sequence, plus receives 3 points credit for having advanced past scribbling, attempting letters, and writing some letters in name.</p> <p>No credit if there is noticeable parent assistance during administration or if:</p> <p>a. No attempt to scribble or write anything</p> <p>What if...?</p> <p>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?</p> <ul style="list-style-type: none"> • In this case, the students 3 points for Writing Letters.
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Student Cues	Educator – Questions	Educator - Scoring
<p>D-2</p> 	<p>Area D – Colors</p> <p>D-2 – Names Colors</p> <p>Note: Show the colors to the child, one at a time, or SHARE SCREEN to show the shape graphics.</p> <p>Say, “What color is this?” “¿Qué color es este?”</p> <p>Note: Ask a second time if necessary. Say, “Tell me the name of this color.” “Dime el nombre de este color.”</p> <p>Repeat for each of the 4 colors.</p> <ol style="list-style-type: none"> 1. Red/<i>Rojo</i> 2. Blue/<i>Azul</i> 3. Yellow /<i>Amarillo</i> 4. Green / <i>Verde</i> 	<p>Give credit for: (Responses can be in English and/or home language.)</p> <p>a. Correct naming of each color.</p> <p>Note: Give one point for each color correctly named. (Total of 4 colors)</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 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-3</p> 	<p>Area F – Shapes</p> <p>F-3 Names Shapes</p> <p>Note: Show shapes to the child one at a time or SHARE SCREEN to show shape graphics.</p> <p>Say, “What is the name of this shape?” “¿Cómo se llama esta figura?”</p> <p>Note: Ask a second time if necessary. Say, “Tell me the name of this shape.” “Dime el nombre de esta figura.”</p> <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 correctly named shape. (Total of 4 shapes)</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 answer c. Comparison answer such as, “That is like my ball.” d. Unsure response such as, “I think it’s a circle,” or “Is it a circle?” e. Using the same shape-name for more than one shape.

2023-24 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. Green		
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	1pt. Scribbles 2pt. Attempts to write letters 3pt. Writes letters 4pt. Writes name (or first 5 letters)		
D	Colors – Part 2	4	NAMES: 1. Red 2. Blue 3. Yellow 4. Green		
F	Shapes - Part 2	4	NAMES: 1. ○ 2. □ 3. ▭ 4. △		
			Total Raw Score:		
		41			

**Formato Académico 2023-24 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.

			Puntaje bruto		
	Área	Puntos	La/el estudiante:	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. Verde		
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	1pt. Hace garabatos 2pt. Intenta escribir letras 3pt. Escribe letras 4pt. Escribe su nombre (o las primeras 5 letras)		
D	Colores – Parte 2	4	NOMBRA: 1. Rojo 2. Azul 3. Amarillo 4. Verde		
F	Figuras - Parte 2	4	NOMBRA: 1. ○ 2. □ 3. ▭ 4. △		
41			Total del Puntaje Bruto:		

