



ESI™ -3

Early Screening Inventory, Third Edition

Score Summary Report

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Child Information		Test Information	
Name:	Child C	Test Date:	10/26/2019
Examinee ID:		Examiner:	Mrs. L
Birth Date:	08/17/2015	Teacher:	Ms. P
Gender:	Female	Form:	Preschool
Child's Age:	4:2	Language of Administration:	English
School:	ABC Preschool	Parent Questionnaire:	Yes

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[ 1.0 / RE1 / QG1 ]

## SUMMARY

The ESI-3 is a brief, individually administered, developmental screening instrument for children ages 3:0-5:11 that is based on sound research and is available in both English and Spanish. A total score reflecting performance across three testing domains (i.e., Visual-Motor/Adaptive, Language and Cognition, and Gross Motor) determines if a child meets the criteria for further evaluation. The ESI-3 is designed to identify children who require more in-depth assessment and who may need special educational services to perform successfully in school.

## OVERALL SCREENING DECISION

**Score** 16

**Decision** Refer

## ESI-3 Preschool Cut Scores

Age	Refer	Rescreen	OK
3:0-3:5	9 or less	10-14	15 or more
3:6-3:11	13 or less	14-15	16 or more
4:0-4:5	18 or less	19-20	21 or more

## ITEM RESPONSES

### Visual-Motor/Adaptive

#### I-A Block Building

- 1. 1
- 2a. NR
- 2b. 1
- 3. 0

#### I-B Copy Forms

- 1. 0
- 2. 1
- 3. 1
- 4. 0

#### I-C Draw a Person

- 1. 0

#### I-D Visual Sequential Memory

- 1a. 1
- 1b. /
- 2a. 2
- 2b. /

### Language and Cognition

#### II-A Number Concept

- 1. 0
- 2a. 2
- 2b. /

#### II-B Verbal Expression

##### Ball

- Name 2
- Color /
- Use 1 /
- Use 2 /
- Use 3 /
- Other correct response 1 2
- Other correct response 2 /
- Other correct response 3 /

##### Button

- Name /
- Color 1
- Use 1 /
- Use 2 /
- Use 3 /
- Other correct response 1 /

Other correct response 2 /  
Other correct response 3 /

### Block

Name 2  
Color /  
Use 1 /  
Use 2 /  
Use 3 /  
Other correct response 1 /  
Other correct response 2 /  
Other correct response 3 /

### Car

Name 2  
Color /  
Use 1 /  
Use 2 /  
Use 3 /  
Other correct response 1 /  
Other correct response 2 /  
Other correct response 3 /

### II-C Verbal Reasoning

1. 0  
2. 0  
3. 0  
4. 0

### II-D Auditory Sequential Memory

1a. Warm-up item  
1b. Warm-up item  
2a. 1  
2b. /  
3a. 0  
3b. 1

### Gross Motor

III-A 1  
III-B 1  
III-C 2  
III-D NR

### Other Information

#### A. Speech Development

1. Yes  
2. Yes  
3. Yes

## COMMENTS

**Please note any concerns about speech or language (including consonant and/or vowel errors).**  
Child C rarely responded with more than one word.

**Overall impression of screening experience and additional comments.**  
Many areas of concern, including language, fine motor, and perceptual performance. Needs follow-up and evaluation.

**End of Report**

SAMPLE

## PARENT-CHILD ACTIVITIES

The activities in this report help foster development of skills assessed by the ESI-3. They are presented by age and ESI-3 domain: Visual-Motor/Adaptive, Language and Cognition, and Gross Motor. Some of the activities can be used in the classroom, others can be shared with parents/caregivers to try at home, and some can be used in both settings as fun ways to engage the child.

### I. Visual-Motor/Adaptive

The Visual-Motor/Adaptive domain assesses fine motor, eye-hand coordination, short-term memory, and drawing skills. Four-year-olds are naturally curious about everything and love to ask questions. They are comfortable with familiar things and relish routine. In addition, they are usually interested in new adventures as long as a parent or friend is nearby. Many four-year-olds are great explorers and enjoy building with a variety of toys and materials, pretending as they play and create. With adult support, they enjoy trying out new ideas and taking on new challenges.

