# New York State
# Migrant Education Program

## 2018-19 New York State

## Early Childhood Academic Tool and Supplemental Materials

**Purpose:** The New York State Migrant Education Early Childhood Academic Tool (NYS-MEP ECA) instrument provides data that serve to drive teaching and learning for the P3-P5 migrant-eligible students who are receiving Instructional Services from the local Migrant Education Tutorial and Support Services (METS) Program Centers.

**Forward**

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

The NYS-MEP Early Childhood Plan 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 Valuable Activities and Strategies for Grades PreK-12 students developed during New York State's 2013-15 CNA and SDP process; 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 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 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 tutoring sessions.

The ***2018-19 NYS-MEP ECA*** is aligned to the NYS Prekindergarten Foundation for the Common Core (http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf). The chart below identifies this alignment between the Domains and the Skill Areas of the NYS-MEP ECA.

| Domains from the<br>NYS Prekindergarten Foundation for the Common Core | NYS-MEP ECA Skill Areas |
|---|---|
| *Domain 2:* Physical Development and Health | • Scissor Skills<br>• Emergent Writing Skills |
| *Domain 3:* Self-Concept and Self-Awareness | • Personal Data |
| *Domain 4-A:* Communication, Language and Literacy | • Emergent Literacy Skills<br>• Colors<br>• Body Parts<br>• Following Directions |
| *Domain 4-B:* English Language Arts and Literacy | • Initial Book Behaviors<br>• Emergent Literacy Skills<br>• Emergent Writing Skills<br>• Prepositions<br>• Alphabet |
| *Domain 5:* Cognition and Knowledge of the World – Mathematics | • Counting<br>• Shapes<br>• Prepositions |

**Early Childhood Implementation Indicator and Measureable Program Outcome.**

| Implementation Indicator | Each year beginning in fall 2016, 70% of Level 2 migrant preschool children ages P3-P5 determined be candidates for educational services will participate in 12 or more hours of educational services within each program year. |
|---|---|
| **Measurable Program Outcome** | 70% of Level 2 migrant preschool children ages P3-P5 who participate in 12 or more hours of educational services will demonstrate pre-post gains of 10% on the NYS MEP Early Childhood Assessment. |

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<u>**Overview**</u>

**Purpose:**
The New York State Migrant Education Early Childhood Academic Tool (NYS-MEP ECA) instrument is designed to drive teaching and learning for the **Level 2**, P3-P5 migrant-eligible students who are receiving instructional services from the local METS Program Centers (http://www.p12.nysed.gov/accountability/T1/migrant/mets.html).

**General Instructions for administering the NYS MEP ECA instrument:**

**Service Level:** During the NYS MEP Needs Assessment and Academic Services Intensity Rubric process, the local METS Program will identify which preschool students (ages 3 years through 5 years) are Level 2 students. These students will receive instructional services.

- **Migrant Educators should administer the NYS-MEP ECA to these Level 2 preschool students.**
    1. Migrant Educators should NOT use the NYS-MEP ECA with Level 1 preschool students, as they are not identified to receive instructional services. **NOTE:** If a preschooler changes from Level 1 to Level 2 in the course of the program year, then the Migrant Educator will administer the NYS-MEP ECA, at any point during the current funding year, and proceed with instructions as outlined below.
- **Staff using the NYS-MEP ECA shall:**
    1. Review the ECA Student Response Sheet, Interpretation Score Sheet and Rubric and the Administration Guidelines thoroughly.
    2. Role-play the administering of the ECA with all of the materials you need to administer the ECA.
    3. Group the questions into related activities that make the skill questions seem more "game-like".
    4. The **pre-test** should be given as soon as possible, within the first two weeks of designating the student for Level 2 Service. Plan for 2-3 sessions for administering the NYS-MEP ECA.
    5. **Implementation Indicator:** Each year beginning in fall 2016, 70% of Level 2 migrant preschool children ages P3-P5 determined be candidates for educational services will participate in 12 or more hours of educational services within each program year.
    6. The **post-test** should be given near the end of the program. Plan for 2-3 sessions for administering the NYS-MEP ECA.
        *EXCEPTIONS:*
        - If a student *has* 12 hours of instruction and you know the family is moving, try to administer the ECA post-test before the family leaves.
        - If a student arrives late in the spring, or in the summer, check on MIS2000 to see if the previous METS program gave the ECA.
            o If the break in service has been less than a month, request a copy of the first ECA test information to inform teaching and learning. Then the receiving METS administers can administer and record the student's post-test near the end of the program.

       o   If the student did not have an ECA pre-test recorded on MIS2000, or if the break in service has been longer than a month, administer and record the ECA pre-test.  Use the information to focus the instructional services. Administer the post-test near the end of the program.

7. **NOTE:** If the student is unable to complete all the questions in one session, the questions may be completed at the next session, but use ONLY one date for the pre-test or post-test.  Use the date from the first session of the pre- or post-test.

8. **Record the session contact(s) and hour(s) for administering the ECA pre-test and post-test under the "Early Childhood" Supplemental Program.**
    - **Note:**  Record *all instruction services* for Level 2, (P3-P5) students under the "Early Childhood" Supplemental Program. (i.e., record any ENL, ELA and/or Math activities under the one "Early Childhood" Supplemental Program.)

9. **School Year to Summer:**
    - **Sept 1 – May 14 –** Record any services and test scores that occur between Sept 1 and May 14 on the appropriate School Year line on MIS 2000.
    - **May 15 – August 31 –** Record any services and test scores that occur between May 15 and August 31 on the appropriate Summer line on MIS 2000.

## Optional: Early Childhood Supplemental Information

The local METS Program Centers have the option to keep track of the letter names and sounds that the student recognizes.  End-of-year P4 students are encouraged to recognize the letters in their name and the sounds of the consonants in their name make.
- **Note:**  The Print Concept and Phonics results are not used in the student's Total Raw Score on the Student Response Sheet, and are not used in the ECA Interpretation Score.

## Recording the student answers and Raw Score on the Student Response Sheet:

Read and follow the Test Administration Guidelines to determine whether a student's response is correct or incorrect. Give 1 point for each correct response unless otherwise indicated.
- **Pre-test**
    1. Circle each item with a correct response.  The raw score for each Area (A-K) is the number of items circled in that section.
    2. Add the pre-test Area sub-scores to find the Total Raw Score for the pre-test.  Enter this score at the bottom of the Student Response Sheet.
    3. Use the ECA pre-test Interpretation Score Sheet and Rubric to determine the student's Average Interpretation Score.  Record under the Pre-test Raw Score on the Student Response Sheet.
- **Post-test**
    1. Use the same Student Response Sheet that has the pre-test results to mark the post-test responses.
    2. **Underline** the child's correct answers in the post-test.  Remember to re-ask items that were correct during the pre-test.
    3. Add the post-test Area (A-K) sub-scores to determine the Total Raw Score for the post-test.  Enter this score at the bottom of the Student Response Sheet**.**

4. Use the ECA Interpretation Score Sheet and Rubric to determine the student's Average Interpretation Score.  Record under the post-test Raw Score on the Student Response Sheet.

**ECA Interpretation Score Sheet and Interpretation Rubric**
Some of the ECA Skill Areas are heavy with vocabulary, which makes these areas seem more important than others in the Total Raw Score do. The ECA pre-test and post-test Interpretation Rubric is an attempt to even out the scoring, so that each skill Area (A-K) has an equal weighting with the Interpretation scoring.  The ECA Interpretation Rubric separates the points for each ECA skill Area into four (4) groups.  Please refer to the Interpretation Rubric *(page 25)* and Sample *(page 29)*.

- *Using the ECA Interpretation Rubric and Score Sheet:*
  1. The pre-test and post-test Rubric charts are both found on the Interpretation Score Sheet.
  2. For *each* AREA (A-K):
     - Use the Rubric to mark the column that has the Student's raw score for that skill Area (A-K) on the ECA pre-test.
     - The number (1-4) at the top of the column is the Student's Interpretation score for this ECA Area (A-K).
     - Write the Interpretation score (1-4) for each ECA skill Area in the last column.
     - Total the 11 Interpretation scores and divide by 11 to find the student's AVERAGE Interpretation score (1-4).
     - Circle the whole number to find the **Final Interpretation Score**.  (i.e. ①  8  1➔    1)
     - **Transfer the whole number** to the Student's ECA Response Sheet **for the Final Interpretation Score.**

**Reporting:**
Fill in all the blanks and checkboxes on the NYS-MEP ECA *Student Response Sheet* and *Interpretation Score Sheet*
- **MIS2000 -** Using the Student Response Sheet, record
  1. The pre-test Date, Total Raw Score and Average Interpretation Score.
  2. The post-test Date, Total Raw Score and Average Interpretation Score.
  3. Use the School Year and Summer SUMMARY to record all the Instructional Services under the "Early Childhood" Supplemental Program.
- **Migrant Technical Assistance and Support Center (M-TASC):**  Per the Data Timeline, send a hard copy of the student's NYS-MEP ECA to the M-TASC Office.

**Measurable Program Outcome:**
70% of Level 2 migrant preschool children ages P3-P5 who participate in 12 or more hours of educational services will demonstrate pre-post gains of 10% on the NYS MEP Early Childhood Assessment.

**Administration Supplies Needed:**

| | Area | Supplies needed: |
|---|---|---|
| | All Areas | Student Response Sheet, Administration Guidelines, Interpretation Score Sheet, *Pen<br>*It helps to use a different color pen for the Posttest than used during the Pre-test. |
| A | Personal Data | (none) |
| B | Initial Book Behavior | Same book you are reading for Area C: Emergent Literacy Skills |
| C | Emergent Literacy Skills | Book with matching Book Guide, with questions specific to the book |
| D | Colors | Color Cards – 2 of each color<br>You may substitute with other objects as long as there are two of each of the 11 colors on the ECA. |
| E | Counting | 10 Blocks, Number Cards (1-10) |
| F | Shapes | Shape Cards – two of each shape (circle, square, rectangle, triangle), paper and pencil |
| G | Body Parts | Optional: Doll or stuffed animal to use for pointing to a body part as you ask student to name it |
| H | Scissor Skills | Blunt scissors, paper with cutting lines |
| I | Emergent Writing Skills | Pencil or crayon, blank piece of paper |
| J | Prepositions | Block, box top, pencil, chair |
| K | Following Directions | **2** books (Use the same book from Areas B and C, plus one more) |

**Supplies for Optional Questions**

| | | |
|---|---|---|
| L | Print Concepts | Alphabet Cards – upper and lower case for English |
| M | Emergent Phonics | Alphabet Cards |

**Book Titles with ECA Book Guides:**

| Booklet Pages | English Title | Author | Spanish Title |
|---|---|---|---|
| 29-30 | Big Red Barn | Margaret Wise Brown | *Gran granero rojo* |
| 31-32 | Corduroy | Don Freeman | *Corduroy* |
| 33-34 | GO, DOG. GO! | P.D. Eastman | *İVamos, Perro. Vamos!* |
| 35-36 | Goodnight Moon | Margaret Wise Brown | *Buenas Noches Luna* |
| 37-38 | If You give a Mouse a Cookie | Laura Numeroff | *Si le Das una Galleta a un Ratón* |
| 39-40 | If You give a Pig a Pancake | Laura Numeroff | *Si le Das un Panqueque a una Cerdita* |
| 41-42 | I Went Walking | Sue Williams | *Sali de Paseo* |
| Pending | My Five Senses | Aliki | *Mis Cinco Sentidos* |
| 43-44 | The Little Red Hen | Illustrated by Lucinda McQueen | *La Gallinita Roja* |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| **\*For all areas, give credit for student answers whether the student answers in English or the student's home language.** | | |
| **Area A. Personal Data**<br>**A-1 First name**<br><br>Introduce yourself to the child. Say, *"My name is* (say your first and last name) *What is your name?"* **"Mi nombre es** *(say your first and last name.)* "**¿Cuál es tu nombre?"**<br><br>Ask a second time if necessary. *"What is your name?"* **"¿Cuál es tu nombre?"** | **Give credit for:**<br>a. Correct first name<br><br>b. Nickname that the child is commonly called by the family.<br><br>c. Correct first name or nickname even if incorrectly pronounced due to immature speech or speech impediment. | **No credit for:**<br><br>a. No verbal response<br><br>b. Incorrect name |
| **A-2 Last name**<br><br>If child did not give a correct response to the above item, skip item **A-2** and go to Item **A-3**.<br><br>If child gave the correct last name as part of the response to item **A-1,** give credit here and go on to item **A-3**.<br><br>If child did not give last name as part of the response to item **A-1,** 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?"*<br><br>Ask a second time if necessary. *"Tell me your last name."* **"Dime tu apellido."** | **Give credit for:**<br><br>a. Correct last name<br><br>b. Correct last name even if pronounced incorrectly due to immature speech or speech impediment.<br><br>**If the child gives a last name different from the one on the record, check with the parent and the METS office. The child *may have* a different last name and, therefore, the response *would* be correct.** | **No credit for:**<br><br>a. No verbal response<br><br>b. Incorrect name |
| **A-3 Age**<br><br>Say, *"(Child's first name), how old are you?"* *"¿ (Child's first name),* **qué edad tienes?"**<br><br>Ask a second time if necessary. *"Tell me how old you are."* **"Dime tu edad."** | **Give credit for:**<br><br>a. Correct age, verbal response<br><br>b. Correct age, non-verbal response, i.e. child holds up correct number of fingers. | **No credit for:**<br><br>a. Incorrect age whether verbal or non-verbal |