SUPPLEMENTAL SUPPLIES FOR THE 2021-22 NYS-MEP ECA

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



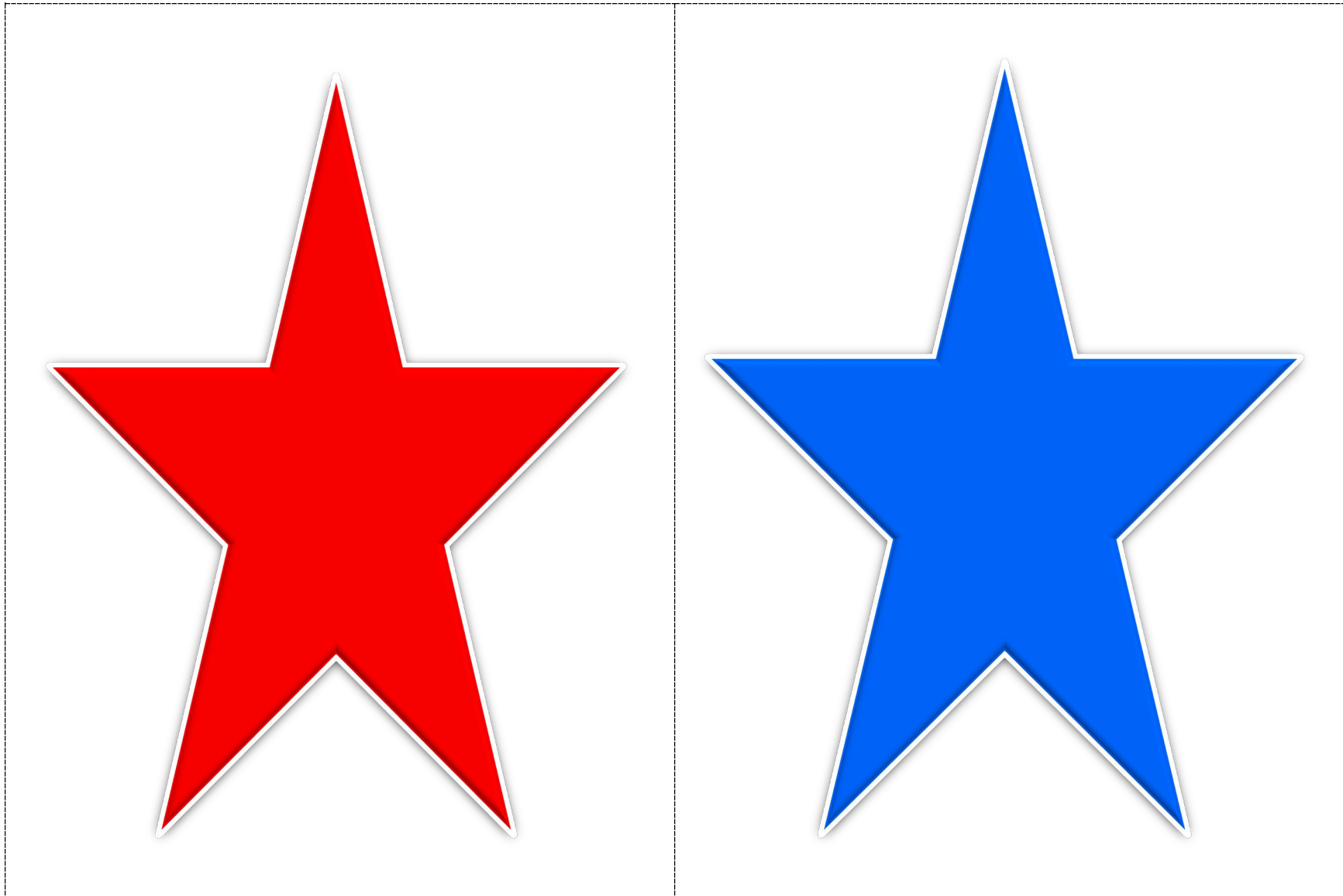
Clipart from <http://clipart-library.com/>

ECA Area A (Personal Data) and Area G (Identifying Body Parts) – Soccer Player Puppets

