



2026-27 NYS-MEP ECA Student Workbook

Student Name: _____

Starting Date: _____

Ending Date: _____

Educator Name: _____

Parents and Family: Answering questions is part of getting ready for school. I am using this workbook to check in on what questions children are ready to answer.

I have to be careful not to use my voice or gestures to give children extra hints or clues. It is really hard, but I have to ask you for your help, too. Please do your best not to give clues to the answers. ***After this workbook is finished***, we can both give clues and help when we are teaching and practicing.

Guidance for Educators:

- Supplies needed per student:
 - Color copy of the Student Workbook
 - Craft Stick
- These Student Supplies can be reused when meeting in person. *If meeting virtually, students will need their own:*
 - Scissors
 - Tape
 - Jumbo pencil or large/jumbo crayon
- Educator Supplies:
 - Something to write with
 - Extra pair of scissors

Who do you use the ECA with?

- The preschool students ages P3-P5 in your caseload, who are identified to receive Level 2 services of regular and meaningful instruction.

When a student does not respond to the question or directions:

- Read the prompts in the Educator notes. The prompts are different, depending on the skill area.

Language:

- Students can respond in English, the student's home language(s), or a mixture of all.

Optional Warm up and Action Breaks:

- These are designed to relax and engage the students.
- You decide which ones to use.
- The Warmup and Action Break pages should be left with the family whether you use them or not.

Parent Engagement Handout at the end of the Workbook:

- Please take 5 minutes to walk parents through the handout and leave with them.
- You can use the handout when you are administering the ECA or during another lesson.

What do you keep? What do you leave with the family?

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

Score and Record the ECA Results:

- Use the **Scoring Criteria** on pages 6 to 7 of the *2025-26 ECA Guidance Document* to judge whether or not student responses should receive credit or not.
- Record the scores on each student's **Student Response Sheet**. Send a copy of each student's Pretest/Posttest to your METS office.



Acknowledgement: Images used in this document came from

- Clipart.library.com
- Pixabay.com

Optional Warmup: Make a puppet together.

1. Cut out the dog, cutting on the dotted circle.
2. Tape to a craft stick.
3. We can use the puppet to read page 5.
4. Then give the puppet to the student to hold or play with while we continue reading.



[Blank page for the backside of the warmup activity, when printed 2-sided]

The dog says,

Hello! My name is Alex the Dog.

What is your name?



Educator Notes: Personal Information

If the student is not responding, repeat the question and wait...

- If there is still no response, move on to the next page.

Student response:

- ☐ First Name ☐ Middle Name ☐ Nickname ☐ Last Name ☐ Other
☐ No response ☐ Assistance

What is your last name?



Educator Notes: Personal Information

If the student is not responding and already gave their last name on page 5,

- YOU can say the student's last name and go to the next page.

Otherwise, If the student is not responding, repeat the question and wait...

- If there is still no response, move on to the next page.

Student response:

- ☐ First Name ☐ Middle Name ☐ Nickname ☐ Last Name ☐ Other
- ☐ Already gave last name on page 5
- ☐ No response ☐ Assistance

_____, *how old are you?*
(student's name)



Educator Notes: Personal Information

If the student is not responding, repeat the question and wait...

- If there is still no response, move on to the next page.

Student response: (Spoken or student using fingers to show the number)

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ Other
☐ No Response ☐ Assistance



Look at the soccer player.

He is running.



Educator Notes: Names Body Parts

If the student is not responding, **point to the body part on yourself**, repeat the question, and wait...

- If there is still no response, move on to the next page.

Student response:

- ☐ Arm ☐ Leg ☐ Head ☐ Nose ☐ Other
☐ No response ☐ Assistance



What do you call this part of the body?

Educator Notes: Names Body Parts

If the student is not responding, **point to the body part on yourself**, repeat the question, and wait...

- If there is still no response, move on to the next page.

Student response:

- ☐ Arm ☐ Leg ☐ Head ☐ Nose ☐ Other
☐ No response ☐ Assistance



What do you call
this part of the
body?

Educator Notes: Names Body Parts

If the student is not responding, **point to the body part on yourself**, repeat the question, and wait...

- If there is still no response, move on to the next page.

Student response:

- ☐ Arm ☐ Leg ☐ Head ☐ Nose ☐ Other
- ☐ No response ☐ Assistance



What do you call this part of the **face**?

Educator Notes: Names Body Parts

If the student is not responding, **point to the body part on yourself**, repeat the question, and wait...

