ESI P (Ages 3.0-4.5) – For use in P3 Classrooms

ESI-P Task	Possible Work Sampling Indicator(s)*
I.A.1 – Tower	II.A.2 – Follows two-step directions
I.A.2 – Bridge from Model	VII.B.2 – Uses eye-hand coordination to perform simple tasks
I.B.1-4 – Copy Forms	VII.B.2 – Uses eye-hand coordination to perform simple tasks
	VII.B.3 – Explores the use of various drawing and art tools
	II.A.2 – Follows two-step directions
I.C – Draw a Form	II.D.1 – Represents stories through pictures, dictation, and play
	II.D.2 – Uses scribbles and unconventional shapes to write
	VII.B.2 – Uses eye-hand coordination to perform simple tasks
	VII.B.3 – Explores the use of various drawing and art tools
	II.A.2 – Follows two-step directions
I.D.1 – 2-Card Sequence	VII.B.2 – Uses eye-hand coordination to perform simple tasks
I.D.2 – 3-Card Sequence	II.A.1 – Gains meaning by listening
	II.A.2 – Follows two-step directions
II.A.1 – Estimating Numbers	III.A.1 – Shows interest in solving problems
	III.A.3 – Uses words and representations to describe mathematical ideas
	III.B.1 – Shows interest in counting
	III.B.2 – Shows interest in quantity
II.A.2 – Block Counting	III.A.1 – Shows interest in solving problems
	III.A.3 – Uses words and representations to describe mathematical
	III.B.1 – Shows interest in counting
	III.B.2 – Shows interest in quantity
	VII.B.2 – Uses eye-hand coordination to perform simple tasks
II.B – Verbal Expression	II.B.1 - Speaks clearly enough to be understood by most listeners
	II.B.3 – Uses expanded vocabulary and language for a variety of purposes
II.C – Verbal Reasoning	II.B.1 - Speaks clearly enough to be understood by most listeners
	II.B.3 – Uses expanded vocabulary and language for a variety of purposes
	V.D.1 – Shows beginning awareness of their environment
II.D – Auditory Sequential	II.A.1 – Gains meaning by listening
Memory	II.A.2 – Follows two-step directions
	II.B.1 - Speaks clearly enough to be understood by most listeners
III.A – Jump	II.A.2 – Follows two-step directions
III.B – Walk on the Line	VII.A.1 – Moves with some balance and control
III.C – Balance	VII.A.2 – Coordinates movements to perform simple tasks
III.D – Hop	
Indicators that may be reflect	ted throughout the assessment tasks:

Indicators that may be reflected throughout the assessment tasks:

- I.A.1 Demonstrates self-confidence
- I.C.1 Shows curiosity as a learner
- I.C.2 Attends briefly and seeks help when encountering a problem
- I.C.3 Approaches play with purpose and inventiveness
- I.D.2 Interacts with familiar adults
- II.A.1 Gains meaning by listening
- II.A.2 Follows two-step directions
- II.B.1 Speaks clearly enough to be understood by most listeners

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^{*}Correlated with the *Preschool-3 Developmental Checklist*, Work Sampling 5th Edition