Four-year-olds are making great strides in the development of their fine motor or hand-muscle skills. They are able to use art materials (e.g., brushes, scissors, paste, tape) much more successfully than they could a year ago. They are skillful at using Legos®, peg boards, and other construction materials. They can manipulate smaller puzzle pieces and are able to string beads with ease. They are also gaining greater competence in self-help skills, such as buttoning and zipping their clothing and pouring juice.

**Go to the library.** Help the child find books she'd like to take home.

**Spark her problem-solving sense.** Ask the child to think of ways to do things (e.g., how to draw a boat or make a bridge with Legos®). This will encourage her flow of creative ideas.

**Schedule a vacation together.** Make a calendar that shows how many days until a vacation, and illustrate the plans of the vacation with drawings or pictures cut from a magazine

**Show her the step-by-step scheme.** Help the child see all the steps in an activity, such as choosing a game, inviting people to play, picking the place to play, and cleaning up at the end of the game.

**Help her express herself.** Give the child materials for a collage, and then help her come up with creative ways to show a dream or a special feeling.

**Draw on her experiences.** Give the child colored markers and suggest she create a drawing that tells about a trip to the zoo, a farm, or her grandparents.

**Encourage finger fun.** Provide toys that require the child to use her hands, such as Legos®, puzzles, large stringing beads, or lacing cards.

**Let her draw freely.** Keep unlined drawing paper and crayons available for the child to practice scribbling and creating line drawings. While coloring books are fun and fine, be aware that children will learn more about using pencils and crayons and her own creativity if she can experiment on blank paper rather than trying to color in pre-drawn pictures.

**Collectively create collages.** Use colored paper, snips of fabric, yarn, stickers, old greeting cards, and magazine cut-outs to craft wonderful designs together.

**Have her play with dough.** Make dough for the child so she can roll it, twist it, pound it, flatten it with a small rolling pin, and cut out shapes with cookie cutters.

**Have her pierce the dough.** Give the child things to stick into the dough, such as toothpicks, pipe cleaners, straws, cloves, and pegs.

**Get her hands in the sand.** Put some sand in a flat cookie tray and show the child how to make designs with her fingers.

**Play finger games.** Play "Itsy Bitsy Spider," "Where is Thumbkin?," "10 Little Chipmunks," or another similar game.

**Give her "hand-y tasks."** Let the child help with household chores that will strengthen her hand muscles, such as washing vegetables or dusting furniture.

**Let her dress herself.** Let the child get dressed on her own, and encourage her to unzip, unbutton, and take her coat on and off. At home the child can try it with her shirts, pants, shoes, etc.

**Practice dressing dolls.** Provide doll clothes that have buttons and zippers so the child can practice putting on and taking off the doll's clothes.

**Holiday fun.** With the child, paste together paper chains, or add stickers and lace to Valentines.

**Feed the birds.** Help the child spread peanut butter and bird seed on a pine cone to hang outside for the birds.

## II. Language and Cognition

The items in the Language and Cognition domain focus on comprehension, expression, the ability to reason and count, and the ability to remember auditory sequences. Four-year-olds are just learning how to listen as part of a group. This requires a different kind of concentration than one-on-one conversations with an adult. Understanding what is being said, grasping the ideas in the story, and being able to follow general directions are all skills preschoolers will be sharpening. Four-year-olds are also learning to speak with clarity and to communicate their thoughts. At this point, their pronunciation is generally good enough to be understood easily. They are fascinated with the sound of language and will make up long lists of rhyming words, including rhymes with nonsense words. They may tell jokes that have little or no meaning to adults but that they find hilarious.

Most four-year-olds can usually count from memory (called rote counting) to 10 or even 20. They can also count as many as five objects as they point to each one. They may or may not yet understand the quantity of five (i.e., knowing that when you count five cars you have five cars), and they are still figuring out the meaning of more and less and longer and shorter. They love counting when it's part of a song or a game, but they usually do not like to be quizzed or asked to answer questions about numbers. They begin to feel the power of using numbers to figure things out and solve problems when they can explore and experiment with a variety of materials.

**Have family chats.** Talk with the child about important family events, such as the upcoming visit of a relative.

**Give two-part directions.** The child is now ready to follow two-part directions: "Please look in the closet for the coat, and put it on before you go out to the car."