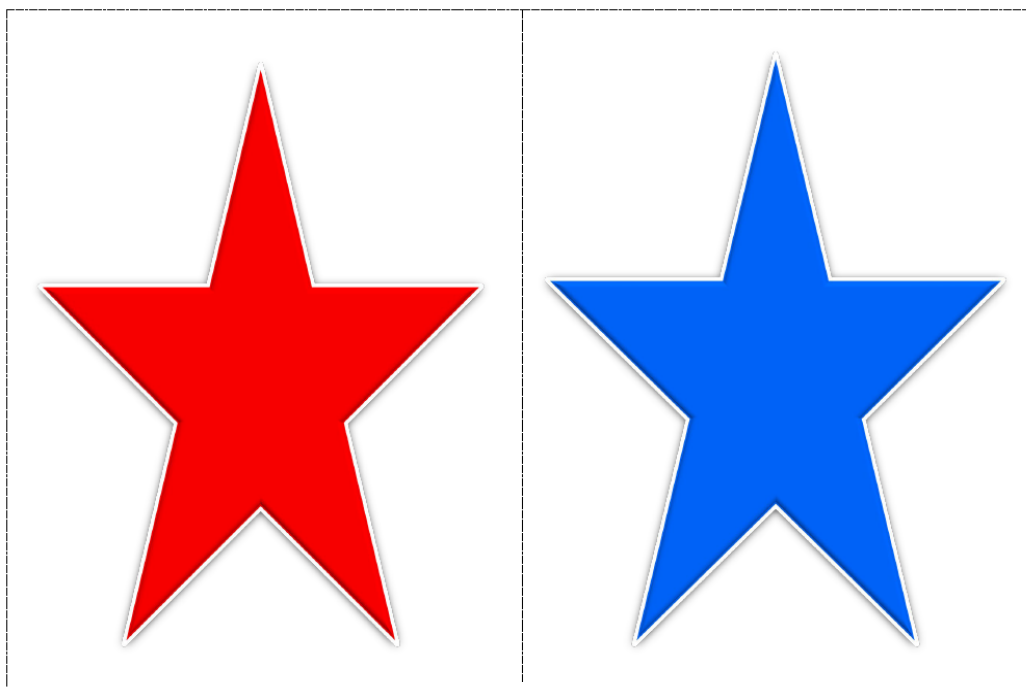
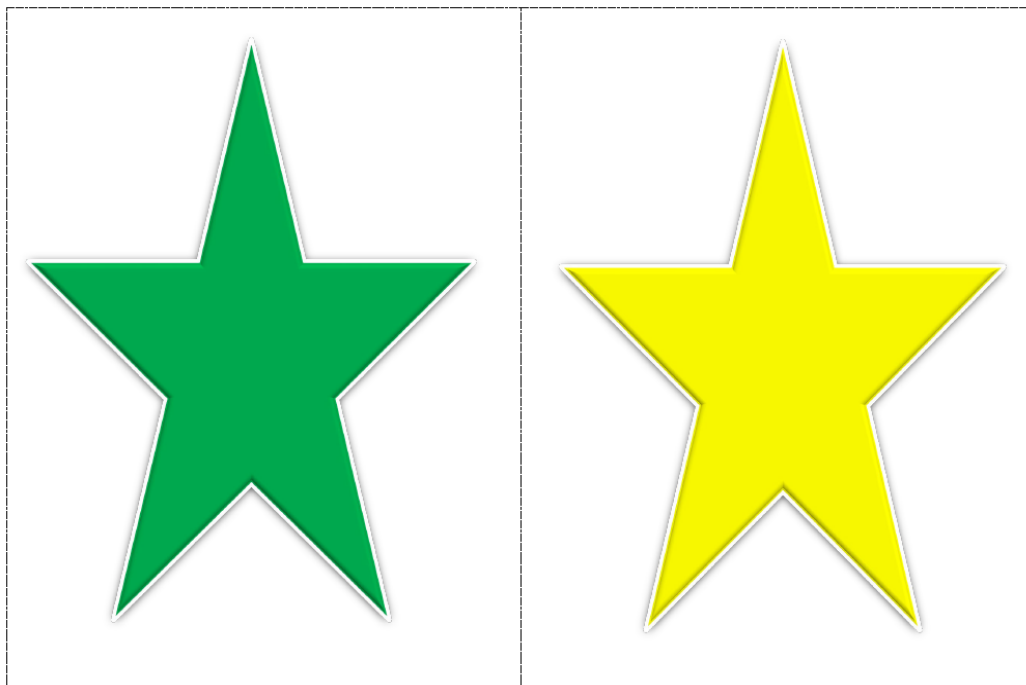
- If there is still no response, move on to the next page.