ESI P (Ages 3.0-4.5) - For use in P4 Classrooms

ESI-P Task	Possible Work Sampling Indicator(s)*
I.A.1 – Tower	VII.B.2 – Uses eye-hand coordination to perform tasks
I.A.2 – Bridge from Model	
I.B.1-4 – Copy Forms	VII.B.2 – Uses eye-hand coordination to perform tasks
	VII.B.3 – Shows beginning control of writing, drawing, and art tools
I.C – Draw a Form	II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning
	VII.B.2 – Uses eye-hand coordination to perform tasks
	VII.B.3 – Shows beginning control of writing, drawing, and art tools
I.D.1 – 2-Card Sequence	VII.B.2 – Uses eye-hand coordination to perform tasks
I.D.2 – 3-Card Sequence	
II.A.1 – Estimating Numbers	III.B.1 – Begins to use simple strategies to solve mathematical problems
II.A.2 – Block Counting	III.A.1 – Begins to use make sense of problems and uses simple strategies to
	solve them
	III.B.1 – Counts with understanding
	III.B.2 – Shows beginning understanding of number and quantity
	VII.B.2 – Uses eye-hand coordination to perform tasks
II.B – Verbal Expression	II.B.1 – Speaks clearly enough to be understood without contextual clues
	II.B.3 – Uses expanded vocabulary and language for a variety of purposes
II.C – Verbal Reasoning	II.B.1 – Speaks clearly enough to be understood without contextual clues
	II.B.3 – Uses expanded vocabulary and language for a variety of purposes
	V.D.2 – Shows an awareness of the environment
II.D – Auditory Sequential	II.B.1 – Speaks clearly enough to be understood without contextual clues
Memory	II.B.2 – Uses expanded vocabulary and language for a variety of purposes
III.A – Jump	II.A.2 – Follows two- or three-step directions
III.B – Walk on the Line	VII.A.1 – Moves with balance and control
III.C – Balance	VII.A.2 – Coordinates movements to perform simple tasks
III.D – Hop	
III.D – Hop	

Indicators that may be reflected throughout the assessment tasks:

- II.A.1 Gains meaning by listening
- II.A.2 Follows two- or three-step directions
- I.C.1 Shows eagerness and curiosity as a learner
- I.C.2 Attends to tasks and seeks help when encountering a problem
- I.C.3 Approaches tasks with flexibility and inventiveness
- I.D.2 Interacts easily with familiar adults

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^{*}Correlated with the *Preschool-4 Developmental Checklist*, Work Sampling 5th Edition