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|---|---|---|
| **Area B. Initial Book Behaviors**<br><br>**B-1 Holds book in upright position**<br><br>Say, *"Today we are going to read a book together. This is the book we will read."* **"Hoy vamos a leer un libro juntos. Este es el libro que vamos a leer."**<br><br>Hold the book of your choice so that the child can see the front cover. Say, *"First I have some work to do. While I do my work you can look at this book"* **"Primero tengo que hacer un trabajo. Mientras yo termino mi trabajo, puedes ver este libro."**<br><br>Hand the book to the child upside down and backwards, with the spine facing the child. (so the child has to turn the book)<br><br>**Note: A different book should be used for the pre-test and the post-test. Write the name of the book in the space provided on the Student Response Sheet.** | **Give credit if:**<br><br>a. Child turns book so that it is right side up with the title of the book facing the child. | **No credit if:**<br><br>a. Child holds book in any other manner. |
| **B-2 Looks at book from front to back**<br><br>Observe the child with the book. | **Give credit if:**<br><br>a. Child looks through the book from front to back, turning pages (child may turn several pages at a time). | **No credit if:**<br><br>a. Child does not open book.<br><br>b. Child just opens and closes the book without turning pages. |
| **B-3 Turns pages looking at text and pictures**<br><br>Observe the child with the book. | **Give credit if:**<br><br>a. Child pauses and looks at pictures and text. | **No credit if:**<br><br>a. Child turns pages without looking at them.<br><br>b. Child does not look at book at all. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
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| **Area C. Emergent Literacy Skills**<br><br>**C-"a" Points to pictures**<br><br>**Follow the book guide for the book you selected** and have the child point to the objects that you name. Use the book guide to select 3 different objects in the illustrations, for the child to point to. | **Give credit if:**<br><br>a. Child correctly points to the objects you name. (Refer to the book guide for objects to be named.)<br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3) | **No credit if:**<br><br>a. Child doesn't point to the objects named. |
| **C-"b" Names pictures**<br><br>**Follow the book guide for the book you selected** and have the child name the objects you point to. Use the book guide to select 3 different objects in the illustrations for the child to name.<br><br>**Area C Scoring NOTES:**<br>• Area C: *Emergent Literacy Skills* is worth a total of 15 points, with each subsection (C-a, C-b, C-c, C-d and C-e) worth up to 3 points each. A perfect score = 15 points, not 5 points.<br>• The sections have been relabeled to reduce the scoring errors. (Section "C-1" is now "C-a," Section "C-2" is now "C-b"… Section "C-5" is now "C-e") | **Give credit if:**<br><br>a. Child correctly names the objects you request (Refer to the book guide for objects to be named.)<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) | **No credit if:**<br><br>a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language. |
| **C-"c" Describe action in picture**<br><br>**Follow the book guide for the book you selected** and have the child describe the actions you request. Use the book guide to select 3 different actions in the illustrations for the child to describe. | **Give credit if:**<br><br>a. Child accurately describes the action as detailed in the book guide. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br>**Note: One point is given for each correctly described action.** (Total of 3) | **No credit if:**<br><br>a. No verbal response<br><br>b. Descriptions do not match actions. |

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| *[Area C – Emergent Literacy Skills continued…]*<br>**C-"d" Shares comments about the book**<br><br>**Follow the book guide for the book you selected** and prompt the child with questions to give child's opinion. | **Give credit for:**<br><br>a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion/idea expressed.** (Total of 3) | **No credit for:**<br><br>a. No verbal response<br><br>b. Unrelated comments |
| **C-"e" Retelling the story**<br><br>**Follow the book guide for the book you have selected** and have the child retell the story in his own words. Encourage the child using the prompts in the book guide. | **Give credit for:**<br><br>**One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters. | **No credit for:**<br><br>a. Response unrelated to the events in the story.<br><br>b. No verbal response |
| **Area D. Colors** (**Scoring NOTE:** Area D: *Colors* is worth a total of 33 points, with each subsection (D-1, D-2 and D-3) worth up to 11 points each.)<br>**D-1 Matches**<br>Place one set of color cards from your kit in front of the child. Have the other set of color cards in front of you. Pick up one of your cards and say, *"Look at this color. Can you find another one that is the same color?"* ***"Mira este color. ¿Puedes encontrar otro igual?"***<br><br>Ask again if necessary. Say, *"Can you find a color that is the same color as this one?"* ***"¿Puedes encontrar un color igual que este?"*** Demonstrate with one color if necessary. Repeat for each color. | **Give credit for:**<br><br>a. Correct matching of each color card.<br><br>1. Red/*Rojo*     7. Purple/*Morado*<br>2. Blue/*Azul*     8. Green/*Verde*<br>3. Yellow/*Amarillo*  9. White/*Blanco*<br>4. Brown/ *Café*    10. Pink/*Rosa*<br>5. Black/*Negro*   11. Gray/*Gris*<br>6. Orange/*Anaranjado*<br><br>**Note: Give one point for each color correctly matched.** (Total of 11 colors) | **No credit for:**<br><br>a. Incorrect matching of colors<br><br>b. Unsure answer such as Child points to the right color and then changes to another color.<br><br>c. Indicates color card that is used for demonstration. |

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| *[Area D – Colors – continued…]*<br>**D-2 Points to**<br><br>*(Remember **not** to ask this right after matching colors.)*<br>Place one set of color cards in front of the child and say, *"Can you point to the blue color?"* ***"Muéstrame el color azul."***<br><br>Ask again if necessary. Say, *"Show me the blue color."* ***"Muéstrame el color azul."***<br><br>Repeat for each color. | **Give credit for:**<br><br>a. Correctly pointing to the color named.<br><br>**Note: Give one point for each color correctly identified.** (Total of 11 colors) | **No credit for:**<br><br>a. Incorrect answer<br><br>b. Unsure answer such as "I think it's that one." |
| **D-3 Names**<br><br>*(Remember **not** to ask this right after the questions for matching colors or pointing to colors.)*<br>Show the colors to the child, one at a time. Each time a color is presented say, *"What color is this?"* ***"¿Qué color es este?"***<br><br>Ask a second time if necessary. Say, *"Tell me the name of this color."* ***"Dime el nombre de este color."***<br><br>Repeat for each color. | **Give credit for:**<br><br>a. Correct naming of each color.<br><br>**Note: Give one point for each color correctly named.** (Total of 11 colors) | **No credit for:**<br><br>a. No verbal response<br><br>b. Incorrect answer<br><br>c. Comparison answers such as The same as grass, my car, etc.<br><br>d. Unsure answer such as "I think it's green" or "Is it green?"<br><br>e. Says the same color name for several colors, not just the one. |
| **Area E. Counting** (**Scoring NOTE:** Area E: *Counting* is worth a total of 30 points, with each subsection (E-1, E-2 and E-3) worth up to 10 points each.)<br><br>**E-1 Rote Counting**<br><br>Say, *"How high can you count?"* ***"¿Hasta qué numero puedes contar?"*** Start with the child saying, *"One, two"* ***"Uno, dos"*** and allow the child to count as high as (s)he can. | **Give credit for:**<br><br>a. Each number until the sequence is broken. For example: 1, 2, 3, 4, 5, 7. The child would earn 5 points.<br><br>b. Numbers that may be mispronounced because of immaturity or speech impediments, i.e. "fee" for three. | **No credit for:**<br><br>a. Any numbers after the correct sequence is broken. For the example, "1,3,4,5,6,7,8,9," the child would only earn 1 point.<br><br>**b. No bonus points for counting numbers past 10 correctly.** |

