



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.