**Train her ear.** Have her listen to audio stories or recordings of action songs. This will help her listen to details and remember what she hears. Perform the actions with her.

**Do book recaps.** Talk with the child about stories you have read together. Ask her who the characters are, what happened to them, and what her favorite part of the story was.

**Let her tell the story.** Have the child explain what she sees in the illustrations of a book that you are reading together.

**Have two-way talks.** In conversations with the child about events that you have both attended or stories you have read together, discuss ideas equally, rather than just having her answer the questions.

**Let her tell the tale.** Have the child help you tell the rest of the family about the trip to the park that morning or who you saw at the grocery store.

**Be all ears.** Listen carefully to the child when she is talking to you, or tell her you will give her your full attention when you finished with what you are doing at the moment.

**Try some television talk.** Encourage the child to tell you what she did or did not like about a television program you watched together; share your thoughts about the story and characters to help her form her own ideas.

**Build those words.** Encourage the child to ask you about new words she hears. Talk about new words and what they mean. Play a game where you each use the new word in a sentence.

**Name, please.** Encourage the child to use people's names when she is talking to them. For example, "Thank you, Mrs. Martin."

**Block out the numbers.** Build block structures together and count how many short blocks it takes to equal one or two long blocks.

**Hit the road counting.** Count together how many stop signs, traffic lights, or gas stations there are between where you live and the grocery store.

**Cook by numbers.** Decide and count out together how many carrots you will need if everyone in the family is to have one for dinner.

**Play board games.** Play board games where you have to count out squares to move ahead.

**Play card games.** Keep track of how many cards each person has while you play.

**Figure it out, out loud.** Count, for example, the daisies the child brought to you as you place them in water.

**Guesstimate the numbers.** Each of you guesses who has the most of something (green beans for dinner, or crayons in a box), and then count the quantities to know for sure.

**Guesstimate again.** Guess how many dogs or cats you will see on the way to the grocery store, and then keep track of them to see if you were right.

**Read by the numbers.** Find counting books in the library and, as you read them, count the objects in the pictures together.

**Count on life.** As you go about the daily routine, count the number of steps leading upstairs, the number of buttons on her shirt, the number of spoons on the table, etc.

**Tally the digits.** Count out the number of fingers on each hand and then count toes. Talk about having the same number of fingers and toes on each hand and foot.

**Refrigerator learning.** Keep a set of magnetic numbers on the refrigerator to help the child become familiar with the numerals. Put up the numeral for her age, for the days until her birthday or other important events.



### III. Gross Motor

The items in the Gross Motor domain assess the child's gross motor development. The successful acquisition of motor control and skill is necessary for speaking, writing, reading, and other perceptual tasks. Four-year-old children expend a lot of energy through large movement. They do this by playing outside, participating in circle games, engaging in creative-movement activities, throwing, catching, running through obstacle courses, and learning to stop and turn corners on their tricycles. They love skill games, but they are impatient with group games when have to wait their turn. They are eager to participate and have fun.

**Give her room to move.** Make sure the child has outdoor time several times a week.

**Go for a super stroll.** While you take a walk with the child, jump, hop, take extra-long steps, take tiny steps, march, and see who can walk fastest and slowest.

**Hit the playground.** Go several times a month to the playground so she can run, climb, crawl, slide, swing, and balance.

**Play physical games.** Play games like "Simon Says" and "Follow the Leader" and have the child make up her own games as well.

**Toss a beanbag.** Take turns throwing a beanbag into bucket or at a target.

**Play catch.** Use a beanbag or a large rubber ball to play catch.

**Follow the bouncing ball.** Use balloons or a tennis ball to throw, catch, toss in the air, and chase around. Use big balls and small balls to practice bouncing, throwing, catching, kicking, and batting.

**Take the stairs together.** Make a point of walking upstairs rather than using elevators or escalators. This will do both of the bodies some good.

**Dance up a storm.** Use crepe paper streamers or scarves to inspire creative movement.

**Go fly a kite.** There is little else that is more exciting, captivating, and peaceful than flying a kite together.

**Get physical.** Do physical chores together, such as raking leaves, sweeping the floor, making the bed, or carrying the laundry up the stairs.