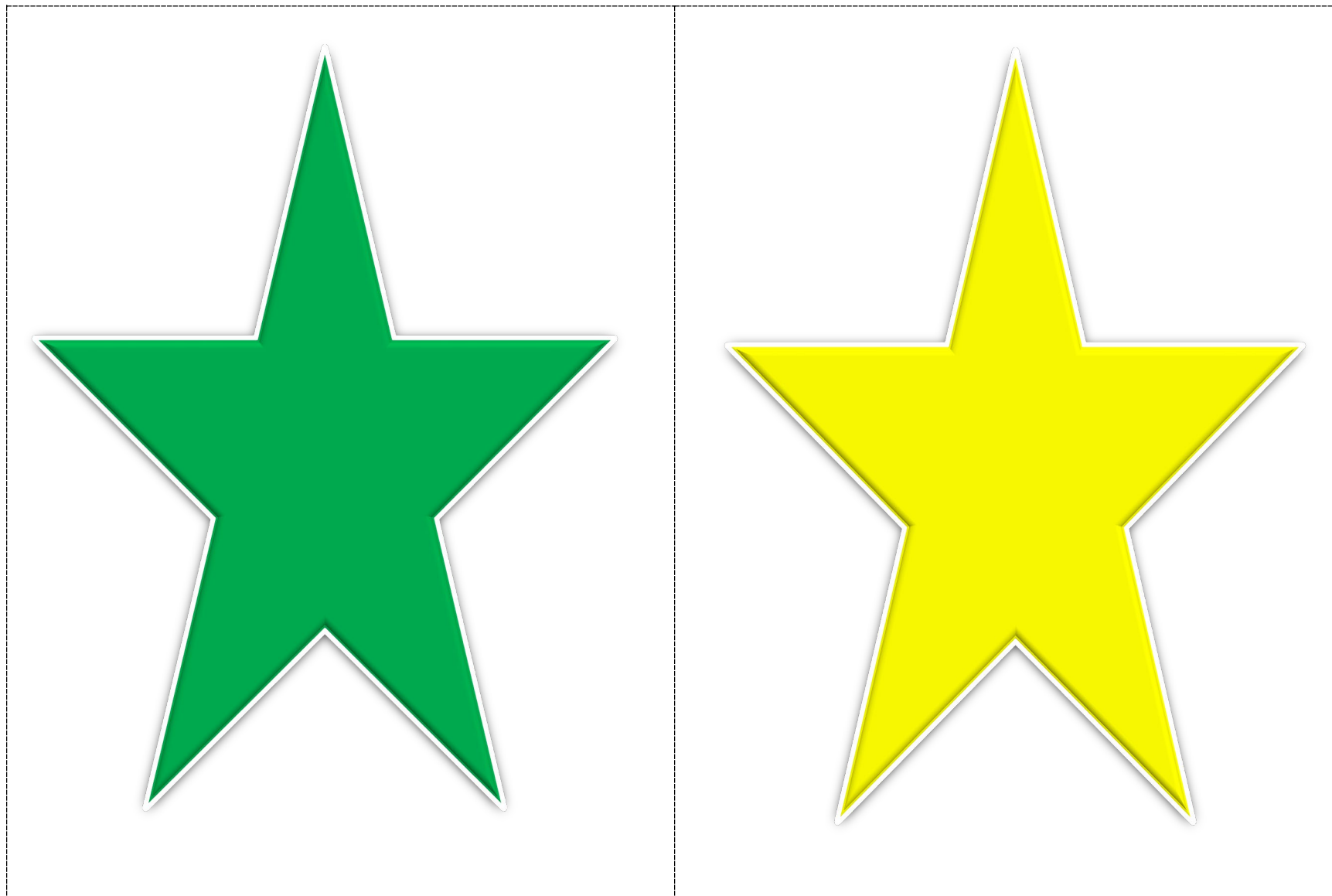


www.kidopo.com

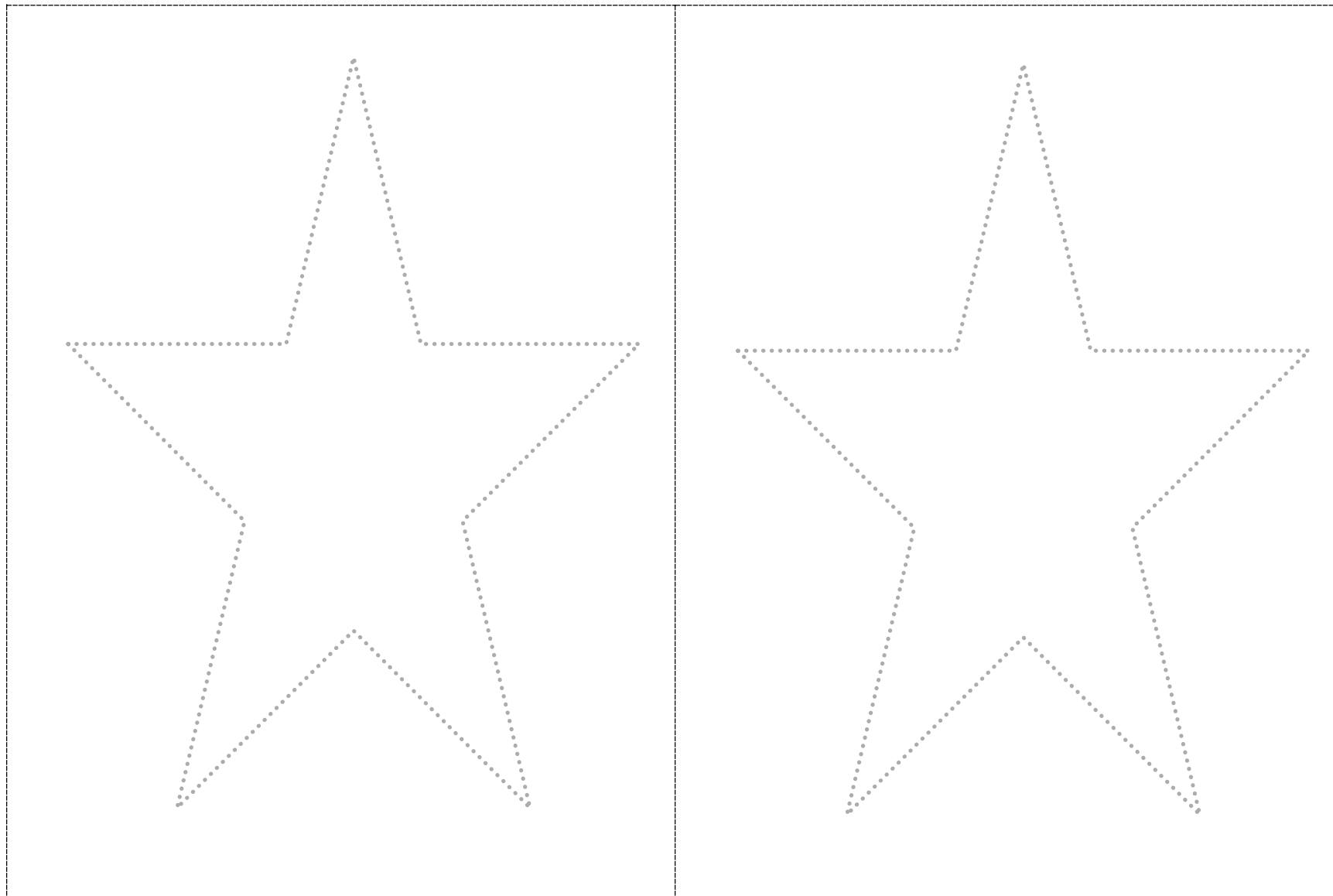
ECA Area D – Color Cards – Print with color ink. Use cardstock if possible. (Red, Blue, Green, Yellow)