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| *[Area E – Counting – continued…]*<br>**E-2 One to One Correspondence**<br><br>Place 10 blocks in front of the child **in a straight line.** Say, *"Can you count these blocks? Touch each one as you count."*<br>***"¿Puedes contar estos cubos?   Toca cada uno al contarlo."***<br><br>If child does not begin touching and counting or appears not to understand the directions, touch one block and say, *"This is one block – one."*   ***"Este es un cubo- uno."***   Touch another block and say, *"Two"*   ***"Dos"***   Show both blocks to the child and say, *"One, two"*   ***"Uno, dos"***<br><br>Ask a second time if necessary. Say, *"Count the blocks for me."*<br>***"Cuenta los cubos."*** | **Give credit for:**<br><br>a. The number of blocks that the child counts sequentially and touches, indicating a one to one relationship.<br><br>***For example,*** the child correctly counts and touches blocks up to 6 and then touches block #7 and calls it 9.<br>***Child Touches***:   □□ □□ □ □□<br>***While saying:***      *1  2  3  4  5  **6**  **9***<br>*This child earns **6** points.*<br><br>**Note: Child earns 1 point for each number counted in sequence with a one-to-one correspondence – up to 10.**<br><br>**Note: *No bonus points if the child can count higher than 10 with a one-to-one correspondence.*** | **No credit for:**<br><br>a. Child does not start with #1.<br><br>b. Child does not make a one-to-one association.<br><br>c. Any numbers after the correct sequence or one-to-one association is broken.<br><br>***For Example:***<br>***Child Touches***:   □    □    □    □<br>***While saying:***      *1  2  3  4  5  6  7*<br>*While this child could earn 7 points for Rote Counting, this child only earns **1** point for one-to-one correspondence.* |
| **E-3 Names the Number**<br><br>Use the number cards, 1-10.  In random order, show the child the numbers, one at a time.  Each time a card is presented say, *"What number is this?"*   ***"¿Qué numero es este?"***<br><br>Ask a second time if necessary.  *"Tell me the name of this number."*   ***"Dime como se llama este numero."*** | **Give credit for:**<br><br>a. Correct naming of the numbers.<br><br>**Note: The child earns 1 point for each number named correctly, up to 10.**<br><br>**Note: No bonus points if the child can name numbers greater than 10.** | **No credit for:**<br><br>a.  No verbal response<br><br>b.  Incorrect answer<br><br>c. Unsure answer, such as "I think it's a two" or "Is it a two?"<br><br>d. Using the same number-name for several numbers. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| **Area F. Shapes** (**Scoring NOTE:** Area F: *Shapes* is worth a total of 16 points, with each subsection (F-1, F-2, F-3 and F-4) worth up to 4 points each.)<br><br>**F-1 Matches**<br><br>Place one set of shape cards in front of the child. Have the other set of shape cards in front of you. Pick one from your set and say, *"Look at this shape. Can you find another one that looks like this?"* ***"Mira esta figura. ¿Puedes encontrar una que se parezca a esta?"***<br><br>Ask a second time if necessary. Say, *"Can you find a shape that is the same as this one?"* ***"¿Puedes encontrar una figura que sea igual que esta?"*** <u>Demonstrate with one shape if necessary.</u><br><br>Repeat for each shape. | **Give credit for:**<br><br>a. Correct matching of each shape.<br><br>b. Child initially picks the wrong shape but self-corrects, choosing the correct shape.<br><br><br>**Note: Give one point for each shape correctly matched.** (Total of 4 shapes)<br><br>**Note: No bonus points for being able to match additional shapes.** | **No credit for:**<br><br>a. Incorrect matching of shapes.<br><br>b. Unsure answer such as the Child points to the right shape and then changes to another shape.<br><br>c. Indicates shape card used in the demonstration |
| **F-2 Points To**<br><br>(Remember **not** to ask right after matching the shapes.)<br><br>Place one set of shape cards in the front of the child. Say, *"Can you point to the circle?"* ***"¿Puedes mostrarme el círculo?"*** Ask a second time if necessary.<br><br>Repeat for each shape:<br>circle / **círculo**<br>square / **cuadrado**<br>rectangle / **rectángulo**<br>triangle / **tríangulo** | **Give credit for:**<br><br>a. Each shape that child points to correctly.<br><br><br>**Note: Give one point for each shape correctly matched.** (Total of 4 shapes)<br><br>**Note: No bonus points for being able to point to additional shapes.** | **No credit for:**<br><br>a. Shapes child is unable to point to correctly.<br><br>b. Unsure answer such as, "I think it's that one." |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area F – Shapes – continued…]*<br>**F-3 Names**<br><br>Show the shapes to the child, one at a time. Each time a shape is presented say, *"What is the name of this shape?"* ***"¿Cómo se llama esta figura?"***<br><br>Ask a second time if necessary. Say, *"Tell me the name of this shape."* ***"Dime el nombre de esta figura."***<br><br>Repeat for each shape. | **Give credit for:**<br><br>a. Correct naming of shape<br><br><br>**Note: Give one point for each correctly named shape.** (Total of 4 shapes)<br><br><br>**Note: No bonus points if the child can name other shapes.** | **No credit for:**<br><br>a. No verbal response<br><br>b. Incorrect answer<br><br>c. Comparison answer such as, "That's like my ball".<br><br>d. Unsure answer such as, "I think it's a circle." or "Is it a circle?"<br><br>e. Using the same shape-name for more than one shape. |
| **F-4 Draws**<br><br>Give the child paper and a pencil. Choose one of the shapes and lay it in front of the child where it can easily be seen and touched. Point to the shape and say, *"Draw a (circle) like this on your paper."* ***"Dibuja un (círculo) como este en tu papel."***<br><br>If the child does not attempt to draw the shape, pick up a pencil and demonstrate. Say, *"Draw a circle like this."* ***"Dibuja un círculo así."***<br><br>Repeat for each shape. | **Give credit for:**<br><br>a. Child draws symbols that are roughly similar to the sample.<br><br>**Note: Child earns 1 point for each shape.** (Total of 4 shapes)<br><br>**Note: No Bonus points if the child can draw other shapes.** | **No credit for:**<br><br>a. Child's drawing does not resemble the model.<br><br>b. Scribbles |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| **Area G. Body Parts**<br><br>Ask the child to name each body part as it is pointed to or touched. Point to your head and say, *"What is this?"* ***"¿Qué es esto?"***<br><br>Ask a second time if necessary. Say, *"Can you tell me what this is called?* ***"¿Me puedes decir como se llama esto?"***<br><br>Repeat procedure for each body part. | **Give credit for:**<br><br>a. Correct naming of body parts<br><br>1. Head/Cabeza  7. Mouth/Boca<br>2. Legs/Piernas  8. Nose/Nariz<br>3. Arms/Brazos  9. Toes/Dedos de<br>4. Fingers/Dedos       los pies<br>5. Eyes/Ojos  10. Stomach/ Panza<br>6. Ears/Orejas       (Estómago)<br>**Note: Give one point for each correctly named body part.** (Total of 10) | **No credit for:**<br><br>a. No verbal response<br><br>b. Incorrect naming of body parts<br><br>c. Uses the same word for several different body parts. |
| **H. Scissor Skills**<br><br>**H-1 Holds scissors correctly**<br><br>Use blunt scissors and a ½ sheet of paper without lines. Hand the scissors to the child and observe how (s)he holds them.<br><br>(Once you know the child can hold the scissors, you can combine this with H-2. Remember to credit 1 point for H-1.) | **Give credit for:**<br><br>a. Holding the scissors correctly in one hand. | **No credit for:**<br><br>a. Child holds scissors incorrectly<br><br>**Note: If the child is left-handed, make sure the scissors are appropriate before deciding on credit/no credit.** |
| **H-2 Cuts on a straight line**<br><br>Use Blunt Scissors. Use a ½ sheet of paper with a 6-inch **straight** line on it.<br><br>Give the child the ½ sheet of paper on which the straight line has been printed. Say, *"Can you cut this paper on the dark line?"* ***"¿Puedes cortar este papel en la línea oscura?"***<br><br>If the child makes no attempt or appears not to understand the task, repeat the instructions and demonstrate holding the scissors and paper. | **Give credit for:**<br><br>a. Cutting on *or along* the marked straight line, for at least 3 inches on a 6-inch line.<br><br>**Note: The size of the paper is part of the task. Do not cut the paper any smaller to be easier for the child.** | **No credit for:**<br><br>a. Child is unable to cut on *or along* the straight line<br><br>b. Child does not cut at least 3 inches on or along the straight line |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area H – Scissors Skills – continued…]*<br>**H-3 Cuts on a curved line**<br><br>Use Blunt Scissors.  Use a ½ sheet of paper with a 6 inch **curved** line on it.<br><br>Give the child the ½ sheet of paper with the curved line. Point to the curved line, and say, *"Can you cut the paper on this line?"*  *"¿Puedes cortar este papel en esta línea?*<br><br>If the child makes no attempt or appears not to understand the task, repeat the instructions and demonstrate holding the scissors and paper. | **Give credit for:**<br><br>a. Cutting on *or along* the curved line, for at least 3 inches on a 6 inch curved line.<br><br>**Note: The size of the paper is part of the task. Do not cut the paper any smaller to be easier for the child.** | **No credit for:**<br><br>a. Child is unable to cut on *or along* the curved line.<br><br>b. Child does not cut at least 3 inches on or along the curved line. |
| **Area I. Emergent Writing Skills**<br><br>**I-1 Scribbles**<br><br>**I-2 Attempts to write letters**<br><br>**I-3 Writes letters**<br><br>**I-4 Writes name**<br><br>Give the child a blank sheet of paper and a pencil.  Say, *"Please write your name on the paper."*  *"Por favor escribe tu nombre en el papel."*   Point to the top of the paper and give the child a pencil.<br><br>If the child is hesitant say, *"Write as much of your name as you can."*  *"Escribe lo más que puedas de tu nombre."* | **Give credit for:**<br><br>**I-4 Writes name -** Child writes all the letters of name, in sequence. *(4 points)*<br><br>**I-3 Writes letters -** 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) *(3 points)*<br><br>**I-2 Attempts to write letters -** Child writes individual representations for some of the letters in the name. *(2 points)*<br><br>**I-1 Scribbles -** Child takes pencil and *attempts* to write name. *(1 point)* | **No credit for:**<br><br>a. No attempt to write the first name.<br><br>**What if…?**<br>If the child writes all of the letters but does not write all of the letters *in sequence,* then score 3 points for "Writes Letters."<br><br>~~~~~~~~~~<br><br>**Note: Items I-1 through 1-4 are scored cumulatively:**<br>If the child writes his/her name, you don't have to see the child scribble to give credit for scribbling. The child earns 4 points. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area I – Emergent Writing Skills – continued…]*<br>**I-5 Names Letters in Name**<br><br>After the child has finished his/her name, ask her/him to look at the name. Point to the first letter of the child's name and say, *"Tell me the letters in your name."* **"Dime las letras de tu nombre."** Point to each letter as the child says it. | **Give credit for:**<br><br>a. Child names <u>all</u> the letters in his/her (first) name.<br><br>**Note: Give one point if the child correctly identifies all the letters in his/her name.** | **No credit for:**<br><br>a. Child names 1 or more letters, but does not name every letter in his/her (first) name correctly. |
| <u>**Area J. Prepositions**</u><br>*Note: You can emphasize the preposition when you give the direction, but you cannot demonstrate during the pre- or posttest!*<br><br>**J-1 "On"**<br>**Give a block to the child. Say,** *"I'm going to tell you some places to put the block. Put the block where I tell you. First I want you to put the block <u>on</u> the table."* **"Te voy a decir los lugares donde debes poner el cubo. Pon el cubo donde te lo diga. Primero quiero que pongas el cubo <u>sobre</u> la mesa"**<br><br>Ask again if necessary. *"Put the block on the table."* **"Pon el cubo <u>sobre</u> la mesa."** | **Give credit for:**<br><br>a. Placement of the block on the table. | **No credit for:**<br><br>a. Placement of the block in any other location. |
| **J-2 "Under"**<br><br>*Say,* *"Put the block <u>under</u> the table."* **"Pon el cubo <u>debajo</u> de la mesa."**<br><br>Ask again if necessary. *"Put the block <u>under</u> the mesa."* **"Pon el cubo <u>debajo</u> de la mesa."** | **Give credit for:**<br><br>a. Placement of the block under the table. | **No credit for:**<br><br>a. Placement of the block anywhere else. |
| **J- 3 "Next to"**<br>*Say,* *"Stand <u>next</u> to the chair."* **"Párate <u>al lado</u> de la silla."**<br><br>Ask again if necessary. *"Stand <u>next</u> to the chair."* **"Párate <u>al lado</u> de la silla."** | **Give credit for:**<br><br>a. Child stands next to the chair. | **No credit for:**<br><br>a. Child stands anywhere else. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area J – Prepositions – continued…]*<br>**J-4 "In"**<br><br>***Say,*** *"Put the block in the box."* ***"Pon el cubo dentro de la caja."***<br><br>Ask again if necessary. Say, *"Put the block in the box."* ***"Pon el cubo dentro de la caja."*** | **Give credit for:**<br><br>a. Placement of the block in the box. | **No credit for:**<br><br>a. Placement of the block anywhere else. |
| **J-5 "Out"**<br><br>***Say,*** *"Now take the block out of the box."* ***"Ahora saca el cubo de la caja."***<br><br>Ask again if necessary. Say, *"Now take the block out of the box."* ***"Ahora saca el cubo de la caja."*** | **Give credit for:**<br><br>a. Child takes the block out of the box. | **No credit for:**<br><br>a. Placement of the block anywhere else. |
| **J-6 "In front of"**<br><br>***Say,*** *"Put the block in front of you."* ***"Pon el cubo en frente de ti."***<br><br>Ask again if necessary. *Say, "Put the block in front of you."* ***"Pon el cubo en frente de ti."*** | **Give credit for:**<br><br>a. Placement of the block in front of the child. | **No credit for:**<br><br>a. Placement of the block anywhere else. |
| **J-7 "Behind"**<br><br>***Say,*** *"Put the block behind you."* ***"Pon el cubo detrás de ti."***<br><br>Ask again if necessary. Say, *"Put the block behind you."* ***"Pon el cubo detrás de ti."*** | **Give credit for:**<br><br>a. Placement of the block behind the child. | **No credit for:**<br><br>a. Placement of the block anywhere else. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area J – Prepositions – continued…]*<br>**J- 8 "Between "**<br><br>**Place the box and pencil on the table with a space in between.** *Say,* *"Put the block <u>between</u> the box and the pencil."* ***"Pon el cubo <u>en medio</u> de la caja y del lápiz."***<br><br>Ask again if necessary. *"Put the block <u>between</u> the box and the pencil."* ***"Pon el cubo <u>en medio</u> de la caja y del lápiz."*** | **Give credit for:**<br><br>a. Placement of the block between the box and the pencil. | **No credit for:**<br><br>a. Placement of the block anywhere else. |
| **Area K. Following Directions**<br><br>**K-1 One step directions**<br><br>Place **one** book in front of the child. Say, *"I am going to ask you to do something. Ready? Give me the book."* ***"Te voy a pedir que hagas algo. ¿Estás listo(a)? Dame el libro."***<br><br>Repeat the directions if necessary. *"Give me the book."* ***"Dame el libro."*** | **Give credit if:**<br><br>a. Child gives you the book. | **No credit if:**<br><br>a. Child does not follow the direction. |
| **K-2 Two Step Directions**<br><br>Place **two** books in front of the child. Say, *"Now I am going to ask you to do something else. Choose a book and show me a picture."* ***"Ahora te voy a pedir que hagas algo más. Escoge un libro y muéstrame un dibujo."***<br><br>Repeat the directions if necessary. *"Choose a book and show me a picture."* ***"Escoge un libro y muéstrame un dibujo."*** | **Give credit if:**<br><br>a. Child follows **both** steps **in the order** given. | **No credit if:**<br><br>a. Child does not follow the directions.<br><br>b. Child does the correct actions, but **NOT** *in the order given*. |

| ADMINISTRATION GUIDELINES | ACCEPTABLE RESPONSES | UNACCEPTABLE RESPONSES |
|---|---|---|
| *[Area K – Following Directions – continued…]*<br>**K-3 Three step directions**<br><br>Say, *"Let's see how much you can remember. Stand up, turn around, and clap your hands."* **"Veamos cuanto recuerdas. Párate, da la vuelta y aplaude."**<br><br>Repeat the directions if necessary. *"Stand up, turn around, and clap your hands."* **"Párate, da la vuelta y aplaude."** | **Give credit if:**<br><br>a. Child follows all three steps in the order given. | **No credit if:**<br><br>a. The child does not follow the directions in the order given. |

**Optional: Early Childhood Supplemental Information (not scored and not recorded on MIS2000)**

| | | |
|---|---|---|
| **L. Concepts in Print - Alphabet**<br><br>Use the letter cards. In random order, show the child individual upper case letters, one at a time. Each time a letter card is presented say, *"What letter is this?"* **"¿Qué letra es esta?"**<br><br>Repeat the process for lower case letters.<br><br>**Other options:** Use 2 sets of letter cards to see if child can match the letters in their name; upper case letters to upper case letters; lower case letters to lower case letters; upper case letters to lower case letters.<br>Use the letter cards when saying the alphabet. | **No scoring** | |
| **M. Emergent Phonics**<br><br>Use the letters in the student's name to identify initial consonant letter sounds.<br><br>Use the letter cards to identify initial consonant sounds. | | |

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

**Student Name:** _____  **Student DOB:** _____  **METS Program:** _____  **Migrant Educator:** _____

**Pre-test Date:** _____  **Age:** [   ]Years [   ]Months  **Language used by Educator:** ❑English ❑Spanish ❑Other:_____

**Posttest Date:** _____  **Age:** [   ]Years [   ]Months  **Language used by Educator:** ❑English ❑Spanish ❑Other:_____

**Participates in:** ❑**MEP Instructional Services***  ❑**Other Preschool Program**  *Note:* Record all instructional contacts and hours under "Early Childhood"

