

Administering the 2026-27 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 the *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 regular and meaningful 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	• # and % of migratory students with a completed/updated MEP Student Needs Assessment • # and % of preschool age children enrolled in community/district preschool programs • # and % of migratory children receiving support services • # and % of migratory children receiving instructional services • # and % of migratory children with ECA results • # and % of children receiving instructional services during summer
Measurable Program Outcome	80% of migratory preschool children with 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.

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Download from the Website: [Resources > Staff Library > Early Childhood Academic Tool \(ECA\)](#)

ECA Student Workbook

- Available in English and Spanish
- *(Note: This needs to be printed in color.)*

Optional: Fillable Student Response Sheet

- Available in English or Spanish
- **Fixed for 2026-27:** The numbers in the “Raw Score” boxes are all centered, and the font sizes match the size of the box.
- **New for 2026-27:** The “TOTAL Raw Score” box at the bottom calculates the scores as entered. You have to press the TAB key after each skill-score for the calculator to work.

WHAT YOU NEED TO KNOW BEFORE ADMINISTERING THE ECA

Who Should Receive the ECA

Administer the ECA Pretest with those Preschool students ages P3-P5 who are identified to receive the Level 2 services of regular and meaningful instruction.

When to Administer the ECA Pretest

Administer the ECA Pretest shortly after your first lesson, in order to capture all of the gains the student makes as a result of your instruction.

- **Note:** You can use an ECA posttest administered in August 2026 for the student's 2026-27 pretest.
 - **How:** ***Complete a new Student Response Sheet with "9/1/26" for the new pretest date*** and the child's responses from the August 2026 posttest to turn into the METS office for the ECA results to be entered into Web App for 2026-27.
 - **(This is not a new policy, but this is first time it has been written in the ECA Guidance document.)**

Use the results of the Pretest to guide your instruction.

- Practice a student's strengths to increase their confidence and
- Provide practice in their areas of growth so they become areas of strength.

When to Administer the ECA Posttest

Administer the Posttest two or three weeks before you are planning to end instruction for the program year. This leaves room in case the family is absent one week.

- Posttest Level 2 Preschool students ages P3-P5 who
 1. Have an ECA pretest score **and**
 2. Have already received **or** are anticipated to receive 10+ hours of instruction by the end of the program year or before they plan to move.

Note: The Posttest uses a fresh copy of the ECA Student Workbook. Read and ask all of the same questions, even the ones the student answered successfully on the pretest. With preschoolers, it is NOT a guarantee that they will still demonstrate the skills they showed on the pretest.

How to Document the Educator's Time in WebApp

Instructional Time: Only use the Supplemental Codes ELA, ENL, and/or Mathematics for instructional time with preschoolers.

Support Services: Record all Support Services according to the service provided.

ECA Administration Time: New for the 2026-27 ECA: The time spent administering the ECA is no longer counted as a service. However, any follow up instruction based on the results of the ECA can be recorded as a service.

What to do When More than One Session is Needed to Administer the ECA

- When the ECA takes more than one session, record the date the assessment ends on the Student Response Sheet.
- If the ECA is not complete after 3 sessions/attempts, then **STOP**. Score and record the ECA results and then move on to instruction.

Supplies Needed with the ECA Student Workbook

- Consumable supplies needed per student:
 - Color copy of the Student Workbook
 - Craft Stick
- Student supplies that the Educator can reuse with other students when meeting in person.
 - Scissors
 - Tape
 - Jumbo pencil or large/jumbo crayon
- Educator Supplies:
 - Something to write with
 - Extra pair of scissors

Additional Planning when Administering the ECA Student Workbook Virtually

- **Individual Supplies:** Educators will need to have a conversation with the parent or care giver beforehand to discuss the delivery of the color and shape cards, craft stick, scissors, tape, and jumbo pencil/crayon ahead of time.
- **Meeting online:** Share the link to an online platform and share the ECA Student Workbook while you read the questions.

What Supplies do you keep? What Supplies do You Leave with the Family?

- You keep the ECA Student Workbook.
- Leave the puppet, color cards, shape cards, and Parent Engagement handout with the family.

HOW TO ADMINISTER THE ECA: USE THE ECA STUDENT WORKBOOK

Read the ECA Student Workbook with the Student.

Read the top of each page with your student, asking the skill questions.