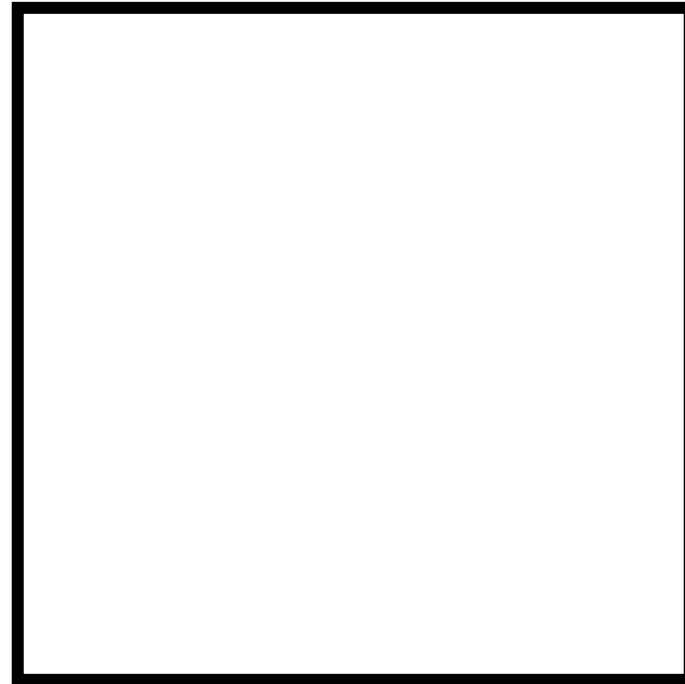
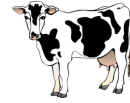
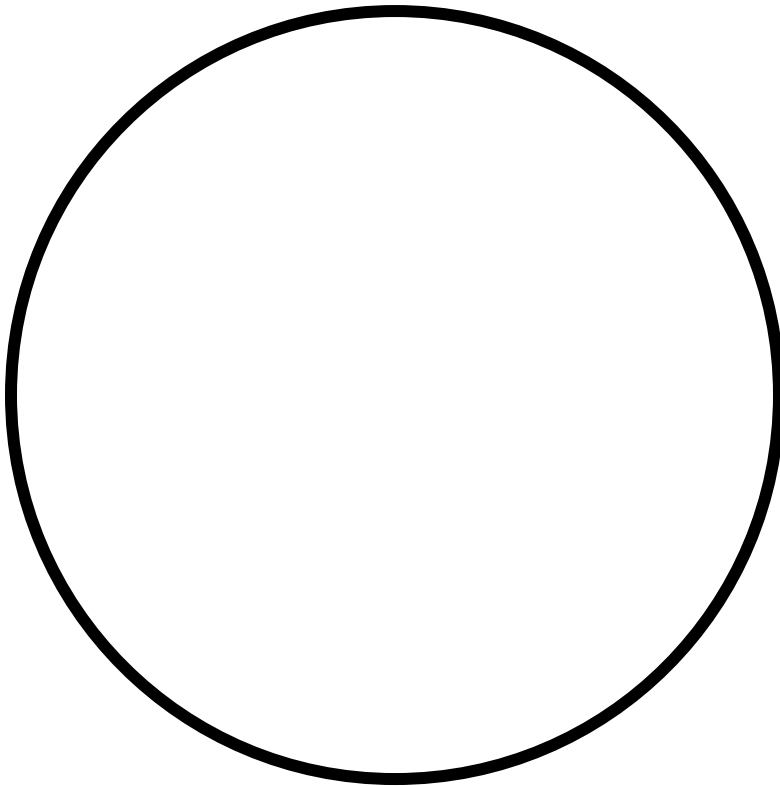
ECA Area D – Color Cards – Print with color ink. Use cardstock if possible. (Red, Blue, Green, Yellow)



