

ESI/Work Sampling Correlation

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 Memory	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
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 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	

\*Correlated with the *Preschool-3 Developmental Checklist*, Work Sampling 5<sup>th</sup> Edition

ESI/Work Sampling Correlation

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 Memory	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.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 VII.A.2 – Coordinates movements to perform simple tasks
III.C – Balance	
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	

\*Correlated with the *Preschool-4 Developmental Checklist*, Work Sampling 5<sup>th</sup> Edition

ESI/Work Sampling Correlation

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

ESI-K Task	Possible Work Sampling Indicator(s) *
I.A.1 – Tower	VII.B.2 – Uses eye-hand coordination to perform tasks
I.A.2 – Gate 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 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	VII.B.2 – Uses eye-hand coordination to perform tasks
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 – 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.C – Verbal Reasoning	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 V.D.2 – Shows an awareness of the environment
II.D – Auditory Sequential Memory	II.A.2 – Follows two- or three-step directions 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.A – Balance	II.A.2 – Follows two- or three-step directions
III.B – Hop	VII.A.1 – Moves with increased balance and control VII.A.2 – Coordinates combined movement patterns to perform simple tasks
III.C – Skip	
Indicators that may be reflected throughout the assessment tasks: 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 5<sup>th</sup> Edition