*\*Administer the NYS MEP Early Childhood Academic Tool to **Level 2,** P3-P5 students receiving MEP Instructional Services.*  **Raw Score**

| | Area | Pts | 1st Administration: Circle the correct responses.  2nd Administration: Underline the correct responses. | Pre | Post |
|---|---|---|---|---|---|
| A | Personal Data | 3 | **Answers with:**  **1.** First Name  **2.** Last Name  **3.** Age | | |
| B | Initial Book Behavior | 3 | **1**. Holds book right side up  **2.** Looks at book from front to back  **3.** Turns pages looking at text and pictures | | |
| C | Emergent Literacy Skills | 15 | a. Points to pictures: **1 2 3**  b. Names pictures: **1 2 3**  c. Describes actions: **1 2 3**<br>d. Shares comments: **1 2 3**  e. Retells the story: **1 2 3**<br>*1st* Book Title: _____  *2nd* Book Title: _____ | | |
| D | Colors | 33 | **MATCHES: 1.**Red **2.**Blue **3.**Yellow **4.**Brown **5.**Black **6.**Orange **7.**Purple **8.**Green **9.**Pink **10.**Gray **11.**White<br>**POINTS TO: 1.**Red **2.**Blue **3.**Yellow **4.**Brown **5.**Black **6.**Orange **7.**Purple **8.**Green **9.**Pink **10.**Gray **11.**White<br>**NAMES:  1.**Red **2.**Blue **3.**Yellow **4.**Brown **5.**Black **6.**Orange **7.**Purple **8.**Green **9.**Pink **10.**Gray **11.**White | | |
| E | Counting | 30 | **ROTE COUNTS:**  1 2 3 4 5 6 7 8 9 10<br>*1:1 CORRESPONDENCE:*  1 2 3 4 5 6 7 8 9 10<br>**NAMES THE NUMERAL:**  1 2 3 4 5 6 7 8 9 10 | | |
| F | Shapes | 16 | **MATCHES: 1.** circle **2.**square **3.**rectangle **4.**triangle  **POINTS TO: 5.**circle **6.**square **7.**rectangle **8.**triangle<br>**NAMES: 1.** circle **2.**square **3.**rectangle **4.**triangle  **DRAWS: 5.**circle **6.**square **7.**rectangle **8.**triangle | | |
| G | Body Parts | 10 | **Names: 1.** Head  **2.** Legs  **3.** Arms  **4.** Fingers  **5.** Eyes  **6.** Ears  **7.** Mouth  **8.** Nose  **9.** Toes  **10.** Stomach | | |
| H | Scissor Skills | 3 | **1.** Holds scissors properly  **2.** Cuts on a straight line  **3.** Cuts on a curved line | | |
| I | Emergent Writing Skills | 5 | **1.** Scribbles  **2.** Attempts to write letters  **3.** Writes letters  **4.** Writes name  **5.** Names letters in name | | |
| J | Prepositions | 8 | **1.** On  **2.** Under  **3.** Next to  **4.** In  **5.** Out  **6.** In front of  **7.** Behind  **8.** Between | | |
| K | Following Directions | 3 | **Follows: 1.** One step directions  **2.** Two step directions  **3.** Three step directions | | |
| | | | **Total Raw Score:** | | |
| | | | **Final Interpretation Score** (Use the ECA Interpretation Score Sheet) | | |

## Optional: Early Childhood Supplemental Information *(not scored and not recorded on MIS2000)*

**Student Name:** _____

**Pre-test Date:** _____

**Migrant Educator:** _____

**Posttest Date:** _____

**Circle or Underline the Letter Names or Sounds that the student recognizes.**

|  | Print Concepts |  | **Names:** A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z <br><br> **Names:** a  b  c  d  e  f  g  h  I  j  k  l  m  n  o  p  q  r  s  t  u  v  w  x  y  z |
|---|---|---|---|
|  | Phonics |  | **Initial Sound:** A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z |

# New York State Migrant Education Program Early Childhood Academic Tool: *Interpretation Score Sheet*

## Early Childhood Academic Tool: *Interpretation Rubric*

Student Name:

**ECA ⬭Pre-Test⬭ Interpretation Rubric:**
- Mark the Student's raw score for each Area (A-K).
- The number (1-4) at the top of the column is the Student's Interpretation score for this ECA Area (A-K).
- Write the Interpretation score (1-4) for each ECA skill Area in the last column.
- Total the 11 Interpretation scores and divide by 11 to find the student's AVERAGE Interpretation score (1-4).
- Circle the whole number to find the **Final Interpretation Score**. (i.e., ⬭1.⬭8 1 ➔ **1**)
- **Transfer the whole number to the Student's ECA** Response Sheet for the Final Interpretation Score.

### ECA ⬭Pre-Test⬭ Interpretation Rubric

| | Interpretation ➔ Raw Scores ↘ | Pre-test **1** | Pre-test **2** | Pre-test **3** | Pre-test **4** | Pre-test Interpre-tation |
|---|---|---|---|---|---|---|
| **A** | Personal Data | 0 | 1 | 2 | 3 | |
| **B** | Initial Book Behavior | 0 | 1 | 2 | 3 | |
| **C** | Emergent Literacy Skills | 0-3 | 4-7 | 8-11 | 12-15 | |
| **D** | Colors | 0-8 | 9-17 | 18-26 | 27-33 | |
| **E** | Counting | 0-7 | 8-13 | 14-21 | 22-30 | |
| **F** | Shapes | 0-4 | 5-8 | 9-12 | 13-16 | |
| **G** | Body Parts | 0-2 | 3-5 | 6-8 | 9-10 | |
| **H** | Scissor Skills | 0 | 1 | 2 | 3 | |
| **I** | Emergent Writing | 0-1 | 2 | 3 | 4-5 | |
| **J** | Prepositions | 0-2 | 3-4 | 5-6 | 7-8 | |
| **K** | Following Directions | 0 | 1 | 2 | 3 | |
| | **Total of the ECA Area (A-K) Interpretation Scores** | | | | | |
| | **Average Interpretation Score** (Total / 11) | | | | | |

**ECA <u>POST-TEST</u> Interpretation Rubric:**
- Mark the Student's raw score for each Area (A-K).
- The number (1-4) at the top of the column is the Student's Interpretation score for this ECA Area (A-K).
- Write the Interpretation score (1-4) for each ECA skill Area in the last column.
- Total the 11 Interpretation scores and divide by 11 to find the student's AVERAGE Interpretation score (1-4).
- Circle the whole number to find the **Final Interpretation Score**. (i.e., ⬭2.⬭9 ➔ **2**)
- **Transfer the whole number to the Student's ECA** Response Sheet for the Final Interpretation Score.

### ECA <u>POST-TEST</u> Interpretation Rubric

| | Interpretation ➔ Raw Scores ↘ | Posttest **1** | Posttest **2** | Posttest **3** | Posttest **4** | Posttest Interpre-tation |
|---|---|---|---|---|---|---|
| **A** | Personal Data | 0 | 1 | 2 | 3 | |
| **B** | Initial Book Behavior | 0 | 1 | 2 | 3 | |
| **C** | Emergent Literacy Skills | 0-3 | 4-7 | 8-11 | 12-15 | |
| **D** | Colors | 0-8 | 9-17 | 18-26 | 27-33 | |
| **E** | Counting | 0-7 | 8-13 | 14-21 | 22-30 | |
| **F** | Shapes | 0-4 | 5-8 | 9-12 | 13-16 | |
| **G** | Body Parts | 0-2 | 3-5 | 6-8 | 9-10 | |
| **H** | Scissor Skills | 0 | 1 | 2 | 3 | |
| **I** | Emergent Writing | 0-1 | 2 | 3 | 4-5 | |
| **J** | Prepositions | 0-2 | 3-4 | 5-6 | 7-8 | |
| **K** | Following Directions | 0 | 1 | 2 | 3 | |
| | **Total of the ECA Area (A-K) Interpretation Scores** | | | | | |
| | **Average Interpretation Score** (Total / 11) | | | | | |

ECA Area H: Scissor Skills – Cut paper in half before asking student to cut on the line or curve.  The curve is about 6 ½ inches long.

# New York State Migrant Education Program Early Childhood Academic Tool: *Interpretation Score Sheet*
**Early Childhood Academic Tool:** *Interpretation Rubric*

Student Name: SAMPLE Interpretation Score
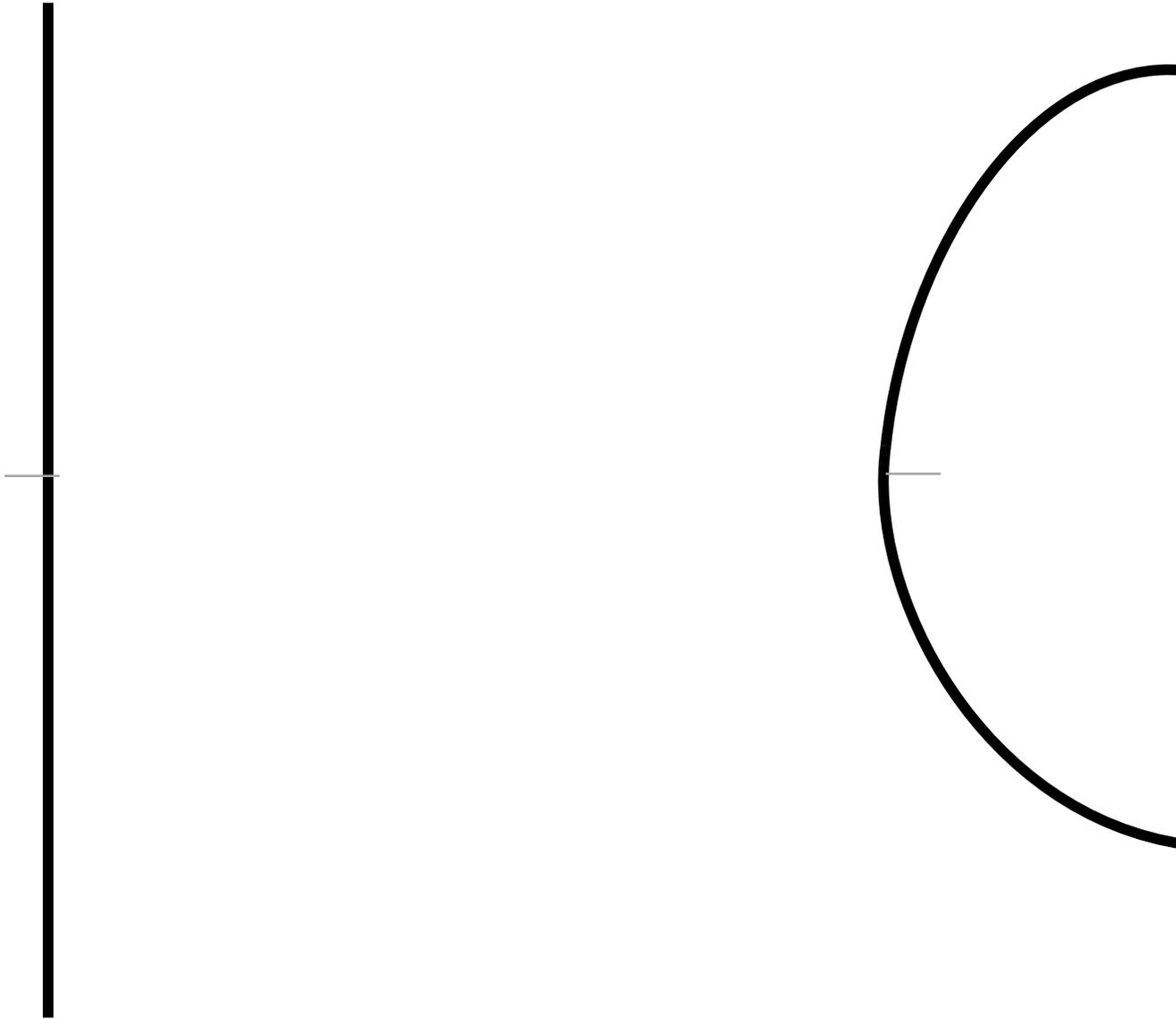
**ECA (Pre-Test) Interpretation Rubric:**
- Mark the Student's raw score for each Area (A-K).
- The number (1-4) at the top of the column is the Student's Interpretation score for this ECA Area (A-K).
- Write the Interpretation score (1-4) for each ECA skill Area in the last column.
- Total the 11 Interpretation scores and divide by 11 to find the student's AVERAGE Interpretation score (1-4).
- Use the whole number for the **Final Interpretation Score**. (Use the "**1**" from the average "**1.** 8 1")
- **Transfer the whole number to the Student's ECA** Response Sheet for the Final Interpretation Score.

**ECA POST-TEST Interpretation Rubric:**
- Mark the Student's raw score for each Area (A-K).
- The number (1-4) at the top of the column is the Student's Interpretation score for this ECA Area (A-K).
- Write the Interpretation score (1-4) for each ECA skill Area in the last column.
- Total the 11 Interpretation scores and divide by 11 to find the student's AVERAGE Interpretation score (1-4).
- Use the whole number to find the **Final Interpretation Score**. (Use the "**2**" from the average "**2.** 9")
- **Transfer the whole number to the Student's ECA** Response Sheet for the Final Interpretation Score.

