



ESI™ -3

Early Screening Inventory, Third Edition

Score Summary Report

*Samuel J. Meisels, Dorothea B. Marsden, Laura W. Henderson, and Martha Stone Wiske*

Child Information		Test Information	
Name:	Child F	Test Date:	09/30/2019
Examinee ID:		Examiner:	Ms. O
Birth Date:	03/28/2014	Teacher:	Mr. H
Gender:	Female	Form:	Kindergarten
Child's Age:	5:6	Language of Administration:	English
School:	XYZ School	Parent Questionnaire:	Yes

Copyright © 2019 NCS Pearson, Inc. All rights reserved. Portions of this work were previously published.

**Warning:** This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

**Pearson, ESI,** and the **ESI logo** are trademarks, in the US and/or other countries, of Pearson plc, or its affiliates.

[ 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** 21  
**Decision** Rescreen

### ESI-3 Kindergarten Cut Scores

Age	Refer	Rescreen	OK
4:6-4:11	12 or less	13-17	18 or more
5:0-5:5	15 or less	16-19	20 or more
5:6-5:11	18 or less	19-22	23 or more

## ITEM RESPONSES

### Visual-Motor/Adaptive

#### I-A Block Building

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

#### I-B Copy Forms

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

#### I-C Draw a Person

- 1. 2

#### I-D Visual Sequential Memory

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

### Language and Cognition

#### II-A Number Concept

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

#### II-B Verbal Expression

##### Ball

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

##### Button

- Name 2
- Color 1
- Shape 2
- Use 1 /
- Use 2 /
- Use 3 /

Other correct response 1 2  
Other correct response 2 1  
Other correct response 3 /

### Block

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

### Car

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

### II-C Verbal Reasoning

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

### II-D Auditory Sequential Memory

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

### Gross Motor

III-A 1  
III-B 2  
III-C 0

### 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).**  
No comments were provided.

**Overall impression of screening experience and additional comments.**

Overall performance is good - attentive - tries everything

Chats easily - seemed comfortable

If screen on Friday instead of Monday, would have been in age group 5:0-5:5 and would have scored OK.

No concerns.

**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. Five-year-olds are likely to have several favorite activities, but, with some encouragement, they will try new ones as well. As with most Kindergartners, a child may become frustrated or give up when he or she encounters a difficult problem, such as putting a roof on a block building, folding paper a certain way, or drawing a particular animal. However, with help and encouragement the child will likely experiment with problem-solving and stick with a challenge until a solution is found. By doing this, the child begins to learn the important concept that making mistakes is a part of learning.

Five-year-olds develop increased dexterity as they use the small muscles of their hands and fingers. They are now able to manage tasks (for example, tying shoes, cutting up food, or pouring milk) that would have been too difficult for them at age four. (Remember, some five-year-olds may have difficulty with these tasks, as there is wide range of skill level among children this age). More and more they enjoy working on puzzles, building things with small pieces, and completing craft projects, and it's now easier for them to use pencils, pens, and markers.

**Ask the child questions.** When you question the child about things that interest her, you help her learn how to recall events that have happened and express what she thought about them.

**Keep challenges coming.** Engage the child in playing new games, reading a variety of books, or planning new activities to keep her active mind stimulated and reaching for more.

**Teach her to think twice.** Encourage the child to think of more than one way to do things, such as coming up with two ways to mix eggs, or different ways to walk from home to the park.

**Help the child take the next step.** Suggest ways that she can extend projects she has started, such as adding a new part to a block building, bringing a different color into her drawing, using paste to attach a cut-out to a background, or adding a briefcase to her dress-up for "going to work."

**Teach the child how to master new skills.** Teach the child how to cut out cookie dough, fold napkins for dinner in a new way, use stickers on cards to make place cards for a special meal, etc.

**Have her be teacher for a day.** Play school with the child, letting her be the teacher, so she can explain to you what you need to learn.

**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.

**Give her good jobs.** Ask her to do chores involving fine motor skills, such as setting the table, pouring her milk, or washing vegetables.

**Work with tools.** Teach the child how to do simple carpentry tasks by working on things she enjoys, such as making a bird feeder to put outside the window.

**Bring out the chef in her.** Cook together (e.g., make scrambled eggs and let her crack open the eggs and mix them with a fork or whisk).

**Bring out the tailor in her.** Do some simple sewing projects together (e.g., stitch around two squares of cloth to make a stuffed pillow for her bed, or work on a costume).

**Inspire the child to write or draw.** Each day suggest various topics, such as drawing what she dreamed about last night, "writing" a letter to Grandma telling her about the flowers in the yard, or drawing pictures of her family or favorite toys.

**Construct with paper.** Make designs with cut-out colored pieces of paper.

**Construct with Legos®.** Encourage her to build specific structures, such as a bridge or a barn.

**Make little people.** Together, create your own paper people by cutting out images from magazines and then drawing and cutting out clothes for them.

**Play cards.** Try games, such as "Concentration," in which she has to pick up and turn over cards, or "Old Maid" or "Go Fish," in which she must hold cards in her hand and place cards on the table in piles.

**Work trickier puzzles.** Find some jigsaw puzzles with smaller pieces than she is accustomed to, and then encourage her to fit the pieces together herself.

