



Early Screening Inventory-Revised™
Meisels, Marsden, Wiske, and Henderson
Score Sheet for Ages 3:0 through 4:5 Years
2008 Edition

Total Screening Score:	
Refer ☐ Rescreen ☐ OK ☐	

Male ☐ Female ☐

Child: _____

PRE-SCHOOL

3:0-4:5

Examiner: _____

Date of Screening: _____

School: _____

Date of Birth: _____

For detailed
administration
directions, consult
the ESI-R Examiner's
Manual

Teacher: _____

Current Age: _____

Parent Questionnaire completed? Yes ☐ No ☐

Rounded Age: _____

YEAR MONTH DAY

YEAR MONTH DAY

Visual-Motor/Adaptive

I-A BLOCK BUILDING

PASS FAIL REFUSE

1. Tower

Put 9 blocks on the child's construction paper.

Here are some blocks for us to play with. Let's build a tower. See how high you can make it go. Use all the blocks.

If the child hesitates, demonstrate with 2 or 3 blocks. Take your model apart and give all the blocks to the child. If the tower falls, give one more opportunity, saying,

Try again.



Comments:

Tower of 9 blocks that stands on its own

1

F

R

2. Bridge From Model (build behind a screen)

Now I'm going to build a bridge.

Place the screen so the child cannot see what you are doing. Build the bridge behind it, and then remove the screen.

Take a good look at this one.

Leave the model in plain view. Put 3 blocks on the child's construction paper.

Now you make one just like mine.

When the child seems finished:

Are you finished?



Bridge with gap wide enough for a pencil to pass through

2

F

R

- If failed or refused, do Bridge by Imitation (build without a screen):

Take apart your model and remove the child's blocks.

Watch how I make this one.

On your paper, construct the bridge (without a screen). Put 3 blocks on the child's construction paper and say,

Now you make one just like mine.

When the child seems finished:

Are you finished?

- If failed or refused, go to I-B, Copy Forms

Bridge with gap wide enough for a pencil to pass through

or 1

F

R

PEARSON

Copyright © 2008 NCS Pearson, Inc. All rights reserved.



TOTAL this page

Product Number 1572120797

I•A BLOCK BUILDING (continued)

Visual-Motor/Adaptive

PASS	FAIL	REFUSE
------	------	--------

! AGES 4:0-4:5 ONLY:

Comments

3. Gate by Imitation (Build without a screen)

Put 5 blocks on your construction paper.

Now I'm going to build a gate. Watch how I make this one.

Build the gate (without a screen). Leave your gate standing, and place 5 blocks on the child's construction paper.

Now you make one just like mine.

When the child seems finished:

Are you finished?



Gate angled block does not touch surface

1	F	R
---	---	---

I•B COPY FORMS

Visual-Motor/Adaptive

Give the child a piece of white, unlined paper and a pencil without an eraser.

Now we'll play some drawing games.

Draw or present each figure, saying:

Draw one just like this on your paper.

If the child asks, the child may have a second trial; score the better drawing.

See manual for scoring rules.

1. On your paper, draw a vertical line (|) toward the child.

2. On your paper, draw a horizontal line (—).

• Put your sheet of paper aside.

3. Lay the card with the circle (○) flat on the table.

4. Lay the card with the cross (+) on top of the circle card.

I•C DRAW A PERSON (DAP)

Visual-Motor/Adaptive

! AGES 4:0-4:5 ONLY:

Use other side of clean white paper.

Draw a picture of a person—a boy or a girl.

When the child seems finished:

Are you finished?

Write the child's name on the paper.

See manual for scoring rules.

Recognizable person, with 5 or more body parts

Recognizable person, with 3 or 4 body parts

2	F	R
---	---	---

or 1

TOTAL this page

PASS	FAIL	REFUSE
------	------	--------

1. 2-Card Sequence: Trial 1

Take out a **cup** card and a **duck** card.

Now we're going to play a pointing game with these pictures.

I'm going to put this one (cup) here and this one (duck) here.

As you talk, lay the cards down facing the child, as shown.

Look at them carefully and remember where they are—this one is here (point to cup), and this one is here (point to duck).

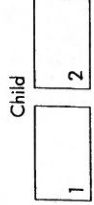
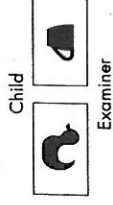
Now I'll turn them over.

Turn the cards over. Now put the second **duck** (#1) card on the table (as shown).

Point to the card that has a picture just like this.

After the child responds, put the second **cup** (#2) card on top of the face-up **duck** card.

Point to the card that has a picture just like this.



Both pictures correct

1 F R

• If Trial 1 is failed, give Trial 2:

Remove all cards. Take out a **duck** card and a **cup** card.

Now we'll try it a different way.

Place cards on the table in this order and repeat the directions given for Trial 1. After turning the cards over, present the **duck** (#1) card first, then the **cup** (#2) card.



Both pictures correct

or 1 F R

• If both trials are failed, go directly to II•A, Number Concept.

2. 3-Card Sequence: Trial 1

Take out one of each picture card (**cup**, **duck**, and **house**).

Now we'll try it a different way.

Lay out cards as shown. Follow the same instructions as for 2-Card Sequence.

After turning the cards over, show cards for pointing in numerical order (#1 **duck**; then #2 **cup**; then #3 **house**), saying with each card:

Point to the card that has a picture just like this.