Student response:

- ☐ Arm ☐ Leg ☐ Head ☐ Nose ☐ Other
- ☐ No response ☐ Assistance

Optional Action Break:

1. Everyone can help to cut the color cards apart!
2. The student will need cards for matching colors.



[Blank page for the backside of the color cards, when printed 2-sided]



Look at the star.

This star is **red**.

Do **you** have a **red** star?

Please hold up your **red** star.

Educator Notes: Matches Colors

If the student is not responding, **point to the star and say:**

- “This star is **red**.” (Pause)
- “Please show me **your red** star.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance

Note: Make sure the student returns the color card to the rest of the cards, so all four color cards are ready to use with the next page.



Look at the star.

This star is **blue**.

Do **you** have a **blue** star?

Please hold up your **blue** star.

Educator Notes: Matches Colors

If the student is not responding, **point to the star and say:**

- “This star is **blue**.” (Pause)
- “Please show me **your blue** star.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance

Note: Make sure the student returns the color card to the rest of the cards, so all four color cards are ready to use with the next page.



Look at the star.

This star is **green**.

Do **you** have a **green** star?

Please hold up your **green** star.

Educator Notes: Matches Colors

If the student is not responding, **point to the star and say:**

- “This star is **green**.” (Pause)
- “Please show me **your green** star.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
- ☐ No response ☐ Assistance

Note: Make sure the student returns the color card to the rest of the cards, so all four color cards are ready to use with the next page.



Look at the star.

This star is **yellow**.

Do **you** have a **yellow** star?

Please hold up your **yellow** star.

Educator Notes: Matches Colors

If the student is not responding, **point to the star and say:**

- “This star is **yellow**.” (Pause)
- “Please show me **your yellow** star.” (...wait...)
 - If there is still no response, move on to the next page.

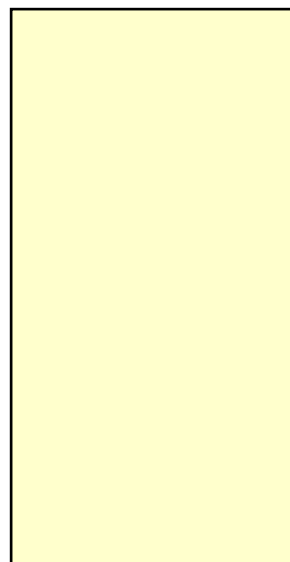
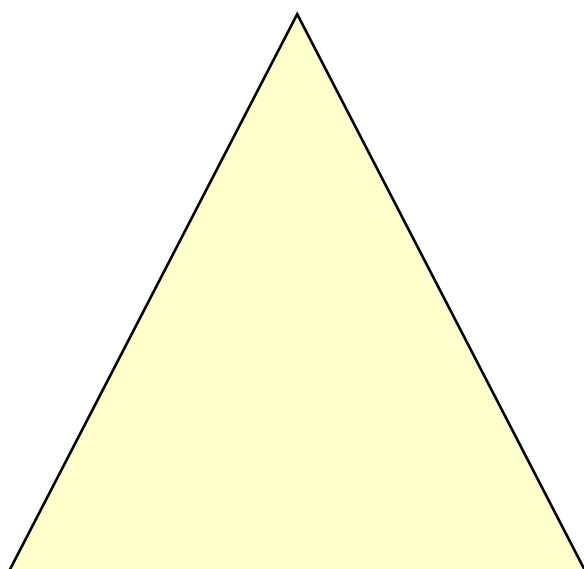
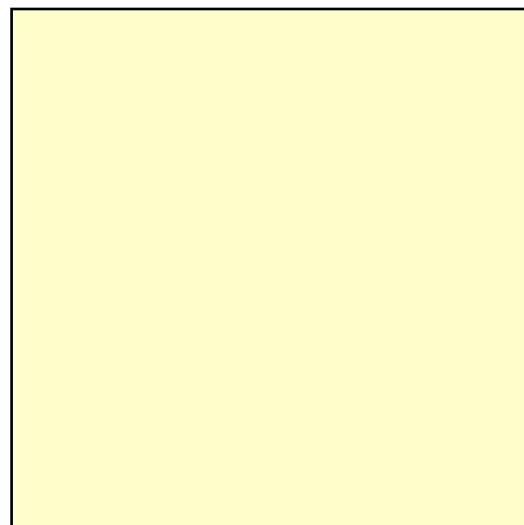
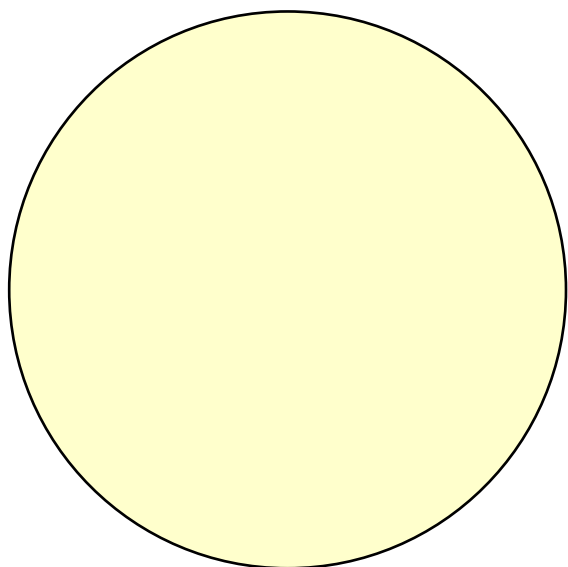
Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
- ☐ No response ☐ Assistance

