



# Early Screening Inventory-Revised™

Meisels et al.

Score Sheet for Ages 3.0 to 4.6 Years

Child: \_\_\_\_\_

Male ☐ Female ☐

Examiner: \_\_\_\_\_

Date of Screening: \_\_\_\_\_

School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Teacher: \_\_\_\_\_

Current Age: \_\_\_\_\_

Parent Questionnaire completed? Yes ☐ No ☐

Rounded Age: \_\_\_\_\_

Total Screening Score: \_\_\_\_\_

Refer ☐

Rescreen ☐

OK ☐

For detailed administration directions, consult the ESL.P Examiner's Manual

**PRESCHOOL**  
**3-4 1/2**

## I VISUAL-MOTOR/ADAPTIVE

### A Warm-Up With 9 Blocks/Block Building

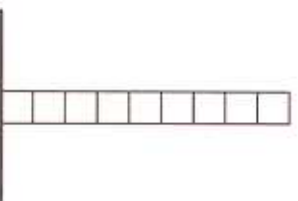
#### 1 Tower

*Put 9 blocks on a piece of 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 child is hesitant, demonstrate with 2 or 3 blocks. Take your example apart and give all the blocks to the child.*

*If tower falls, give child one more opportunity, saying, Try again.*



Tower of 9 blocks

Circle Points, or F, or R

Points

Fail

Refuse

#### 2 Bridge from model (build bridge behind a screen)

*Build on construction paper.*

Now I'm going to build a bridge. Make bridge behind screen.

*Remove screen.*

Take a good look at this one.

Now you make one just like mine. Give child 3 blocks.

*When child seems finished. Is that just like the one I made?*

*Gap must be wide enough for a pencil to pass through.*



Bridge from model

2

F

R

Comments

# I VISUAL-MOTOR/ADAPTIVE continued

Circle Points, or F, or R

CONTINUOUS

## A Block Building continued

2 or, if fails — Bridge by imitation (build bridge without a screen)

Watch how I make this one. Construct bridge

Now you make one just like mine. Give child 3 blocks.

When child seems finished: Is that just like the one I made?

or Bridge by imitation

or 1 F R

3 4 YEAR OLDS ONLY — Gate by imitation (build gate without a screen)

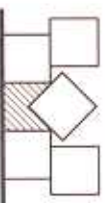
If child failed both Bridge building tasks, go directly to Copy Forms

Now I'm going to build a gate.

Watch how I make this one. Construct gate.

Now you make one just like mine. Give child 5 blocks.

When child seems finished: Is that just like the one I made?



Gate by imitation

1 F R

## B Copy Forms

Now let's play some drawing games. Give child plain white paper and a pencil without an eraser.

Draw one just like this on your paper. Child may have a second trial. Score the best drawing.

1 Imitate | Examiner demonstrates on separate piece of paper

2 Imitate — Examiner demonstrates on separate piece of paper

3 Copy ○

4 Copy +

1 F R

1 F R

1 F R

1 F R

## C 4 YEAR OLDS ONLY — Draw A Person (DAP)

Use clean side of plain white paper.

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

When child seems finished: Are you finished?

Draw A Person — 5 or more body parts

or — 3 or 4 body parts

2 F R

or 1 F R

# I VISUAL-MOTOR/ADAPTIVE continued

Circle Points, or F, or R

Comments

## D Visual Sequential Memory

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. Lay down cards facing child, as shown at right.




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.

Point to the card that has a picture just like this. Lay cards flat on the table. Always show cards for pointing in numerical order (1-duck, 2-cup, 3-house).

1  

or, if fails  

If child fails both trials, go directly to Number Concept

Now we'll try it a different way.

2   

or, if fails   

## II LANGUAGE AND COGNITION

### A Number Concept

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 child begins counting: Tell me without counting.

2 Blocks

1 F R

2 4 YEAR OLDS ONLY — Counting 5 Blocks

Count these blocks. Point to each one and count out loud so that I can hear you. Place 5 blocks in random order on a piece of construction paper. Blocks should not touch each other. Child may rearrange blocks when counting.

5 Blocks

2 F R

or, if fails — 3 Blocks

or 1 F R



## II LANGUAGE AND COGNITION continued

### B Verbal Expression

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

**Tell me all about this. Give child object.**

*Record child's responses in spaces at right.*

*If child demonstrates without using words: Tell me with your words.*

*If child hesitates or responds with single reply, prompt once: Tell me more about it.*

*If child has not responded to all three categories, elicit a response with the following question(s), as needed (ask each prompt question only once per object):*

*Name: What is it? (or What do you call it?)*

*Color: What color is it?*

*Use: What do you use it for? (or What do you do with it?)*

*Scoring the child's responses:*

*Enter 2 points in appropriate box below for each spontaneous correct response;*

*Enter 1 point in appropriate box below for each correct response elicited with a specific question.*

**Enter scores in appropriate boxes in scoring grid below.**

		Use	Other	Object Total
Object	Name	Give credit for up to 3 responses	Give credit for up to 3 responses	
Ball				
Button				
Block				
Car				
Object Total Score:				

Record Child's Spontaneous Responses  
(2 points each)

Record Responses Elicited by Examiner  
(1 point each)

Ball:	Ball:
Button:	Button:
Block:	Block:
Car:	Car:

**Using the Object Total Score, circle the ESI-P points received on the chart at right.**

Circle ESI-P Points Received based on Object Total Score	
Object Total Score	ESI-P Points Received
0 - 3	0
4 - 11	1
12 - 20	2
21 +	3

## II LANGUAGE AND COGNITION continued

Circle Points, or F, or R

(Comments)

### C Verbal Reasoning

Now we're going to play another talking game.  
Listen carefully and finish what I am saying.

1 Brother is a boy; sister is a \_\_\_\_\_.

1 F R

*If child fails or does not respond, say the completed sentence:  
Brother is a boy; sister is a girl. (for this sentence only)*

2 A horse is big; a mouse is \_\_\_\_\_.

1 F R

3 A table is made of wood; a window is made of \_\_\_\_\_.

1 F R

4 A bird flies; a fish \_\_\_\_\_.

1 F R

### D Auditory Sequential Memory

Now I'm going to say some numbers. Listen carefully and when I'm all through, you say the same numbers that I said. *Say the digits slowly and clearly.*

1 4

0 F R

*or, if fails* 8

*or* 0 F R

2 9, 3

1 F R

*or, if fails* 2, 6

*or* 1 F R

*If child fails both 2-digit series, go directly to Gross Motor*

3 5, 1, 6

1 F R

*or, if fails* 6, 2, 8

*or* 1 F R

### III GROSS MOTOR

Circle Points, or F, or R

#### A Jump

Secure a 6-foot long, 1-inch 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. Demonstrate jumping over the line.

2-footed jump clearing the line

1 F R

#### B Walk On The Line

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

All steps on the line

2 F R

or Only 1 or 2 steps off the line

or 1 F R

#### C Balance

Now I want to see if you can stand on one foot like this while I count to 5. Demonstrate briefly. Count out loud to 5 slowly at 1-second intervals.

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

Child may bare up to 3 trials on each foot.

5 seconds on each foot

2 F R

or 3 or 4 seconds on either foot

or 1 F R

#### D 4 YEAR OLDS ONLY — Hop

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

If child hesitates, demonstrate hopping.

Now hop 5 times on the other foot.

Child may bare up to 3 trials on each foot.

5 hops on each foot

2 F R

or 3 or 4 hops on either foot

or 1 F R

Comments

Total Screening Score:

#### 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:

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