## ECA (Pre-Test) Interpretation Rubric

| | Interpretation → Raw Scores | Pre-test 1 | Pre-test 2 | Pre-test 3 | Pre-test 4 | Pre-test Interpre-tation |
|---|---|---|---|---|---|---|
| A | Personal Data | 0 | 1 | 2 | 3 | 2 |
| B | Initial Book Behavior | 0 | 1 | 2 | 3 | 3 |
| C | Emergent Literacy Skills | 0-3 | 4-7 | 8-11 | 12-15 | 1 |
| D | Colors | 0-8 | 9-17 | 18-26 | 27-33 | 1 |
| E | Counting | 0-7 | 8-13 | 14-21 | 22-30 | 2 |
| F | Shapes | 0-4 | 5-8 | 9-12 | 13-16 | 1 |
| G | Body Parts | 0-2 | 3-5 | 6-8 | 9-10 | 3 |
| H | Scissor Skills | 0 | 1 | 2 | 3 | 2 |
| I | Emergent Writing | 1 | 2 | 3 | 4-5 | 1 |
| J | Prepositions | 1-2 | 3-4 | 5-6 | 7-8 | 2 |
| K | Following Directions | 0 | 1 | 2 | 3 | 2 |
| | Total of the ECA Area (A-K) Interpretation Scores | | | | | 20 |
| | Average Interpretation Score (Total / 11) | | | | | 1.81 = 1 |

## ECA POSTTEST Interpretation Rubric

| | Interpretation → Raw Scores | Posttest 1 | Posttest 2 | Posttest 3 | Posttest 4 | Posttest Interpre-tation |
|---|---|---|---|---|---|---|
| A | Personal Data | 0 | 1 | 2 | 3 | 4 |
| B | Initial Book Behavior | 0 | 1 | 2 | 3 | 4 |
| C | Emergent Literacy Skills | 0-3 | 4-7 | 8-11 | 12-15 | 3 |
| D | Colors | 0-8 | 9-17 | 18-26 | 27-33 | 2 |
| E | Counting | 0-7 | 8-13 | 14-21 | 22-30 | 2 |
| F | Shapes | 0-4 | 5-8 | 9-12 | 13-16 | 2 |
| G | Body Parts | 0-2 | 3-5 | 6-8 | 9-10 | 4 |
| H | Scissor Skills | 0 | 1 | 2 | 3 | 3 |
| I | Emergent Writing | 1 | 2 | 3 | 4-5 | 2 |
| J | Prepositions | 1-2 | 3-4 | 5-6 | 7-8 | 3 |
| K | Following Directions | 0 | 1 | 2 | 3 | 3 |
| | Total of the ECA Area (A-K) Interpretation Scores | | | | | 32 |
| | Average Interpretation Score (Total / 11) | | | | | 2.9 = 2 |

နယူးယောက်ပြည်နယ်ရွှေပြောင်းနေထိုင်သူများပညာရေးအစီအစဉ် အစောပိုင်းကလေးဘဝပညာသင်ခြင်းနှင့်ဆိုင်သောအထောက်အကူ။ ကျောင်းသားတုံ့ပြန်မှုပြစာရွက်

ကျောင်းသားအမည် _____ ကျောင်းသားမွေးသက္ကရာဇ် _____ **METS** အစီအစဉ် _____ ရွှေပြောင်းနေထိုင်သူများအားပညာပေးသူ
_____

ကြိုတင်စမ်းသပ်သောနေ့စွဲ _____ အသက် [ ]နှစ် [ ]လ ပညာပေးသူအားဖြင့်ဘာသာစကားအသုံးပြုခြင်း ☐အင်္ဂလိပ် ☐စပိန် ☐အခြား _____

စမ်းသပ်ပြီးသောနေ့စွဲ _____ အသက် [ ]နှစ် [ ]လ ပညာပေးသူအားဖြင့်ဘာသာစကားအသုံးပြုခြင်း ☐အင်္ဂလိပ် ☐စပိန် ☐အခြား _____

ပါဝင်ခြင်းများ ☐**MEP** ညွှန်ကြားပို့ချခြင်းဆိုင်ရာ ဝန်ဆောင်မှုများ* ☐အခြားကျောင်းအကြိုအစီအစဉ် *မှတ်ချက်။ ညွှန်ကြားပို့ချခြင်းဆိုင်ရာအဆက်အသွယ်များနှင့် နာရီများအားလုံးကို "အစောပိုင်းကလေးဘဝ" အောက်တွင် မှတ်တမ်းပြုထားသည်။*

*\*NYS MEP အစောပိုင်းကလေးဘဝပညာသင်နှစ်နှင့်ဆိုင်သောအထောက်အကူ အုပ်ချုပ်သူသည် **Level 2** သို့ ၊ P3-P5 ကျောင်းသားများသည် MEPညွှန်ကြားပို့ချခြင်းဆိုင်ရာဝန်ဆောင်မှုများကို လက်ခံရရှိရမည်။*

အကြမ်းဖျဉ်းရလဒ်

| | ဖိုယာ | Pts | ပထမဦးခန့်ခွဲခြင်း | ဝိုင်းပါ | မှန်ကန်သောတုံ့ပြန်မှုများ | ဒုတိယဦးခန့်ခွဲခြင်း | မှန်ကန်သောတုံ့ပြန်မှုကို မျဉ်းတားပါ | အကြို | အပြီး |
|---|---|---|---|---|---|---|---|---|---|
| **A** | ကိုယ်ရေးကိုယ်တာ အချက်အလက် | ၃ | အဖြေများနှင့်အတူ ၁။ ပထမနာမည် ၂။ နောက်ဆုံးနာမည် ၃။ အသက် | | | | | | |
| **B** | စာအုပ်အသုံးပြုပုံအစ၏ အပြုအမူ | ၃ | ၁။ စာအုပ်ကိုတည့်မတ်စွာကိုင်ခြင်း ၂။ စာအုပ်ကို အရှေ့မှ အနောက်သို့ကြည့်နိုင်ခြင်း ၃။ စာရွက်များကိုလှန်၍ စာသားများနှင့် အရုပ်များကိုကြည့်ခြင်း | | | | | | |
| **C** | သင်ကြားမှုမရှိ သေးမှီစာတတ် မြောက်ရေး ကျွမ်းကျင်မှု | ၁၅ | ၁။ အရုပ်များကိုညွှန်ပြခြင်း ၁ ၂ ၃ ၂။ အရုပ်များကိုနာမည်ပေးခြင်း ၁ ၂ ၃ ၃။ လုပ်ဆောင်မှုများကိုရှင်ပြခြင်း ၁ ၂ ၃ ၄။ ထင်မြင်ချက်များကိုဝေငှခြင်း ၁ ၂ ၃ ၅။ ပုံပြင်အားပြန်လည်ပြောခြင်း ၁ ၂ ၃ *ပထမစာအုပ်ခေါင်းစဉ် _____ ဒုတိယစာအုပ်ခေါင်းစဉ် _____* | | | | | | |
| **D** | အရောင်များ | ၃၃ | တွဲဖက်ခြင်းများ။ ၁။ အနီ ၂။ အပြာ ၃။ အဝါ ၄။ အညို ၅။ အနက် ၆။ လိမ္မော် ၇။ ခရမ်း ၈။ အစိမ်း ၉။ အပန်း ၁၀။ မီးခိုး ၁၁။ အဖြူ<br>ညွှန်ပြခြင်းများ။ ၁။ အနီ ၂။ အပြာ ၃။ အဝါ ၄။ အညို ၅။ အနက် ၆။ လိမ္မော် ၇။ ခရမ်း ၈။ အစိမ်း ၉။ အပန်း ၁၀။ မီးခိုး ၁၁။ အဖြူ<br>နာမည်များ။ ၁။ အနီ ၂။ အပြာ ၃။ အဝါ ၄။ အညို ၅။ အနက် ၆။ လိမ္မော် ၇။ ခရမ်း ၈။ အစိမ်း ၉။ အပန်း ၁၀။ မီးခိုး ၁၁။ အဖြူ | | | | | | |
| **E** | ရေတွက်ခြင်း | ၃၀ | ရေတွက်ခြင်းများအလွတ်ကျက်မှတ်ခြင်း ၁ ၂ ၃ ၄ ၅ ၆ ၇ ၈ ၉ ၁၀<br>၁း၁ ကိုက်ညီမှု ၁ ၂ ၃ ၄ ၅ ၆ ၇ ၈ ၉ ၁၀<br>ဂဏန်းအက္ခရာနာမည်များ ၁ ၂ ၃ ၄ ၅ ၆ ၇ ၈ ၉ ၁၀ | | | | | | |
| **F** | ပုံသဏ္ဍာန်များ | ၁၆ | တွဲဖက်ခြင်းများ ။ ၁။ အပိုင်း ၂။စတုရန်းလေးထောင့် ၃။ ထောင့်မှန်စတုဂံ ၄။ တြိဂံ ညွှန်ပြခြင်းများ။ ၁။ အပိုင်း ၂။စတုရန်းလေးထောင့် ၃။ ထောင့်မှန်စတုဂံ ၄။ တြိဂံ<br>နာမည်များ။ ၁။ အပိုင်း ၂။စတုရန်းလေးထောင့် ၃။ ထောင့်မှန်စတုဂံ ၄။ တြိဂံ ရေးဆွဲခြင်းများ။ ၁။ အပိုင်း ၂။စတုရန်းလေးထောင့် ၃။ ထောင့်မှန်စတုဂံ ၄။ တြိဂံ | | | | | | |
| **G** | ကိုယ်ခန္ဓာအစိတ် အပိုင်းများ | ၁၀ | နာမည်များ။ ၁။ ခေါင်း ၂။ ခြေထောက်များ ၃။ လက်မောင်းများ ၄။ လက်ချောင်းများ ၅။ မျက်စိများ ၆။ နားရွက်များ ၇။ ပါးစပ် ၈။ နှာခေါင်း ၉။ ခြေချောင်းများ ၁၀။ ပိုက် | | | | | | |
| **H** | ကပ်ကြေးကိုင်ကျွမ်းကျင်မှု | ၃ | ၁။ ကပ်ကြေးကိုသေချာစွာကိုင်နိုင်ခြင်း ၂။ မျဉ်းဖြောင့်တစ်ခုပေါ်တွင်ညွှပ်ခြင်း ၃။ ကောက်သောမျဉ်းတစ်ခုပေါ်တွင်ညွှပ်ခြင်း | | | | | | |
| **I** | စာလုံးများရေးနိုင်ရန်အ တွက်အားစိုက်ခြင်း | ၄ | ၁။ ရေးခြစ်ခြင်း ၂။ စာလုံးအက္ခရာများကိုရေးရန်အားထုတ်ခြင်း ၃။ စာလုံးအက္ခရာများရေးခြင်း ၄။ နာမည်ရေးခြင်း ၅။နာမည်တွင်အက္ခရာနာမည်တင်ခြင်း | | | | | | |
| **J** | ဝိဘတ်များ | ၈ | ၁။ အပေါ်မှာ ၂။ အောက်မှာ ၃။ နံဘေးမှာ ၄။ အထဲမှာ ၅။ အပြင်မှာ ၆။ အရှေ့မှာ ၇။ အနောက်မှာ ၈။ ကြားမှာ | | | | | | |
| **K** | ညွှန်ကြားချက်များကို လိုက်နာခြင်း | ၃ | လိုက်နာသည် ၁။ တဆင့်ညွှန်ကြားချက်များ ၂။ နှစ်ဆင့်ညွှန်ကြားချက်များ ၃။ သုံးဆင့်ညွှန်ကြားချက်များ | | | | | | |
| | | | | | | စုစုပေါင်းအကြမ်းဖျဉ်းရမှတ် | | | |
| | | | | | | စုစုပေါင်းအနက်အဓိပ္ပါယ်ရှင်းပြခြင်းရမှတ် (ECA အနက်အဓိပ္ပါယ်ရှင်းပြခြင်းရမှတ်စာရွက်ကိုသုံးပါ) | | | |

ရွေးချယ်နိုင်သော်လည်းချန်ထားနိုင်သည်။ အစောပိုင်းကလေးဘဝ ဖြည့်စွတ်နိုင်သောသတင်းအချက်အလက် (**MIS** ၂၀၀၀  တွင် ရမှတ်နှင့် မှတ်တမ်းတင်ထားခြင်းမရှိ)

ကျောင်းသားနာမည် _____     ကြိုတင်စမ်းသပ်သောနေ့စွဲ _____

ရွှေ့ပြောင်းနေထိုင်သူများအားပညာပေးသူ _____     စမ်းသပ်ပြီးသောနေ့စွဲ _____

ကျောင်းသားမှတ်မိသော အက္ခရာအမည်များ (သို့) အသံများကို စက်ဝိုင်းလုပ်ခြင်း (သို့) မျဉ်းတားခြင်းပြုလုပ်ပါ။

| | ပုံနှိပ် အသူအဆ | | အမည်များ။ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z |
| | | | အမည်များ။ a b c d e f g h I j k l m n o p q r s t u v w x y z |
| | အသံနေအသံထား | | အစဉ်အသံ။ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z |

## နယူၣ်ယီၣ်ကီၢ်စဲၣ်ပှၤသုးလီၢ်သုးကျဲတၢ်ကူၣ်ဘၣ်ကူၣ်သ့တၢ်ရဲၣ်တၢ်ကျဲၤဖိသၣ်ကတီၢ်ဆိတၢ်မၤလိအတၢ်ပီးတၢ်လီ: *ကွီဖိတၢ်စံးဆၢလံာ်ကဘျံး*

ကွီဖိအမံၤ: _____ ကွီဖိအိၣ်ဖျဲၣ်မုၢ်နံၤ: _____ **METS** တၢ်ရဲၣ်တၢ်ကျဲၤ: _____ **Migrant** � နံၣ်လီတၢ်: _____

မှၢ်နံၤတချူးတၢ်ဒီးစဲး : _____ သးနံၣ်: [ ]နံၣ် [ ]လါ ကျိၣ်လၢပှၤနံၣ်လိတၢ်ဖိသ့ၣ်: ☐အဲကလံးကျိၣ် ☐စပံၣ်ကျိၣ် ☐ကျိၣ်အဂၤ:_____

မှၢ်နံၤဖဲတၢ်ဒီးစဲးဝံၤ: _____ သးနံၣ်: [ ]နံၣ် [ ]လါ ကျိၣ်လၢပှၤနံၣ်လိတၢ်ဖိသ့ၣ်: ☐အဲကလံးကျိၣ် ☐စပံၣ်ကျိၣ် ☐ကျိၣ်အဂၤ:_____

နံၣ်လီၤမၤပဲၣ်သကီးတၢ်ဒီး: ☐**MEP** တၢ်သိၣ်လိနဲၣ်လိတၢ်မၤစၢၤတဖၣ် * ☐ ကတီၢ်ဆိကွၢ်တၢ်ရဲၣ်တၢ်ကျဲၤအဂၤတဖၣ် *တၢ်နီၣ်:* မၤနီၣ်ဘၣ်ပှၤဖုးနဲၣ်တၢ်ခဲလၢာ်အတၢ်ဆဲးကျိုးဒီးအမၤတၢ်နၣ်ရ့ၣ်ဆၢကတီၢ်ဖဲကတီၢ်ဆိကွီ