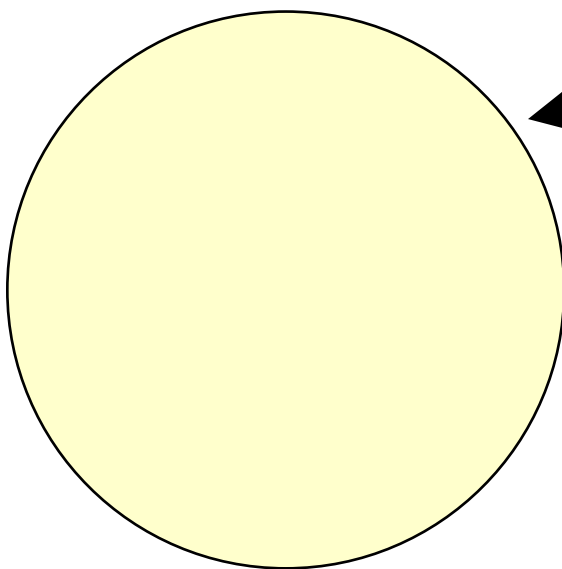
Note: The student can keep the color cards from this workbook.

Optional Action Break:

1. Everyone can help to cut the shape cards apart!
2. The student will need cards for matching shapes.



[Blank page for the backside of the shape cards, when printed 2-sided]



Look at this shape.

This is a **circle**.

Do **you** have a circle?

Please hold up **your** card with the **circle** on it.

Educator Notes: Matches Shapes

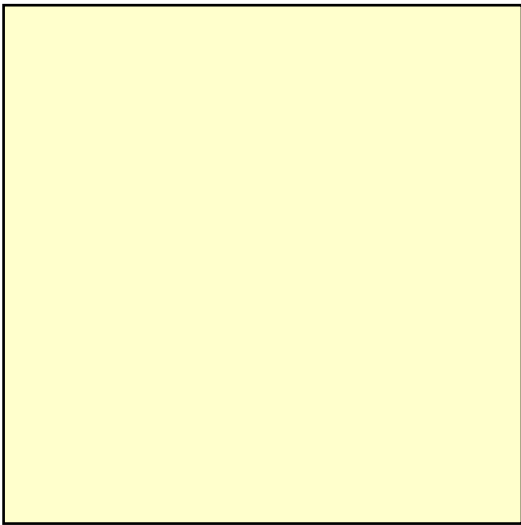
If the student is not responding, point to the shape and say:

- “This is a **circle**.” (pause)
- “Please show me **your** card with the **circle** on it.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance

Note: Make sure the student returns the shape card to the rest of the cards, so all four shape cards are ready to use with the next page.



← Look at this shape.

This is a **square**.

Do **you** have a square?

Please hold up **your** card with the **square** on it.

Educator Notes: Matches Shapes

If the student is not responding, point to the shape and say:

- “This is a **square**.” (pause)
- “Please show me **your** card with the **square** on it.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance

Note: Make sure the student returns the shape card to the rest of the cards, so all four shape cards are ready to use with the next page.



← Look at this shape.

This is a **rectangle**.

Do **you** have a rectangle?

Please hold up **your** card with the **rectangle** on it.