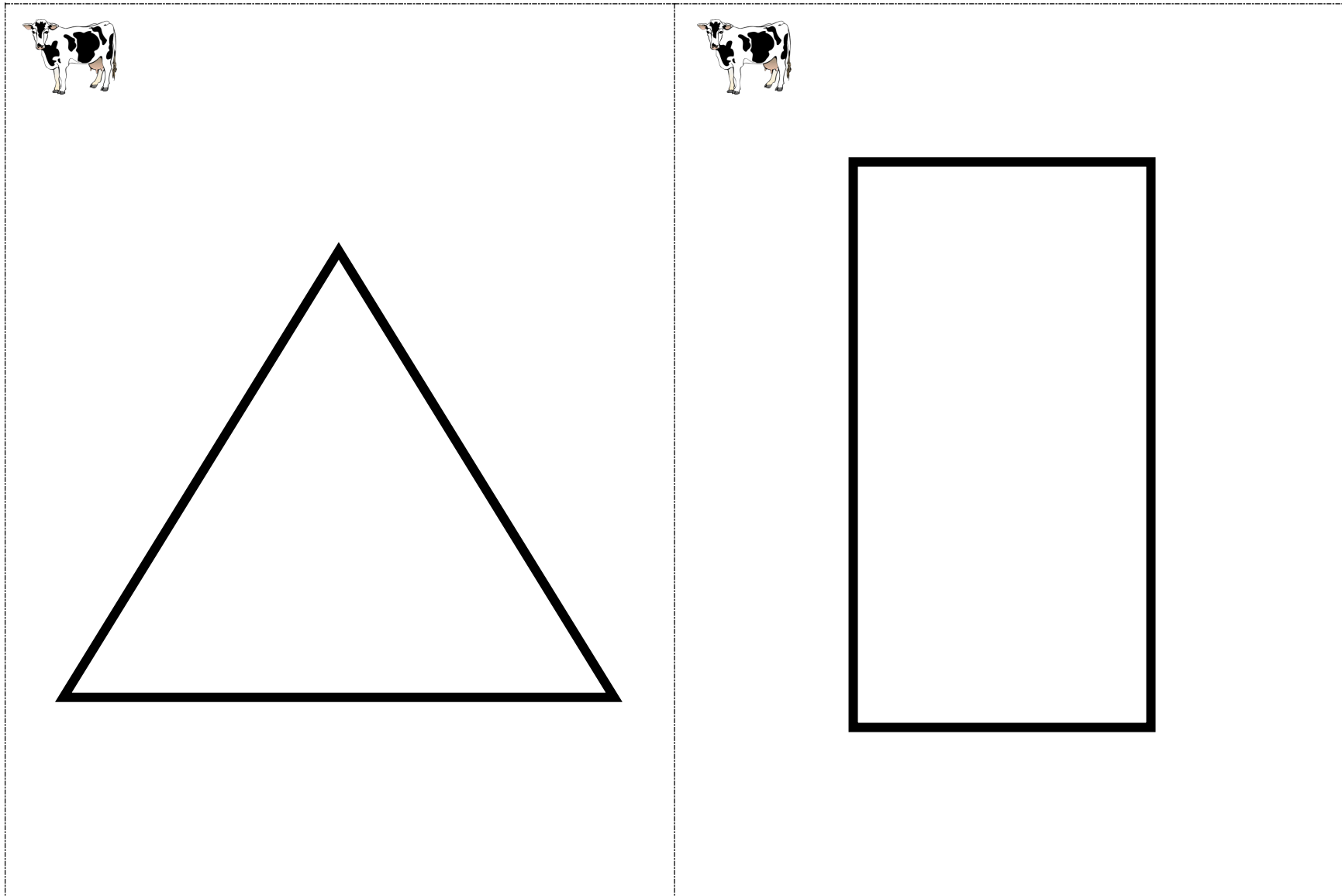
ECA Area D – Color Cards – OPTION: Print 2 copies then color sets for students and self: Red, Blue, Yellow, and Green. Use cardstock if possible.



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



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



ECA Area E - Number Cards. (1, 2, 3, 4)

1

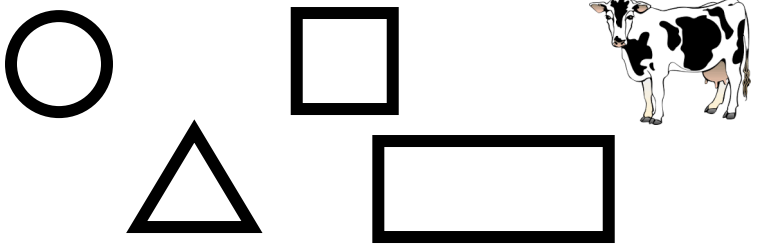
2


ECA Area E - Number Cards. (1, 2, 3, 4)

3

4

Labels for Student Props when Delivering 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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