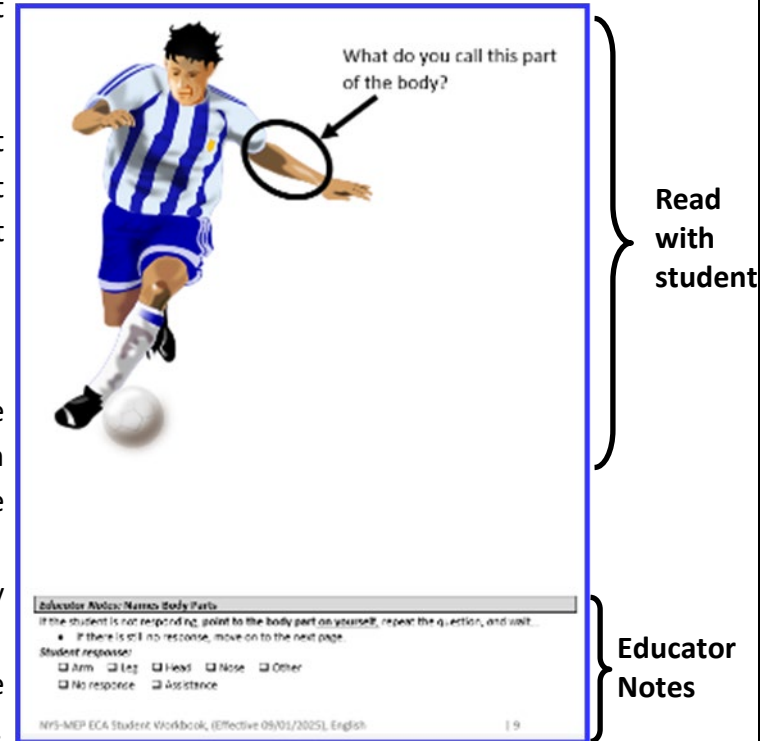
- The “Educator Notes” at the bottom of each page, provide guidance about what to do when a student does not respond to the question.

When asking the student questions, please refrain from emphasizing the correct answers with your voice or gestures, or stopping to teach the student the correct response. Plan to give the same response, with a smile, whether the student responds correctly or incorrectly.

Optional Warmup and Action Breaks

The Warmup and Action Breaks are designed to engage a student in order to make the ECA seem like a regular lesson. At the same time, each student is different, with different needs. An activity that is engaging for one student might be an unwelcome distraction to another student. Educators can use their judgement.

- The Warmup activity is to make a puppet for the student to hold and/or play with.
- The Action Breaks include cutting the color cards and shape cards out of the Workbook to use with the matching activities and to leave with the student.



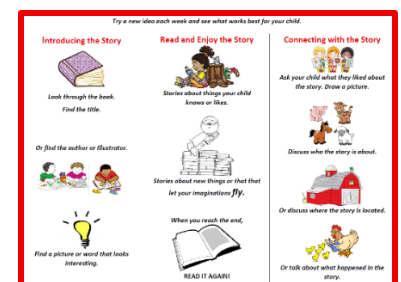
Languages: The ECA Student Workbook is available in English and Spanish.

Parent & Family Engagement (PFE) in the ECA Student Workbook

The ECA Student Workbook starts with a reminder you can share with parents about not giving the students hints or answers.

The ECA Student Workbook ends with Parent Engagement Information to share with the parent and family about reading with their children. Remove these final two pages to leave with the parent and family.

- New PFE handout for 2026-27:** *Reading with Your Child*



HOW TO SCORE THE ECA RESULTS

Scoring in General for All Questions

Award 1 point for each correct response.	Score 0 points when...
- Whether the student uses English and/or their home language, and - When the correct response may be pronounced incorrectly, due to immature speech or a speech impediment, and Refer to the Special Situations and Scoring for Emergent Writing Below for more details.	- The student still doesn't respond after the 2nd prompt - The response is incorrect - The answer is provided by the Educator, parent, family member, and/or caregiver.
	No Bonus points for giving extra information, such as - Saying their middle name - Rote counting higher than 10

Special Situations

- Personal Data: Give credit if the student...**
 - Says an alternative first name the family uses, such as a nickname or a middle name.
 - Gives a **correct, nonverbal response for their age** by holding up the correct number of fingers.
- Body Parts: Give credit if the student** uses more advanced, correct language for a body part in the area of the circled body part. (e.g., saying, "elbow" instead of "arm")
- Rote Counting: Only give credit for the numbers the student says in sequence.**
 - In the example, { 1, 2, 3, 4, 5, 7 }, the student would earn 5 points because the **number 6** was skipped.
 - In the example, { 1, 2, 4, 3, 5, 6, }, the student would earn 2 points, because the **number 4** was said out of order.

Educators can make any notes about student responses on the ECA Student Response Sheet, for their own reference, but are not required to.

Scoring Emergent Writing

Score 1 point if the student Scribbles	Score 0 points
The student takes the crayon or pencil and moves it along the paper. For example: 	The student does not make any attempt to scribble or try to write anything.