Educator Notes: Matches Shapes

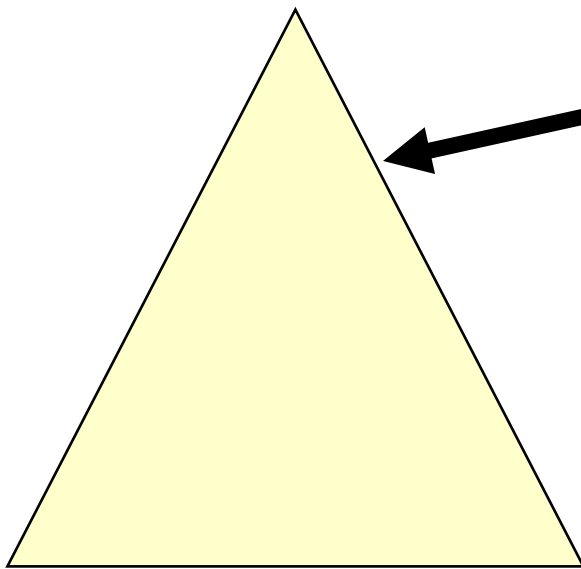
If the student is not responding, point to the shape and say:

- “This is a **rectangle**.” (pause)
- “Please show me **your** card with the **rectangle** on it.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
- ☐ No response ☐ Assistance

Note: Make sure the student returns the shape card to the rest of the cards, so all four shape cards are ready to use with the next page.



Look at this shape.

This is a **triangle**.

Do **you** have a triangle?

Please hold up **your** card with the **triangle** on it.

Educator Notes: Matches Shapes

If the student is not responding, point to the shape and say:

- “This is a **triangle**.” (pause)
- “Please show me **your** card with the **triangle** on it.” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance

Note: The student can keep the shape cards from this workbook.

Hi, again!

Let's count!

How high can you count?



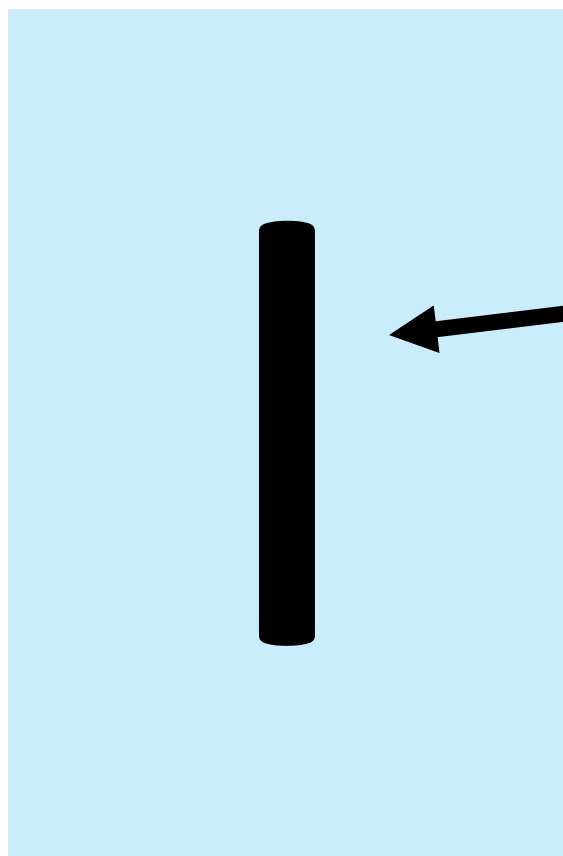
Educator Notes: Rote Counting

If the student is not responding, repeat the question **and prompt** the student by saying,

- “How high can you count - one ...” (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ higher
- ☐ No response ☐ Assistance



Look at the number.

What number is this?