ESI K Screener (4.6-5.11) For use in P4 Classrooms

I.A.1 – Tower I.A.2 – Gate from Model I.B.1-4 – Copy Forms VII.B.2 – Uses eye-hand coordination to perform tasks I.C – Draw a Person VII.B.3 – Shows beginning control of writing, drawing, and art tools I.C. – Draw a Person II.D.1 – Represents ideas and stories through pictures, dictation, and play II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning VII.B.1 – Uses emerging strength and control to perform tasks VII.B.2 – Uses eye-hand coordination to perform tasks II.D.1 – 2-Card Sequence VII.B.3 – Shows beginning control of writing, drawing, and art tools II.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.2 – Uses eye-hand coordination to perform tasks III.B.3 – Verbal Expression II.B.4 – Speaks clearly enough to be understood without contextual clues II.B.4 – Uses expanded vocabulary and language for a variety of purposes II.B.5 – Uses expanded vocabulary and language for a variety of purposes II.B.5 – Uses expanded vocabulary and language for a variety of purposes II.B.6 – Verbal Reasoning II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary enough to be understood witho	ESI-K Task	Possible Work Sampling Indicator(s) *
I.B.1-4 - Copy Forms	I.A.1 – Tower	VII.B.2 – Uses eye-hand coordination to perform tasks
VII.B.3 – Shows beginning control of writing, drawing, and art tools I.C – Draw a Person II.D.1 – Represents ideas and stories through pictures, dictation, and play II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning VII.B.1 – Uses emerging strength and control to perform simple tasks VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence II.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.1 – Speaks clearly enough to be understood without contextual clues III.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	I.A.2 – Gate from Model	
II.D.1 – Represents ideas and stories through pictures, dictation, and play II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning VII.B.1 – Uses emerging strength and control to perform simple tasks VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	I.B.1-4 – Copy Forms	VII.B.2 – Uses eye-hand coordination to perform tasks
II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning VII.B.1 – Uses emerging strength and control to perform simple tasks VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence VII.B.2 – Uses eye-hand coordination to perform tasks II.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		VII.B.3 – Shows beginning control of writing, drawing, and art tools
VII.B.1 – Uses emerging strength and control to perform simple tasks VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence II.D.2 – 3-Card Sequence III.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	I.C – Draw a Person	II.D.1 – Represents ideas and stories through pictures, dictation, and play
VII.B.2 – Uses eye-hand coordination to perform tasks VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence I.D.2 – 3-Card Sequence II.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B.2 – Uses eye-hand coordination to perform tasks II.B.3 – Uses eye-hand coordination to perform tasks II.B.4 – Speaks clearly enough to be understood without contextual clues II.B.5 – Uses expanded vocabulary and language for a variety of purposes III.F.5 – Begins to recognize and describe the attributes of shapes		II.D.2 – Uses letter-like shapes, symbols, and letters to convey meaning
VII.B.3 – Shows beginning control of writing, drawing, and art tools I.D.1 – 2-Card Sequence VII.B.2 – Uses eye-hand coordination to perform tasks I.D.2 – 3-Card Sequence III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		VII.B.1 – Uses emerging strength and control to perform simple tasks
I.D.1 – 2-Card Sequence VII.B.2 – Uses eye-hand coordination to perform tasks I.D.2 – 3-Card Sequence III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		VII.B.2 – Uses eye-hand coordination to perform tasks
II.A.1 – Block Counting III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		VII.B.3 – Shows beginning control of writing, drawing, and art tools
III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	I.D.1 – 2-Card Sequence	VII.B.2 – Uses eye-hand coordination to perform tasks
solve them III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	I.D.2 – 3-Card Sequence	
III.B.1 – Counts with understanding III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	II.A.1 – Block Counting	· · · · · · · · · · · · · · · · · · ·
III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		
VII.B.2 – Uses eye-hand coordination to perform tasks II.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		
III.A.2 – All Together III.A.1 – Begins to use make sense of problems and uses simple strategies to solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		
solve them III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		·
III.B.2 – Shows beginning understanding of number and quantity VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes	II.A.2 – All Together	·
VII.B.2 – Uses eye-hand coordination to perform tasks II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		
II.B – Verbal Expression II.B.1 – Speaks clearly enough to be understood without contextual clues II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		
II.B.2 – Uses expanded vocabulary and language for a variety of purposes III.F.2 – Begins to recognize and describe the attributes of shapes		·
III.F.2 – Begins to recognize and describe the attributes of shapes	II.B – Verbal Expression	, ,
II.C – Verbal Reasoning II.B.1 – Speaks clearly enough to be understood without contextual clues		
	II.C – Verbal Reasoning	, , , , , , , , , , , , , , , , , , , ,
II.B.2 – Uses expanded vocabulary and language for a variety of purposes		, , , , , , , , , , , , , , , , , , , ,
V.D.2 – Shows an awareness of the environment		
II.D – Auditory Sequential II.A.2 – Follows two- or three-step directions		·
Memory II.B.1 – Speaks clearly enough to be understood without contextual clues	Memory	· · · · ·
II.B.2 – Uses expanded vocabulary and language for a variety of purposes		, , , , , , , , , , , , , , , , , , , ,
III.A – Balance II.A.2 – Follows two- or three-step directions		·
III.B – Hop VII.A.1 – Moves with increased balance and control	-	
III.C – Skip VII.A.2 – Coordinates combined movement patterns to perform simple tasks	III.C – Skip	VII.A.2 – Coordinates combined movement patterns to perform simple tasks

Indicators that may be reflected throughout the assessment tasks:

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I.C.1 – Shows eagerness and curiosity as a learner

I.C.2 – Attends to tasks and seeks help when encountering a problem

I.C.3 – Approaches tasks with flexibility and inventiveness

I.D.2 – Interacts easily with familiar adults

II.A.1 – Gains meaning by listening

II.A.2 – Follows two- or three-step directions

^{*}Correlated with the *Preschool-4 Developmental Checklist*, Work Sampling 5th Edition