Score 2 points if the student Attempts writing some Letters The student writes individual representations of at least one letter but does not have at least one complete letter yet. <i>For example:</i> 	Reason why “Attempts Letters” is worth 2 points: The student earns 1 point for attempting to write some letters, <i>plus</i> 1 point credit for still scribbling and/or starting to advance past the scribbling stage.
Score 3 points if the student Writes Letters Student writes at least one definite letter but - does not complete the first 5 letters in their name, or - the letters are not in sequence, or - if one or more letters are reversed <i>For example:</i> 	Reason why “Writes Letters” is worth 3 points: The student earns 1 point for writing 1 or more letters, <i>plus</i> 1 point credit for having advanced through “Attempting to write Letters” <i>plus</i> 1 point credit for advancing past “Scribbling”
Score 4 points (full credit) if the student Writes their Name (or first 5 letters) in sequence, without reversals a. The student correctly writes all the letters of name, in sequence, without reversals.  <i>For example:</i> b. The student correctly writes the first 5 letters of name, in sequence, without reversals, even if the rest of the name is not correct. <i>For example:</i> 	Reason why “Writing the Name or Writing the 1st 5 Letters of the Name” is worth 4 points: The student earns 1 point for correctly writing their name (or the first 5 letters of name) in sequence, without reversals, <i>plus</i> 1 point credit for having advanced through “writing some letters,” <i>plus</i> 1 point credit for having advanced past “Attempting to write Letters,” <i>plus</i> 1 point credit for advancing past “Scribbling”

HOW TO RECORD THE ECA RESULTS

Overview of Steps to Record the Student Responses

Educators have the option to **either**

- 1) Use the ECA Student Workbook to mark a student's responses and **then transfer** the student's responses to the **ECA Student Response Sheet**, totaling the score, and sending a copy to the METS Office, **or**
- 2) Record student responses **directly into the ECA Student Response Sheet** to mark a student's responses, totaling the score, and sending a copy to the METS Office.

Completing the ECA Student Response Sheet for the Pretest

- Check (✓) the box for **"Pretest"** and record the date that the pretest ended.
 - 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.
 - Refer to the *"HOW TO SCORE THE ECA RESULTS"* section, pages 6-7 in this Guidance Document for scoring details.
 - **Total Raw Score:** Total all of the points in the **Raw Score column**.
 - **Send a copy to the METS Office**

Completing the ECA Student Response Sheet for the Posttest

- Check (✓) the box for the **"Posttest"** and record the date that the posttest ended.
 - 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.
 - Refer to the *"HOW TO SCORE THE ECA RESULTS"* section, pages 6-7 in this Guidance Document for scoring details.
 - **Total Raw Score:** Total all of the points in the **Raw Score column**.
 - **Send a copy to the METS Office**

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

2026-27 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: ☐ First Name ☐ Last Name ☐ Age	
G	Body Parts	4	NAMES: ☐ Head ☐ Leg ☐ Arm ☐ Nose	
D	Colors - Part 1	4	MATCHES: ☐ Red ☐ Blue ☐ Yellow ☐ Green	
F	Shapes - Part 1	4	MATCHES: ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle	
E	Counting	10	ROTE COUNTS in order, without skipping. (<i>Check the numbers said before skipping.</i>) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10	
	Counting	4	READS NUMBER: ☐ 1 ☐ 3 ☐ 2 ☐ 4	
I	Emergent Writing	4	WRITES NAME: ☐ 1pt. Scribbles ☐ 2pt. Attempts to write letters ☐ 3pt. Writes letters ☐ 4pt. Writes name (or first 5 letters)	
D	Colors – Part 2	4	NAMES: ☐ Red ☐ Blue ☐ Yellow ☐ Green	
F	Shapes - Part 2	4	NAMES: ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle	
		41	Total Raw Score: Award 1 point for each correct response except as noted in Emergent Writing.	

**Formato Académico 2026-27 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: ☐ Nombre ☐ Apellido ☐ Edad	
G	Partes del Cuerpo	4	NOMBRA: ☐ Cabeza ☐ Pierna ☐ Brazo ☐ Nariz	
D	Colores - Parte 1	4	MUESTRA: ☐ Rojo ☐ Azul ☐ Amarillo ☐ Verde	
F	Figuras - Parte 1	4	MUESTRA: ☐ círculo ☐ cuadrado ☐ rectángulo ☐ triángulo	
E	Conteo	10	CUENTA en orden sin saltar un número. (<i>Señale los números que dice antes de saltar alguno.</i>) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10	
	Conteo	4	LEE EL NÚMERO: ☐ 1 ☐ 3 ☐ 2 ☐ 4	
I	Escritura Emergente	4	ESCRIBE SU NOMBRE: ☐ 1 pt. Hace garabatos ☐ 2 pts. Intenta escribir letras ☐ 3 pts. Escribe letras ☐ 4 pts. Escribe su nombre (o las primeras 5 letras)	
D	Colores – Parte 2	4	NOMBRA: ☐ Rojo ☐ Azul ☐ Amarillo ☐ Verde	
F	Figuras - Parte 2	4	NOMBRA: ☐ círculo ☐ cuadrado ☐ rectángulo ☐ 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.	