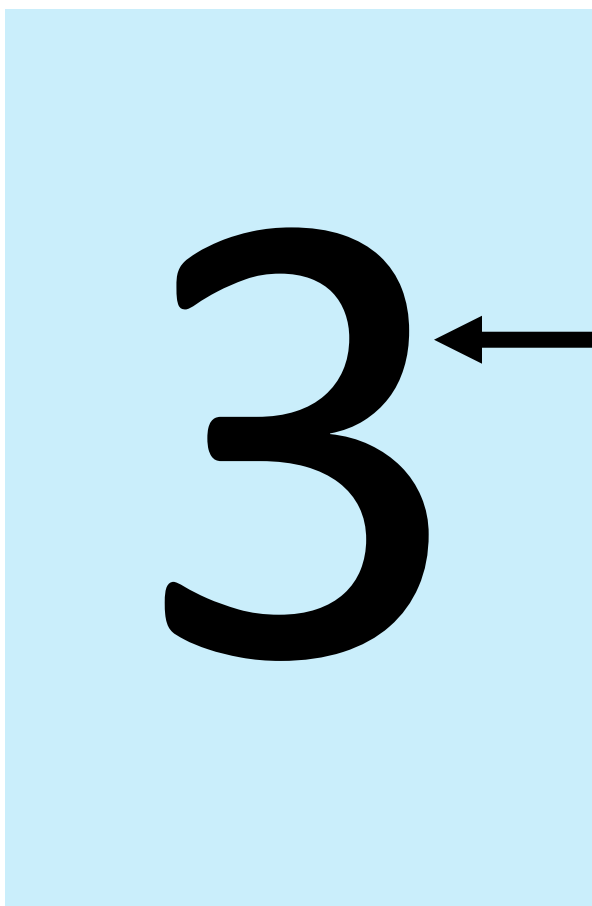
Educator Notes: Reads Numbers

If the student is not responding, point to the number and ask another way saying,

- *“Tell me the name of this number.”* (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ other
☐ No response ☐ Assistance



Look at the number.

What number is this?

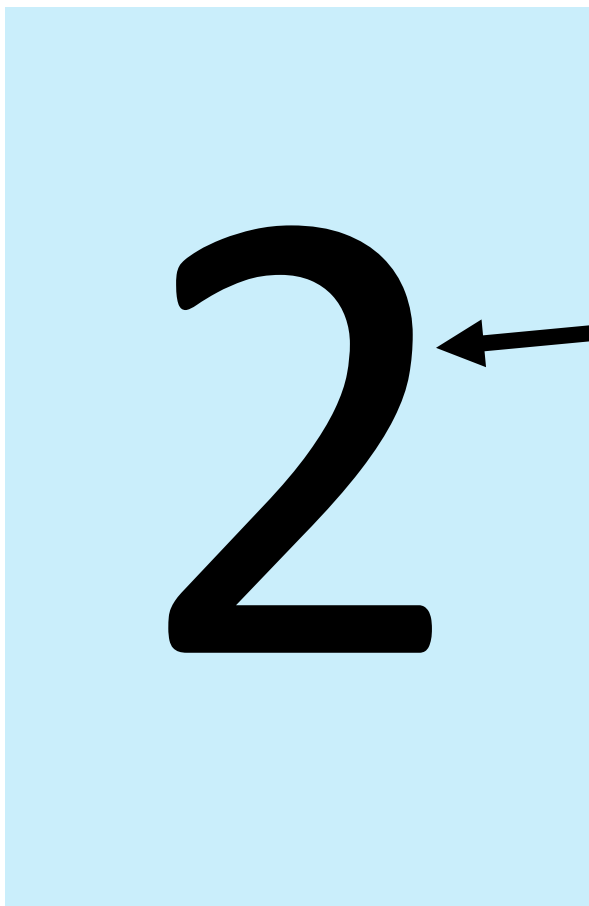
Educator Notes: Reads Numbers

If the student is not responding, point to the number and ask another way saying,

- *“Tell me the name of this number.”* (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ other
☐ No response ☐ Assistance



Look at the number.

What number is this?

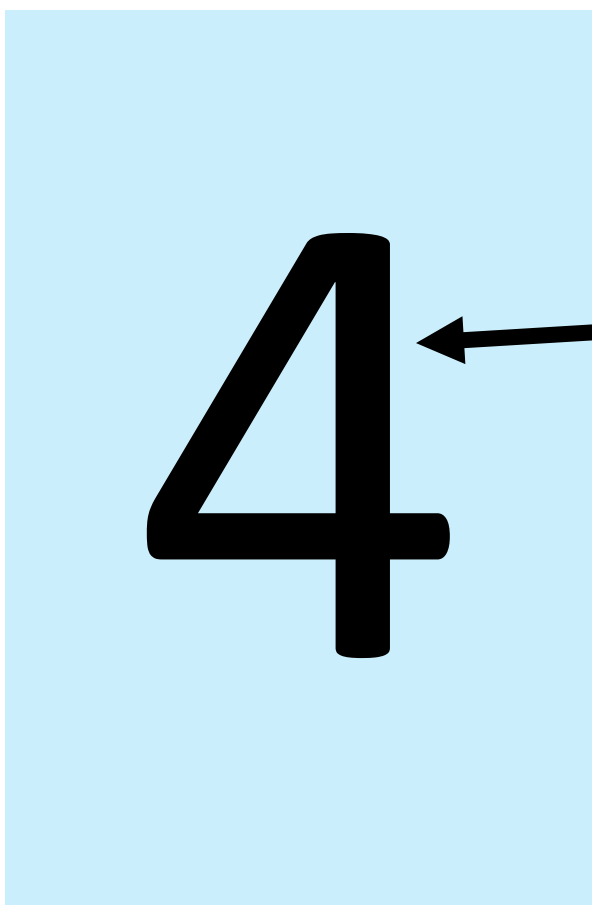
Educator Notes: Reads Numbers

If the student is not responding, point to the number and ask another way saying,

- *“Tell me the name of this number.”* (...wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ other
☐ No response ☐ Assistance



Look at the number.