## 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. Kindergartners love to talk and be listened to. They listen with relish when they are interested in what is being said. They are able to focus attention on casual conversations, stories read aloud, television, videos, and spoken directions. Most of what they say is clear, but it is not unusual for them to continue mispronouncing a few sounds. They are learning many new words, and they love to test them out. Making up words or silly rhymes and listening to the sound of them as they repeat them over and over is something most children of this age really enjoy.

Counting objects may be more difficult than reciting numbers and takes practice. Once children understand that counting and quantity are related, they can begin comparing amounts (e.g., 5 apples is more than 3 apples).

**Converse with her often.** Take turns listening and talking so the child has the opportunity to listen with understanding.

**Talk to her.** Let her know she's a part of family discussions by talking directly to her.

**Play word games.** Play word games in which you and the child create rhymes or discover what the other is looking at by asking questions and guessing from the clues.

**Play listening-concentration games.** Play "Simon Says," "In my bag I packed a . . .," or another similar game.

**Make reading a creative guessing game.** When you ask the child to guess what the book's character will do next or to make up a different ending, you promote her imaginative thinking.

**Give multi-part directions.** Offer the child clear directions consisting of several steps, and then ask her to repeat them before she carries them out.

**Train her about telephone talk.** Teach the child telephone manners (e.g., the right way to say hello, how to respond to the caller's questions), and let her answer the phone.

**Tell chain tales.** Make up stories together where the child listens to a part, adds on her part, and then listens to you again, and so on. This will help develop both her memory and her imagination.

**Tell a true story together.** Ask the child to help you tell the rest of the family about who you saw at the store or about a funny thing that happened on the way to school today.

**Listen to nature's sounds together.** Listen to the wind, rustling leaves, or insects' calls; or help the child identify birds by their songs.

**Record the sounds of life (both inside and outside the home).** Play them for the child and ask her to identify the sounds; then ask her to record sounds for you to identify.

**Hear the music.** Discuss the different sounds and various rhythms and dance to the music. By doing this, you will help the child hear the difference among a variety of sounds, respond to different kinds of rhythms, and learn to interpret the messages in music.

**Sing, recite, and rhyme.** Take every opportunity to sing songs, recite poems, and make up rhymes together. This will train the child's ear for the rhythm of words and language.

**Script chats.** Engage in pretend conversations with the child. The goal is to help her learn to respond meaningfully when people ask her questions, give her compliments, or ask her to do things.

**Count out loud.** While going about your daily routine, count the plates, forks, and spoons as you set the table, the steps as you take the stairs, the socks as you put them in the washer, and so on. When you do this you help the child learn counting and one-to-one correspondence in a natural way rather than out of context.

**Let the child pick fruit.** Have the child count out the number of apples or oranges you want at the grocery store.

**Solve problems on the plate.** Ask the child, "How many cookies should I put on the plate so that everyone can have two?"

**Cook by numbers.** How many potatoes will you wash for dinner? Two for Dad and one each for everyone else.

**Dress by numbers.** Encourage the child to count the buttons on her shirt or sweater as she gets dressed.

**Pack in numbers.** Let the child help you figure out how many pairs of socks you must pack to take to Grandma's if you are going to stay for five days.

**Play counting games on car trips.** Have the child count the number of cows on the way to Grandma's house or the number of traffic lights between home and the store.

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

**Count the mail.** Ask, for example, "How many catalogs came today?"

**Sort leaves.** While on a walk together, collect leaves, and at home, divide them into piles of five leaves each.

**Play counting games.** Play games with the child that involve counting, moving a certain number of spaces, or matching numbers of dots on the dice.

**Surf for numbers on the Internet.** Download some public-domain computer games from the Internet that will help the child master counting objects and recognizing number symbols.

### 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. Kindergarteners are on the move; they never seem to stop. Whether running, jumping, spinning, climbing, or dancing, they are eager to do things fast and are always busy practicing different movements and trying out new ways of using their bodies. They love physical challenges!

**Give her room to move.** Encourage active play every day in the neighborhood, the yard, or in an organized sports program.

**Jump together.** Try jumping rope with her, going fast or slow, moving forward, or standing in place.

**Play ball.** Practice throwing and catching together. You can even use a mitt and practice batting.

**Get out the bikes.** Go on short bike rides with the child. Maybe plan to ride to a special park for a weekend picnic.

**Go for strolls.** Take evening walks with the child on a regular schedule.

**Challenge her.** Encourage the child to reach new physical goals (e.g., hopping on one foot 50 times, leaping over big boxes, walking up the stairs backwards).

**Let her help you with physical chores.** Ask the child to take out the trash or vacuum the rug, and encourage her to help with outside work, such as raking leaves or shoveling snow.

**Shoot hoops.** Set up a basketball hoop that is lower than standard height, and practice throwing baskets together.

**Send her out to play.** Encourage the child to play outside in the fresh air and open space. If possible, set up a swing set or rope and tire swing in the yard, or fashion a climbing bar or maze or balance beam to offer her playtime challenges.

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

**Share sports.** Engage in activities you both enjoy, such as swimming, rollerblading, or ice skating.

**Dance with props.** Use crepe paper streamers or scarves to inspire creative movement.

**Look for movement opportunities.** Walk up the stairs instead of using the elevator or escalator.