



ESI™ -3

Early Screening Inventory, Third Edition

Score Summary Report

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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

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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** 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).