All 3 pictures correct

2 F R

• If Trial 1 is failed, give Trial 2:

Repeat the Trial 1 procedure, but lay out the cards like this:



All 3 pictures correct

or 2 F R

II•A NUMBER CONCEPT

Language and Cognition

1. Estimating Number

Put 2 blocks in your hand and place your hand palm up on the table.



How many blocks do I have in my hand?

If the child begins counting:

Tell me without counting.

Comments:

PASS	FAIL	REFUSE
------	------	--------

Child says "2" without counting

1

F

R



AGES 4:0-4:5 ONLY:

2. Block Counting

Place 5 blocks randomly not touching one another on the child's construction paper.



Count these blocks. Point to each one and count out loud so that I can hear you.

The child may rearrange the blocks.

If the child does not count 5 blocks correctly without assistance:

Remove 2 of the blocks.



Count these blocks. Point to each one and count out loud so that I can hear you.

Counts 5 blocks correctly with 1:1 correspondence without assistance

2

F

R

Counts 3 blocks correctly with 1:1 correspondence without assistance

or 1

F

R

II•B VERBAL EXPRESSION

Language and Cognition

Now I have some things I want you to tell me about.

1. Put the ball on the table.



Tell me all about this.

If the child demonstrates without using words:

Tell me with your words.

If the child hesitates or responds with a single reply, prompt once:

Tell me more about it.

Record all responses up to this point on the next page in the Spontaneous Responses (2-point) column.

If the child has not responded to all 3 categories (Name, Color, Use), prompt only once for each missing category:

Name: **What is it?** or

What do you call it?

Color: **What color is it?**

Use: **What do you use it for?** or

What can you do with it?

Record **all** responses after you have asked **any** of these questions in the Elicited Responses (1-point) column on the next page.

2-4. Repeat for **button, block, and car.**



SCORING: See Examiner's Manual for scoring criteria.

TOTAL this page

RESPONSE TABLE

Object **Spontaneous Responses (2 pts)** **Elicited Responses (1 pt)**

Ball



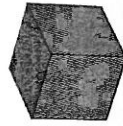
Name
Color
Use

Button



Name
Color
Use

Block



Name
Color
Use

Car



Name
Color
Use

Enter points in appropriate boxes in scoring grid below
(Spontaneous = 2 points, Elicited = 1 point)

Object	Name	Color	Use Give credit for up to 2 responses	Other Give credit for up to 2 responses	Object Total
Ball					
Button					
Block					
Car					
Total Points					

**Circle Score
based on
Total Points**

Total Points	Score
0-3	0
4-11	1
12-20	2
21+	3

TOTAL (Score) this page

III•A JUMP

Gross Motor

PASS	FAIL	REFUSE
------	------	--------

Secure a 6-ft long, 1-in. wide tape to the floor.

Now we're going to play some standing-up games.

Let's see you jump over the line like this

Comments:

Demonstrate jumping over the tape, both feet at the same time. Repeat if necessary.

2-footed jump clearing the line, both feet leaving the ground and landing on the other side at the same time	1	F	R
--	---	---	---

III•B WALK ON THE LINE

Gross Motor

Now let's see you walk on this line. Walk from this end to that end. Try to keep both feet on the line, like this.

Demonstrate walking the line as you give the direction.

All steps on the line (at least part of the foot touching the tape)	2	F	R
All but 1 or 2 steps on the line	or 1		

III•C BALANCE

Gross Motor

The child should not be close to anything to hold onto or lean against.

Now I want to see you stand on one foot like this while I count to 5.

Demonstrate briefly. As soon as the child lifts one foot, count out loud to 5 at 1-second intervals. The child may have up to 3 trials on each foot.

Now stand on the other foot while I count to 5.

5 seconds on each foot	2	F	R
3+ seconds on either foot	or 1		

III•D HOP

Gross Motor

! AGES 4:0-4:5 ONLY:

I want to see you hop 5 times on one foot.

Demonstrate if the child hesitates. Count the number of hops out loud as the child hops. If less than 5, give a second or third trial.

Now hop 5 times on the other foot.

Count the number of hops out loud as the child hops. Give up to 3 trials if necessary.

5 hops on each foot	2	F	R
3+ hops on either foot	or 1		

TOTAL this page

IV OTHER INFORMATION — not scored

A. Speech Development

1. Is speech free of articulation errors? Yes ☐ No ☐
2. Is speech intelligible within context? Yes ☐ No ☐
3. Is speech intelligible outside of context? Yes ☐ No ☐

B. Please note any concerns about speech or language (including consonant and/or vowel errors):

C. Overall impression of screening experience and additional comments:

Do not score if there are 4+ refusals.

1. Record total screening score
2. Check child's age
3. Circle Screening Decision

TOTAL screening Score



ESI•P Cutoff Scores

Age Range	Refer	Rescreen	OK
3:0–3:5	8 or less	9–13	14 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

Circle Screening Decision

REFER RESCREEN OK

PEARSON

Pearson Executive Office 5601 Green Valley Drive Bloomington, MN 55437 800.627.7271 www.PsychCorp.com

Copyright © 2008 NCS Pearson, Inc. All rights reserved.

Warning: No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the copyright owner.

Early Screening Inventory-Revised, ESI•R, ESI•P, the ESI•R and ESI•P logos, Pearson, the PSI logo, and PsychCorp are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s).

Printed in the United States of America.