*\* တၢ်ဟ့ၣ်လီၤ NYS MEP ကတီၢ်ဆိကွၢ်မၤလိအတၢ်ပီးတၢ်လီဆူအပတီၢ်နီၣ်ဂံၢ် 2, P3-P5 ကွီဖိတဖၣ်လၢ**းနၢ်ဘၣ်MEPတၢ်သိၣ်လိနဲၣ်လိတၢ်မၤစၢၤတဖၣ်အဂီၢ်.**

လၢတဖျၢ်အမၤလၢခံကတၢၢ်ဘၣ်

| | ဟီၣ်ကဝီၤ | အမၤ | တၢ်ဟ့ၣ်လီၤတၢ်သံကွၢ်တၤတဘျီ: (တီၤကဝီၤ)တၢ်စံးဆၢလၢအဘၣ်တဖၣ်တကွၢ်. တၢ်ဟ့ၣ်လီၤတၢ်သံကွၢ်ခံဘျီတဘျီ: တီၤတိၢ်ပနီၤဆူ တၢ်စံးဆၢလၢအဘၣ်တဖၣ်အဖီလာ်တကွၢ်. | | တၤ ချူး | ဝံၤအ လီၢ်ခံ |
|---|---|---|---|---|---|---|
| **A** | နီၢ်တဂၤဂ့ၢ်ကျိုးတၢ်ထၢဖိၣ် | **3** | စံးဆၢတၢ်သံကွၢ်တဖၣ်ဃုာ်ဒီး: **1.** မံၤခိၣ်ထံး **2.** မံၤကတၢၢ် **3.** သးနံၣ် | | | |
| **B** | လံာ်ခိၣ်ထံးဘၣ်ဃး တၢ်ဟ်သူၣ်ဟ်သး | **3** | **1.** စိာ်ယၤလံာ်တဘ့ၣ်နှာ်လၢအခိၣ်လိာ် **2.** ကွၢ်ဘၣ်လံာ်တဘ့ၣ်စးထီၣ်လၢအမံၤညါတုၤအချၤ **3.** ယၣ်ဘၣ်ဆူလံာ်ကဘျံးအသိတကဘျံးဒီးကွၢ်ဘၣ်ဆူ လံာ်တၢ်ကွဲးဒီးဂီၤတဖၣ် | | | |
| **C** | တၢ်သ့ကွဲးသ့ဖးအတၢ်သ့တၢ်ဘၣ်လၢအစးထီၣ်တုၤဖိၣ်ထီၣ်အါထီၣ် | **15** | a. နဲၣ်ဘၣ်ဆူတၢ်ဂီၤတဖၣ်: **1 2 3**     b. ကိးတၢ်ဂီၤတဖၣ်အမံၤ: **1 2 3**     c. တဲဖျါထီၣ်တၢ်ဟူးတၢ်ဂဲၤတဖၣ်: **1 2 3**<br>d. ဟ့ၣ်နီၤလီၤဟ်ဖျါထီၣ်တၢ်ထံၣ်တဖၣ်: **1 2 3**     e. တဲက့ ၤတၢ်တဲပူၤလၢအသိတဘျီ: **1 2 3**<br>*လံာ်တၢတဘ့ၣ်အခိၣ်တီ* : _____     *လံာ်ခံဘ့ၣ်တဘ့ၣ်အခိၣ်တီ* : _____ | | | |
| **D** | တၢ်အလွဲၢ်တဖၣ် | **33** | တၢ်ထိၣ်ဘၣ်လိာ်သးတဖၣ်: **1.**အလွဲၢ်ဂီၤ **2.**အလွဲၢ်လါအဲၤ **3.**အလွဲၢ်ဘီ **4.**အလွဲၢ်ဃး **5.**အလွဲၢ်သူ **6.**အလွဲၢ်ဘီဂီၤ **7.**P အလွဲၢ်ဂီၤလုး **8.**အလွဲၢ်လါ **9.**အလွဲၢ်ဂီၤစၢ်<br>**10.**အလွဲၢ်ဝါဃး **11.**အလွဲၢ်ဝါ<br><br>ဒုးနဲၣ်ဘၣ်ဆူ: **1.**အလွဲၢ်ဂီၤ **2.**အလွဲၢ်လါအဲၤ **3.**အလွဲၢ်ဘီ **4.**အလွဲၢ်ဃး **5.**အလွဲၢ်သူ **6.**အလွဲၢ်ဘီဂီၤ **7.**P အလွဲၢ်ဂီၤလုး **8.**အလွဲၢ်လါ **9.**အလွဲၢ်ဂီၤစၢ်<br>**10.**အလွဲၢ်ဝါဃး **11.**အလွဲၢ်ဝါ<br><br>မံၤတဖၣ်: **1.**အလွဲၢ်ဂီၤ **2.**အလွဲၢ်လါအဲၤ **3.**အလွဲၢ်ဘီ **4.**အလွဲၢ်ဃး **5.**အလွဲၢ်သူ **6.**အလွဲၢ်ဘီဂီၤ **7.**P အလွဲၢ်ဂီၤလုး **8.**အလွဲၢ်လါ **9.**အလွဲၢ်ဂီၤစၢ်<br>  **10.**အလွဲၢ်ဝါဃး **11.**အလွဲၢ်ဝါ | | | |
| **E** | တၢ်ဂံၢ်တၢ်ဒွး | **30** | တၢ်တိၢ်ရူးသံနီၣ်ဂံၢ်တဖၣ်: **1 2 3 4 5 6 7 8 9 10**<br>*1:1 တၢ်ဘျးစဲလိာ်သး:* **1 2 3 4 5 6 7 8 9 10**<br>နီၣ်ဂံၢ်တဖၣ်အမံၤ: **1 2 3 4 5 6 7 8 9 10** | | | |
| **F** | တၢ်အကွၢ်အဂီၤတဖၣ် | **16** | တၢ်ထိၣ်ဘၣ်လိာ်သးတဖၣ်: **1.**တၢ်ကဝီၤ **2.**တၢ်လွံၢ်နၢၣ်ကနူၤယူၤလိာ်အသး **3.**နၢၣ်ဘၣ်ခံကနူၤယူၤ **4.**တၢ်သၢနၢၣ်<br>နံၣ်ဘၣ်ဆူ: **5.**တၢ်ကဝီၤ **6.**တၢ်လွံၢ်နၢၣ်ကနူၤယူၤလိာ်အသး **7.**နၢၣ်ဘၣ်ခံကနူၤယူၤ **8.**တၢ်သၢနၢၣ်<br>အမံၤတဖၣ်: **1.**တၢ်ကဝီၤ **2.**တၢ်လွံၢ်နၢၣ်ကနူၤယူၤလိာ်အသး **3.**နၢၣ်ဘၣ်ခံကနူၤယူၤ **4.**တၢ်သၢနၢၣ်<br>စွဲဘၣ်: **5.**တၢ်ကဝီၤ **6.**တၢ်လွံၢ်နၢၣ်ကနူၤယူၤလိာ်အသး **7.**နၢၣ်ဘၣ်ခံကနူၤယူၤ **8.**တၢ်သၢနၢၣ် | | | |
| **G** | မိၣ်ပှၢ်ကွၢ်ဂီၤတဖၣ် | **10** | အမံၤတဖၣ်: **1.** ခိၣ် **2.** ခီ . **3.** စုဒုၣ်တီၤ **4.** စုနၢၣ်ဖိတဖၣ် **5.** မဲာ်ချံ **6.** နၢ်ကု **7.** ကိာ်ပူၤ **8.** နါဒ္ **9.** ခိၣ်နါဖိတဖၣ် **10.** ဟၢဖၢ | | | |
| **H** | တၢ်တံာ်ထါရံၤတၢ် သ့တၢ်ဘၣ် | **3** | **1.** ဖိၣ်ယၤထါရံၤလၢအဘၣ် **2.** တံာ်တိာ်လိၤလိၤဆူၤပနီၣ်ဘျၤတဘိအလိၤ **3.** တံာ်တိာ်လၢပနီၣ်ကဝီၤအကနူၤလိၤ | | | |

| I | တၢ်ကွဲးလံာ်အတၢ်သ့ တၢ်ဘၣ်လၢအစးထီၣ် ဒီးဒိၣ်ထီၣ်အါထီၣ် | 5 | **1.** တိၤကွဲးကွးလံာ်  **2.** ကုၢ်ကျဲးစၢးကွဲးလံာ်မံာ်ဖျၣ်တဖၣ်  **3.** ကွဲးလံာ်မံာ်ဖျၣ်တဖၣ်  **4.** ကွဲးတၢ်အမံၤ  **5.** ယုၢ်န့ၢ်ဘၣ်လံာ်မံာ်ဖျၣ်တဖၣ်အမံၤ | | | |
| J | တၢ်ကတိၤတဖၣ်လၢ အဒုးစဲဘူးတၢ်ဂ့ၢ်ခံခါတဖၣ် | 8 | **1.** အဖိခိၣ်  **2.** အဖိလာ်  **3.** အကဟာ်  **4.** အပူၤ  **5.** အချ  **6.** အမဲာ်ညါ  **7.** အလီၢ်ခံ  **8.** အဘၣ်စၢၤ | | | |
| K | ပိာ်တၢ်ဒုးနဲၣ်တဖၣ် | 3 | တၢ်ပိာ်ထွဲတဖၣ်: **1.** ခိၣ်ခါတဘ္ၣ်တၢ်ဒုးနဲၣ်တဖၣ်  **2.** ခိၣ်ခါခံဘ္ၣ်တၢ်ဒုးနဲၣ်တဖၣ်  **3.** ခိၣ်ခါသၢဘ္ၣ်တၢ်ဒုးနဲၣ်တဖၣ် | | | |
| | | | **အမးခဲလၢာ်:** | | | |
| | | | **အမးဟ်ဖှိၣ်လၢအလီၢ်ခံကတၢၢ်** (တၢ်သူ ECA Interpretation တၢ်ဟ့ၣ်အမးလံာ်ကဘျံး) | | | |

လၢတၢ်ယုထၢအဂီၢ်သ့:  ဖိသၣ်ကတီၤဆိတၢ်ဂ့ၢ်တၢ်ကျိၤတၢ်ဟ်ဖှိၣ်(အမးတဘၣ်တၢ်မၤနီၣ်မၤယါအီၤလၢ**MIS2000** အပူၤဘၣ်)


ကွံဖိအမံၤ: _____          မုၢ်နံၤတချုးတၢ်ဒီးစဲး: _____

**Migrant** ပှၤနဲၣ်လိတၢ်ဖိ: _____          မုၢ်နံၤဖဲတၢ်ဒီးစဲးဝံၤ: _____


ကဒီးမ့တမ့ၢ်တီၤလံာ်ကျိုးဆူလံာ်မံာ်ဖျၣ်မံၤအဖိလံာ်မ့တမ့ၢ်တၢ်အသီၣ်လၢကွံဖိမၤနီၣ်အီၤဘၣ်တက့ၢ်.

| | | |
|---|---|---|
| ကွဲးလီၤလံာ်ဖျၣ် | မံၤတဖၣ်: A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z<br><br>မံၤတဖၣ်: a  b  c  d  e  f  g  h  I  j  k  l  m  n  o  p  q  r  s  t  u  v  w  x  y  z | |
| တၢ်ကတီၤသီၣ် | တၢ်မၤနီၣ်အကလုၢ်သီၣ်: A  B  C  D  E  F  G  H  I  J  K  L  M  N  O  P  Q  R  S  T  U  V  W  X  Y  Z | |

# Herramienta Académica del Programa Educativo Migrante de Primera Infancia Estado de Nueva York
## *Hoja de Respuesta Estudiantil*

**Nombre del Estudiante:** _____    **Fecha de Nacimiento:** _____    **Programa METS:** _____    **Educador Migrante:** _____

**Fecha del Pre-examen:** _____    **Edad:** [    ]Años [    ]Meces    **Idioma Utilizado por el Educador:** ❑Ingles  ❑Español  ❑Otro:_____

**Fecha del Pos-examen:** _____    **Edad:** [    ]Años [    ]Meces    **Idioma Utilizado por el Educador:** ❑Ingles  ❑Español  ❑Otro:_____

**Participa en:** ❑ **Servicios de Instrucción MEP ***  ❑**Otro Programa Pre-escolar**    *Conste:* Anote todas las horas y contactos de Instrucción bajo "Primera Infancia"