What number is this?

Educator Notes: Reads Numbers

If the student is not responding, point to the number and ask another way saying,

- *“Tell me the name of this number.” (...wait...)*
 - If there is still no response, move on to the next page.

Student response:

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ other
☐ No response ☐ Assistance



Now you need a pencil or crayon.

Please write your name.

You can write here, in the workbook.

Educator Notes: Emergent Writing

If there is no response, ***say it a different way***, “Write as much of your name as you can,” and wait for the student to finish...

- If there is still no response, move on to the next page.



Look at the star.

What color is this star?

Educator Notes: Names Colors

If the student is not responding, **point to the star and ask a different way,**

- Saying, *“Tell me the name of this color.”* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance



Look at the star.

What color is this star?

Educator Notes: Names Colors

If the student is not responding, **point to the star and ask a different way,**

- Saying, “*Tell me the name of this color.*” (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance



Look at the star.

What color is this star?

Educator Notes: Names Colors

If the student is not responding, **point to the star and ask a different way,**

- Saying, *"Tell me the name of this color."* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance



Look at the star.

What color is this star?

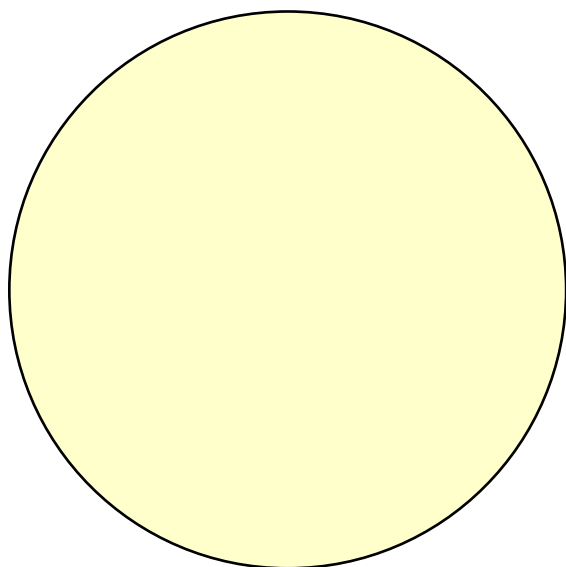
Educator Notes: Names Colors

If the student is not responding, **point to the star and ask a different way,**

- Saying, *“Tell me the name of this color.”* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Red ☐ Blue ☐ Green ☐ Yellow ☐ Other
☐ No response ☐ Assistance



← Look at this shape.

What do we call this shape?

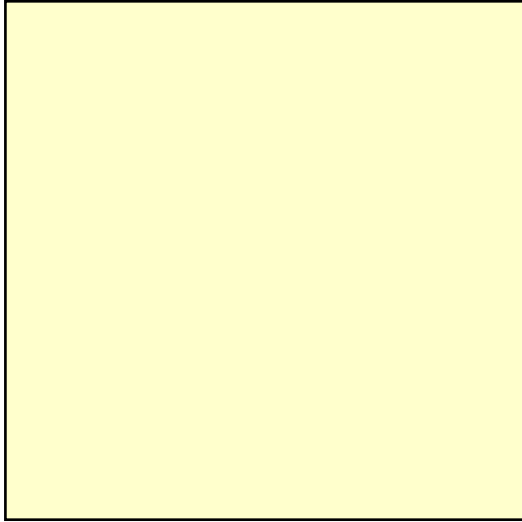
Educator Notes: Names Shapes

If the student is not responding, **point to the shape and ask a different way,**

- Saying, *"Tell me the name of this shape."* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance



← Look at this shape.

What do we call this shape?

Educator Notes: Names Shapes

If the student is not responding, **point to the shape and ask a different way,**

- Saying, *“Tell me the name of this shape.”* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance



Look at this shape.

What do we call this shape?