*\*Administre la herramienta NYS MEP de Desarrollo Académico Temprano a **Nivel 2,** estudiantes P3-P5 s recibiendo Servicios de Instrucción MEP.*

| | Área | Pts. | 1ᵉʳᵃ Administración: (Circule) las respuestas correctas.  2ᵈᵃ Administración: <u>Subraye</u> las respuestas correctas. | Pre | Pos |
|---|---|---|---|---|---|
| A | **Datos Personales** | **3** | **Contesta con:**    **1.** Nombre    **2.** Apellido    **3.** Edad | | |
| B | **Conducta inicial con libros** | **3** | **1**. Sostiene libros Correctamente  **2.** Miral el libro adelante hacia atrás   **3.** Pas a las paginas observando dibujos y texto | | |
| C | **Habilidades Literarias Emergentes** | **15** | 1. Señala Graficas:  **1   2   3**        2. Nombra Graficas:  **1   2   3**          3. Describe acciones:  **1   2   3**<br>4. Comparte comentarios  **1   2   3**          5.  Re-Cuenta la Historia:  **1   2   3**<br>*1er  Titulo del libro:*  _____        *2ᵈᵒ  Titulo del libro:*  _____ | | |
| D | **Colores** | **33** | **Combina:  1.**Rojo **2.**Azul **3.**Amarillo **4.**Marrón **5.**Negro **6.**Naranjado **7.**Morado **8.**Verde **9.**Rosado **10.**Gris **11.**Blanco<br>**Apunta hacia: 1.**Rojo **2.** Azul **3.** Amarillo **4.**Marrón **5.**Negro **6.**Naranjado **7.**Morado **8.**Verde **9.**Rosado **10.**Gris **11.**Blanco<br>**NOMBRA:  1.**Rojo **2.** Azul **3.** Amarillo **4.**Marrón  **5.**Negro  **6.**Naranjado  **7.**Morado  **8.**Verde  **9.**Rosado  **10.**Gris **11.**Blanco | | |
| E | **Contando** | **30** | **CONTAR DE MEMORIA (ROTE):    1   2   3   4   5   6   7   8   9   10**<br>*1:1 CORRESPONDENCIA:  1   2   3   4   5   6   7   8   9   10*<br>**NAMES THE NUMERAL:  1   2   3   4   5   6   7   8   9   10** | | |
| F | **Figuras** | **16** | **Combina:** Circulo  Cuadrado   Rectángulo  Triangulo    **Apunta hacia:** Circulo   Cuadrado    Rectángulo    Triangulo<br>**Nombres:** Circulo   Cuadrado     Rectángulo    Triangulo    **Dibuja:** Circulo   Cuadrado    Rectángulo    Triangulo | | |
| G | **Partes Corporales** | **10** | **Nombra:  1.** Cabeza    **2.** Piernas   **3.**Brazos  **4.** Dedos    **5.** Ojos    **6.** Oídos  **7.** Boca    **8.** Nariz    **9.** Dedos de los pies<br>         **10.**Estomago | | |
| H | **Habilidad usando Tijeras** | **3** | **1.** Sostiene Tijeras correctamente      **2.** Corta en líneas rectas      **3.** Corta líneas curveadas | | |
| I | **Habilidad en Escritura Emergente** | **4** | **1.** Hace garabatos  **2.** Trata de escribir letras  **3.** Escribe letras  **4.** Escribe su nombre  **5.** Identifica letras en su nombre | | |

| J | **Preposiciones** | 8 | **1.** Sobre   **2.** Debajo de   **3.** Al lado de   **4.** Dentro de   **5.** Fuera de   **6.** En frente de   **7.** Detrás de   **8.** Entre | | |
| K | **Sigue Instrucciones** | 3 | **Sigue: 1.** Instrucciones de un paso   **2.** Instrucciones de dos pasos   **3.** Instrucciones de tres pasos | | |
| | | | **Calificación Total Cruda:** | | |
| | | | **Calificación Promedio Interpretativa** (Use la hoja de calificación Interpretativa ECA I) | | |

## Opcional: Información Suplemento de Primera Infancia *(no es calificado ni tabulado en MIS 2000)*

Nombre del Estudiante: _____          Fecha Pre-examen: _____

Educador Migrante: _____          Fecha Pos-examen: _____

**Circule o Subraye las Letras o Sonidos que el estudiante reconoce.**

| | | | |
|---|---|---|---|
| | **Conceptos de Escritura** | | **Nombres:** A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   Q   R   S   T   U   V   W   X   Y   Z<br><br>**Nombres:** a   b   c   d   e   f   g   h   I   j   k   l   m   n   o   p   q   r   s   t   u   v   w   x   y   z |
| | **Fonética** | | **Sonidos Iniciales:** A   B   C   D   E   F   G   H   I   J   K   L   M   N   O   P   Q   R   S   T   U   V   W   X   Y   Z |

**Area C – Emergent Literacy Skills: BOOK GUIDES – Big Red Barn, *Gran granero rojo*, By Margaret Wise Brown**

***Preparation:*** Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

***Before starting the assessment questions,*** introduce the book to the child including the title and the author.

- Say, "The title of this book is Big Red Barn. The author is Margaret Wise Brown and the illustrator is Felicia Bond. This is a story about a big red barn and the animals that live there. Let's read this story to find out what happens at the big red barn." *"El titulo de este libro es Gran granero rojo. La autora es Margaret Wise Brown y el ilustrador es Felicia Bond. Este es acerca de un gran granero rojo y los animales que viven allí. Leámos el cuento para ver que pasa en el gran granero rojo."*
- Read the book to the child once, without asking questions.

***For the assessment questions, read the book a second time***, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills. ***(\*Note- different versions have different page numbers and different illustrations. You may need to substitute the nouns or actions to accommodate the version you are using.)***

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>- **Pg. 3 - *Say,*** "Point to the butterfly." *"Señala la mariposa."*<br>- **Pg. 9 - *Say,*** "Where is the scarecrow?" *"¿Dónde está el espantapájaros?"*<br>- **Pg. 14 - *Say,*** "Can you show me the eggs?" *"¿Me puedes mostrar los huevos?"* | a. Child correctly points to the objects you name.<br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures | Give credit if: | No credit if: |
| During the reading ask the child to identify these three objects:<br>- **Pg. 6** (Tester ***points to the water hose***) - **Ask**, "What is this?" *"¿Qué es esto?*<br>- **Pg. 15** (Tester ***points to the cow***) - **Ask**, "What is this?" *"¿Qué es esto?*<br>- **Pg. 25** (Tester ***points to the bucket***) - **Ask,** "What is this?" *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions: **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"* <br> • **Pg. 13** (point to the bird that is flying) <br> • **Pg. 16** (point to the cat that is jumping) <br> • **Pg. 24 / 25** (point to the animals that are sleeping) | a. Child accurately describes the action. <br> b. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book") <br><br> **Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response <br><br> b. Descriptions do not match **actions**. |
| C-"d" Shares comments about the book | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"* <br><br> If the child does not respond or only expresses one opinion or idea, use more prompts: <br> • "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"* <br> • "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story. <br><br> **Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response <br><br> b. Unrelated comments |
| C-"e" Retelling the story | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."* <br><br> If the child needs help, encourage him/her with question prompts, such as, <br> • "What happened first?" *"¿Qué paso primero?"* <br> • "And then what happened?" *"¿Y luego qué paso?"* <br> • "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"* <br> • "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters. <br><br> **Two points** – child states two events in sequence **or** states one event and names one or more characters. <br><br> **Three points** – child states three events in sequence **or** two events in sequence and names two or more characters. <br><br> (Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story. <br><br> b. No verbal response |

# Corduroy, by Don Freeman

***Preparation:*** Read the book to become familiar with the story, the characters, and the illustrations.  Find the pictures and actions that you will be asking the child to identify.

***Before starting the assessment questions,*** introduce the book to the child including the title and the author.

- Say, "The title of this book is <u>Corduroy,</u> and the author is Don Freeman.  This is a story about a teddy bear named Corduroy.  Let's read this book and find out what happens." *"El titulo de este libro es <u>Corduroy,</u> y el autor es Don Freeman. Este es un cuento acerca de un osito llamado Corduroy.  Leámos este libro para ver que pasa."*
- Read the book to the child once, without asking questions.

***For the assessment questions, read the book a second time***, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills.  ***(\*Note- different versions have different page numbers and different illustrations.  You may need to substitute the nouns or actions to accommodate the version you are using.)***

| C-"a" Points to pictures<br><br>As you read the story, ask the child to point to the three objects listed on the following pages:<br>- **Pg. 1 - *Say,*** "Point to the giraffe." *"Señala la jirafa."*<br>- **Pg. 6 - *Say,*** *"*Where is the box?" *"¿Dónde está el caja?"*<br>- **Pg. 15 - *Say,*** "Can you show me the teddy bear?" *"¿Me puedes mostrar el osito?"* | Give credit if:<br><br>a. Child correctly points to the objects you name.<br><br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | No credit if:<br><br>a. Child doesn't point to the object named. |
|---|---|---|
| C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>- **Pg. 6** (Tester ***points to the girl)* - Ask**, "What is this?" *"¿Qué es esto?*<br>- **Pg. 15** (Tester ***points to the lamp*) - Ask,** "What is this?" *"¿Qué es esto?*<br>- **Pg. 25** (Tester ***points to the rabbit*- Ask,** "What is this?" *"¿Qué es esto?* | Give credit if:<br><br>a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | No credit if:<br><br>a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions: **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 6** (point to Corduroy climbing on the box)<br>• **Pg.15** (point to Corduroy pulling on the button)<br>• **Pg. 28** (point to the girl hugging/holding the bear) | c. Child accurately describes the action.<br>d. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| C-"d" Shares comments about the book | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| C-"e" Retelling the story | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# Go, Dog, Go!, *¡Vamos, perro, vamos!*, by P.D. Eastman

***Preparation:*** Read the book to become familiar with the story, the characters, and the illustrations.  Find the pictures and actions that you will be asking the child to identify.

***Before starting the assessment questions,*** introduce the book to the child including the title and the author.
- Say, "The title of this book is <u>Go, Dog, Go!</u> and the author is P.D. Eastman.  This is a story about a dog and some of his adventures. Let's read this book and find out what happens." *"El titulo de este libro es ¡<u>Vamos, perro, vamos!</u> y el  autor es P.D. Eastman. Este es un cuento acerca de unperro y algunas de sus aventuras. Leámos este libro para ver que pasa."*
- Read the book to the child once, without asking questions.

***For the assessment questions, read the book a second time***, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills.  ***(\*Note- different versions have different page numbers and different illustrations.  You may need to substitute the nouns or actions to accommodate the version you are using.)***

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>• **Pg. 3 - *Say,*** "Point to a car." *"Señala un carro."*<br>• **Pg. 9/10 - *Say,*** "Where is a dog?" *"¿Dónde está el perro?"*<br>• **Pg. 15 - *Say,*** "Can you show me the water?"  *"¿Me puedes mostrar el agua?"* | a. Child correctly points to the objects you name.<br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
|  C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>• **Pg. 9/10** (Tester ***points to the book)* - Ask**, "What is this?"  *"¿Qué es esto?*<br>• **Pg. 14** (Tester ***points to the stoplight*) - Ask,** "What is this?"  *"¿Qué es esto?*<br>• **Pg. 18** (Tester ***points to the ladder*) - Ask,** "What is this?"  *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| **C-"c" Describe action in pictures** | **Give credit if:** | **No credit if:** |
|---|---|---|
| During the reading, have the child identify the following three actions: **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 9/10** (point to a dog that is reading)<br>• **Pg.11/12**(point to a dog that is driving a car)<br>• **Pg. 15** (point to a dog that is jumping over water) | e.  Child accurately describes the action.<br>f.  Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| **C-"d"  Shares comments about the book** | **Give credit for:** | **No credit for:** |
| ***After reading the book, say to the child:*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| **C-"e" Retelling the story** | **Give credit for:** | **No credit for:** |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?"  *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# Good Night Moon, *Buenas noches luna*, By Margaret Wise Brown

***Preparation:*** Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

***Before starting the assessment questions,*** introduce the book to the child including the title and the author.

- Say, "The title of this book is <u>Good Night Moon.</u>  The author is Margaret Wise Brown. Do you know what happens when the moon comes out?  Let's read and find out more about what happens then."  *"El titulo de este libro es <u>Buenas noches luna</u> y la autora es Margaret Wise Brown. ¿Sabes cuando sale la luna? Leámos mas para saber que más ocurre."*
- Read the book to the child once, without asking questions.

***For the assessment questions, read the book a second time***, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills.  ***(\*Note- different versions have different page numbers and different illustrations.  You may need to substitute the nouns or actions to accommodate the version you are using.)***

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>- **Pg. 2 - *Say,*** "Point to red balloon." *"Señala el globo rojo."*<br>- **Pg. 6 - *Say,*** "Where are the mittens?" *"¿Dónde estan los mibones?"*<br>- **Pg. 13 - *Say,*** "Can you show me the moon?"  *"¿Me puedes mostrar la luna?"* | a. Child correctly points to the objects you name.<br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>- **Pg. 4** (Tester ***points to the bear)* - Ask**, "What is this?"  *"¿Qué es esto?*<br>- **Pg. 17** (Tester ***points to the sock***) **- Ask**, "What is this?"  *"¿Qué es esto?*<br>- **Pg. 22** (Tester ***points to the lamp***) **- Ask**, "What is this?"  *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| **C-"c" Describe action in pictures** | **Give credit if:** | **No credit if:** |
|---|---|---|
| During the reading, have the child identify the following three actions: **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 3** (point to the cow jumping over the moon)<br>• **Pg. 10** (point to the kitten playing with yarn)<br>• **Pg. 30** (point to the rabbit that is sleeping) | g. Child accurately describes the action.<br>h. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| **C-"d" Shares comments about the book** | **Give credit for:** | **No credit for:** |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| **C-"e" Retelling the story** | **Give credit for:** | **No credit for:** |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students still get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# If You Give a Mouse a Cookie, *Si le das una galleta a un ratón*, by Laura Numeroff

*Preparation:* Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

*Before starting the assessment questions,* introduce the book to the child including the title and the author.

- Say, "The title of this book is <u>If You Give a Mouse a Cookie</u>, and the author is Laura Numeroff. This story is about a mouse and what happens when he is given a cookie. Let's read this book and find out more about the mouse. *"El titulo de este libro es <u>Si le das una galleta a un ratón</u>, y la autora es Laura Numeroff. Este cuento es acerca de un ratón que se regala una galleta. Leámos más y aprendamos más de este ratón.*
- Read the book to the child once, without asking questions.

*For the assessment questions, read the book a second time*, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills. *(\*Note- different versions have different page numbers and different illustrations. You may need to substitute the nouns or actions to accommodate the version you are using.)*

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>• **Pg. 3 - Say,** "Point to the refrigerator." *"Señala la neuera."*<br>• **Pg. 10 - Say,** "Where is the pail?" *"¿Dónde está el cubo?"*<br>• **Pg. 16 - Say,** "Can you show me the crayon?" *"¿Me puedes mostrar el lápiz de cera?"* | a. Child correctly points to the objects you name.<br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures | Give credit if: | No credit if: |
| During the reading ask the child to identify these three objects:<br>• **Pg. 8** (Tester *points to the sink) -* **Ask**, "What is this?" *"¿Qué es esto?*<br>• **Pg. 21** (Tester *points to the broom*) **- Ask,** "What is this?" *"¿Qué es esto?*<br>• **Pg. 24** (Tester *points to the mouse*) **- Ask,** "What is this?" *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions. **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 5** (point to the _____ drinking)<br>• **Pg. 8** (point to the _____ cutting hair)<br>• **Pg. 10** (point to the _____ cleaning the floor) | i.  Child accurately describes the action.<br>j.  Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match **actions**. |
| C-"d"  Shares comments about the book | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?"  *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?"  *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| C-"e" Retelling the story | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?"  *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?"  *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# If You Give a Pig a Pancake, _Si le das una panqueque a una cerdita_, by Laura Numeroff

_Preparation:_ Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

_**Before starting the assessment questions,**_ introduce the book to the child including the title and the author.

- Say, "The title of this book is <u>If You Give a Pig a Pancake</u>, and the author is Laura Numeroff. This story is about a pig and what happens when she is given a pancake. Let's read this book and find out more about the pig. _"El titulo de este libro es <u>Si le das un panqueque a una cerdita</u>, y la autora es Laura Numeroff. Este es un cuento acerca de lo que paso cuando se le dio un panqueque a una cerdita. Leámos más y aprendamos más de esta cerdita."_
- Read the book to the child once, without asking questions.

_**For the assessment questions, read the book a second time**_, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills. **_(*Note- different versions have different page numbers and different illustrations. You may need to substitute the nouns or actions to accommodate the version you are using.)_**

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br><br>• **Pg. 3 - _Say,_** "Point to the glass." _"Señala el vaso."_<br>• **Pg. 6 - _Say,_** "Where is the towel?" _"¿Dónde está la toalla?"_<br>• **Pg. 7 - _Say,_** "Can you show me the car?" _"¿Me puedes mostrar el carro?"_ | a. Child correctly points to the objects you name.<br><br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>• **Pg. 8** (Tester **_points to the duck)_ - Ask**, "What is this?" _"¿Qué es esto?_<br>• **Pg. 11** (Tester **_points to the dog_**) **- Ask,** "What is this?" _"¿Qué es esto?_<br>• **Pg. 13** (Tester **_points to the piano_**) **- Ask,** "What is this?" _"¿Qué es esto?_ | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions. **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 15** (point to the girl running)<br>• **Pg. 19** (point to the pig sitting)<br>• **Pg. 25** (point to the pig swinging) | k. Child accurately describes the action.<br>l. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| C-"d"  Shares comments about the book | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| C-"e" Retelling the story | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# I Went Walking, *Sali de paseo*, by Sue Williams

*Preparation:* Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

*Before starting the assessment questions,* introduce the book to the child including the title and the author.
- Say, "The title of this book is I Went Walking, and the author is Sue Williams. This is a story about a little boy who goes for a walk. Let's read this book and find out who comes with him." *"El titulo de este libro es Sali de paseo, y la autora es Sue Williams. Este es un cuento de un niño que se va a caminar. Leámos este libro y descubbramos que pasa con el."*
- Read the book to the child once, without asking questions.

*For the assessment questions, read the book a second time*, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills. *(\*Note- different versions have different page numbers and different illustrations. You may need to substitute the nouns or actions to accommodate the version you are using.)*

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>- **Pg. 6 - *Say,*** "Point to the cat." *"Señala el gato."*<br>- **Pg. 16 - *Say,*** "Where is the water?" *"¿Dónde está el agua?"*<br>- **Pg. 27 - *Say,*** "Can you show me the dog?" *"¿Me puedes mostrar el pero?"* | a. Child correctly points to the objects you name.<br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>- **Pg. 3** (Tester ***points to the wood)*** - **Ask,** "What is this?" *"¿Qué es esto?*<br>- **Pg. 6** (Tester ***points to the sock)*** - **Ask,** "What is this?" *"¿Qué es esto?*<br>- **Pg. 18** (Tester ***points to the cow)*** - **Ask,** "What is this?" *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object**. (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions. **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 11** (point to the boy climbing the ladder)<br>• **Pg. 14** (point to the boy sitting on the cow)<br>• **Pg. 25** (point to the dog licking the boy) | m. Child accurately describes the action.<br>n. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| C-"d" Shares comments about the book | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| C-"e" Retelling the story | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

# The Little Red Hen, *La gallinita roja*, Illustrated by Lucinda McQueen

*Preparation:* Read the book to become familiar with the story, the characters, and the illustrations. Find the pictures and actions that you will be asking the child to identify.

*Before starting the assessment questions,* introduce the book to the child including the title and the author.

- Say, "The title of this book is <u>The Little Red Hen</u>, and the illustrator is Lucinda McQueen. This story is about the little red hen and her friends. Let's read this book and find out more about the little red hen." *"El titulo de este libro es <u>La gallinita roja</u> y la ilustradora es Lucinda McQueen. Este es un cuento de una gallinita roja y sus amigos. Leámos más y aprendamos más de este gallinita roja."*
- Read the book to the child once, without asking questions.

*For the assessment questions, read the book a second time*, asking the child to identify the following items and actions relating to Section C, Emergent Literacy Skills. *(\*Note- different versions have different page numbers and different illustrations. You may need to substitute the nouns or actions to accommodate the version you are using.)*

| C-"a" Points to pictures | Give credit if: | No credit if: |
|---|---|---|
| As you read the story, ask the child to point to the three objects listed on the following pages:<br>- **Pg. 6 - Say,** "Point to the cat." *"Señala el gato."*<br>- **Pg. 9 - Say,** "Where are the cookies?" *"¿Dónde estan las galletas?"*<br>- **Pg. 25 - Say,** "Can you show me the stove?" *"¿Me puedes mostrar el fogón?"* | a. Child correctly points to the objects you name.<br><br>**Note: one point is given for each correctly pointed-to-object.** (Total of 3 points) | a. Child doesn't point to the object named. |
| C-"b" Names pictures<br><br>During the reading ask the child to identify these three objects:<br>- **Pg. 5** (Tester *points to the rabbit)* - **Ask**, "What is this?" *"¿Qué es esto?*<br>- **Pg. 21** (Tester *points to the water)* - **Ask**, "What is this?" *"¿Qué es esto?*<br>- **Pg. 32** (Tester *points to the bread)* - **Ask,** "What is this?" *"¿Qué es esto?* | a. Child correctly **names** the objects you request<br><br>b. Child uses variations of word for the object such as "piggy" for pig or an acceptable linguistic or cultural variation.<br><br>c. Child interjects an appropriate word in a language common to the family instead of the English word. | a. Child doesn't name the objects you requested.<br><br>b. Child incorrectly names object in the student's preferred language.<br><br>**Note: one point is given for each correctly named object.** (Total of 3) |

| C-"c" Describe action in pictures | Give credit if: | No credit if: |
|---|---|---|
| During the reading, have the child identify the following three actions. **Say,** "What is happening here in this picture?" *"¿Qué está pasando en este dibujo?"*<br>• **Pg. 16** (point to the hen watering the plants)<br>• **Pg. 23** (point to the goose sleeping)<br>• **Pg. 32** (point to the hen eating the bread) | o. Child accurately describes the action.<br>p. Give credit if the child just says the verb (ex. "reading") or includes more description (ex. "reading the book")<br><br>**Note: One point is given for each correctly described action.** (Total of 3) | a. No verbal response<br><br>b. Descriptions do not match *actions*. |
| **C-"d" Shares comments about the book** | Give credit for: | No credit for: |
| ***After reading the book, say to the child,*** "What did you like about this story?" *"¿Que te gusto de este cuento?"*<br><br>If the child does not respond or only expresses one opinion or idea, use more prompts:<br>• "What was your favorite picture?" *"¿Que fue tu dibujo preferido?"*<br>• "What is it about?" *"¿De que se trata esto?"* | a. Any response the child gives which demonstrates his or her opinion about the story.<br><br>**Note: One point is given for each opinion or idea expressed.** (Up to a Total of 3) | a. No verbal response<br><br>b. Unrelated comments |
| **C-"e" Retelling the story** | Give credit for: | No credit for: |
| Retelling demonstrates what a child comprehends about the story. **Say,** "Tell me what this story is about." *"Dime de que se trata este cuento."*<br><br>If the child needs help, encourage him/her with question prompts, such as,<br>• "What happened first?" *"¿Qué paso primero?"*<br>• "And then what happened?" "¿Y luego qué paso?"<br>• "What was the last thing that happened?" *"¿Qué fue la última cosa que paso?"*<br>• "Who was this story about?" *"¿Acerca de quién se trata este cuento?"* | **One point** – child states one or more events out of sequence but does not name any characters.<br><br>**Two points** – child states two events in sequence **or** states one event and names one or more characters.<br><br>**Three points** – child states three events in sequence **or** two events in sequence and names two or more characters.<br><br>(Students can get credit for correct responses given after a prompt.) | a. Response unrelated to the events in the story.<br><br>b. No verbal response |

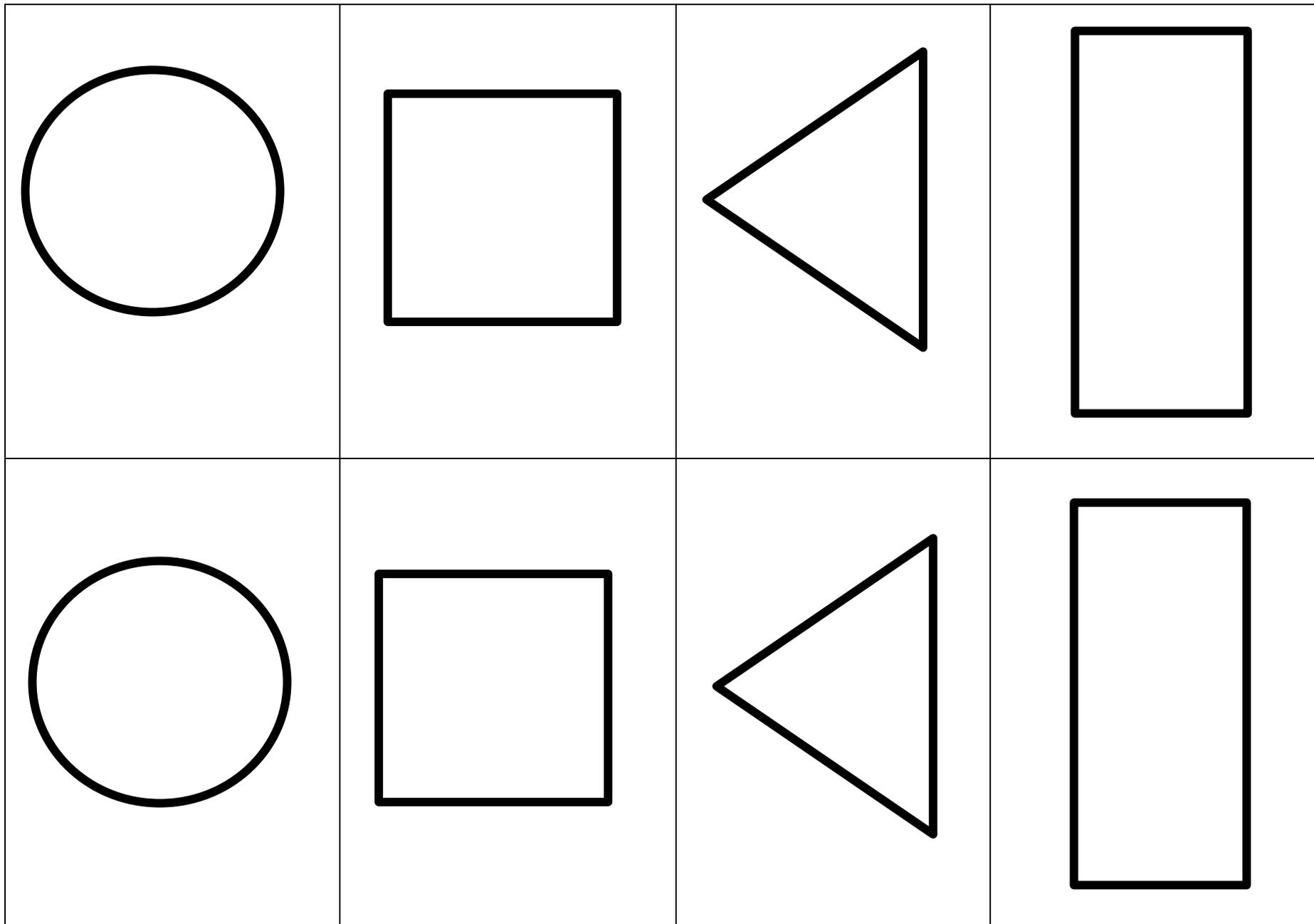| | | |
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