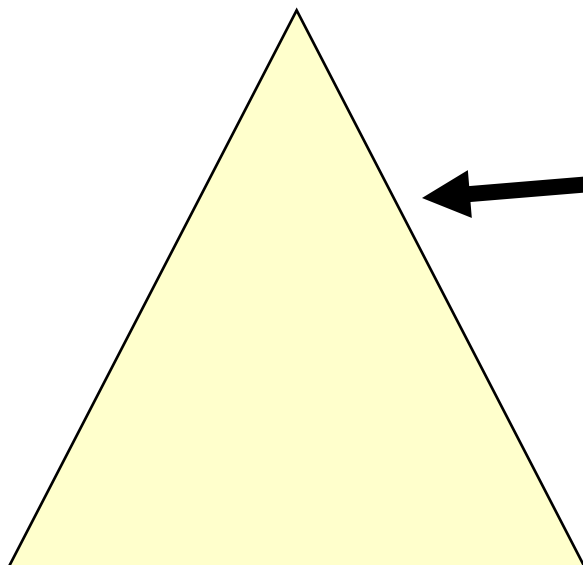
Educator Notes: Names Shapes

If the student is not responding, **point to the shape and ask a different way,**

- Saying, *"Tell me the name of this shape."* (... wait...)
 - If there is still no response, move on to the next page.

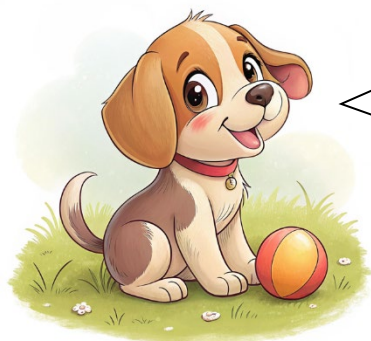
Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance



Look at this shape.

What do we call this shape?



Thank you for
reading and
counting with me!

Educator Notes: Names Shapes

If the student is not responding, **point to the shape and ask a different way,**

- Saying, *"Tell me the name of this shape."* (... wait...)
 - If there is still no response, move on to the next page.

Student response:

- ☐ Circle ☐ Square ☐ Rectangle ☐ Triangle ☐ Other
☐ No response ☐ Assistance

Reading With Your Child

Try a new idea each week and see what works best for your child.

Introducing the Story

- Read the title.
- You can read the author's name and explain that this is the person who wrote the story. Or you can read the illustrator's name and explain that this is the person who created the pictures.
- You might ask your child to look through a book to find a picture they like and talk about the picture.

Read and Enjoy the Story

- What is your child interested in? Animals? Trucks? Something else? Choosing stories about things your child is already interested in helps them be interested in reading and learning more about them.
- Read with your fun voice! Use different voices for different characters.
- Tell your child how much you enjoy reading with them!
- It is okay to put a book away for a while if your child loses interest or is having trouble paying attention, and it is okay to read your child's favorite book many times.

Connecting with the Story

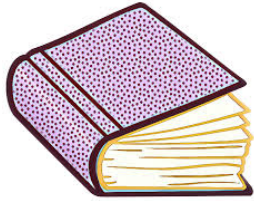
- Pictures are visual clues that make books look interesting and help a student understand the meaning of the words.
- Ask your child what they like about the story.
- Talk about what is happening in the story.



These reading tips are adapted from the [Geneseo Migrant Center's Family Literacy Guided Lessons](#) and [Colorin' Colorado's Reading Tips for Parents of Preschoolers](#).

Try a new idea each week and see what works best for your child.

Introducing the Story



Look through the book.

Find the title.

Or find the author or illustrator.

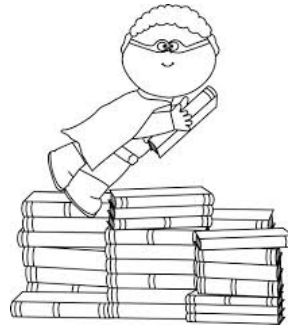


Find a picture or word that looks interesting.

Read and Enjoy the Story



Stories about things your child knows or likes.



Stories about new things or that that let your imaginations fly.

When you reach the end,

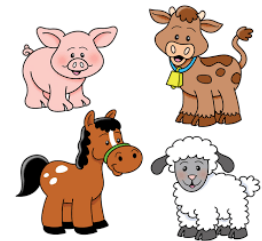


READ IT AGAIN!

Connecting with the Story



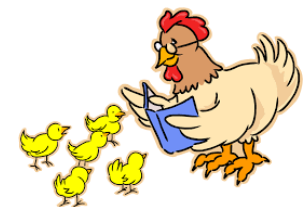
Ask your child what they liked about the story. Draw a picture.



Discuss who the story is about.



Or discuss where the story is located.



Or talk about what happened in the story.