

2020

Education
Buying
Guide

Never
=STOP=
Learning



Pearson

We're here through every step of your journey.

Learning isn't a destination, and it doesn't start and stop at the classroom door; it is a journey of discovery, challenge, inspiration, curiosity, mistakes, and mastery. We believe that part of what fuels a love of learning is the important work that you do to **help students flourish and make meaningful progress**, and we are proud to support you in these endeavors!

Your 2020 Buying Guide from Pearson Assessments gives you, and all of the educational professionals working with your students, the tools you need to **improve lives**.



Hi, I'm Maggie Kjer from Sales Leadership with Pearson Assessments.

We know you are focused on budgeting and prioritizing so you can get approval for your next year's initiatives. We'd like to help make your evaluation process a little easier with this buying guide, giving you more time to focus on advocating for the students at your school.



Register online for the Line Leader, our quarterly education e-briefing, and download a copy of our school workbook planner.



PearsonAssessments.com/LineLeader





Here's how your guide works.

STEP 1: You will meet some of our experts who will share their stories and guide you through how to address students' needs, including some of the biggest topics that you face with your students every day.

Visit a snapshot of our toolkits on pages 6-7, or go to [PearsonAssessments.com](https://www.pearsonassessments.com) for a complete listing of our solutions.



Screen



Assess



Intervene



Monitor

STEP 2: Each accredited expert will share their story as it relates to the topic at hand with an outline of how to address that particular challenge across the assessment flow of **SCREEN** ► **ASSESS** ► **INTERVENE** ► **MONITOR**. As we strive to help all students become successful learners, we see and embrace the diversity in individual needs. *We know you can relate!*

STEP 3: To support you in looking more holistically at each child and meeting his or her unique challenges, we've organized our various product toolkits across that same assessment flow to hopefully make evaluating our product offerings easier. **Look for the premier products we've highlighted for each topic.**

STEP 4: Getting your action plan together is never a small task. We've provided you working space to capture and note your next steps, and have included some prompts and checklists.

aimsweb[®]
PLUS

Review360
Behavior Matters

DIGITAL
ASSESSMENT
LIBRARY
for schools

WIAT[®] 4



Our Promise

The more we talk to you, the more we learn about the passion each of you has for improving lives—in the classroom, the home, and our communities.

We share your passion. We're doing so much good together—and the ultimate rewards continue to be the success stories of the people we commonly serve. **We've renewed our focus on getting to know you**—and we want you to get to know us, too.



Watch “Our Promise” for a behind-the-scenes look at a few of our people. And get a sneak peek of what’s in store for 2020!

PearsonAssessments.com/promise



From **Maggie**

As a special education teacher, I have sat with parents and students at eligibility meetings, reading the emotions written all over their faces, sensing their feelings of frustration. Often, the results and information they were hearing were unexpected, and I'd often wonder, "How did it get this far?" I've seen firsthand the benefits of identifying issues early on that can, and often do, affect a student's academic achievement—and the long term effects of them going undetected.

By screening children at a young age, we give teachers and families the information they need to make the best possible decisions about how to support their struggling students. Through regular assessment, teachers can make adjustments to instruction as needed. Information on the student's progress and any additional support needs can be shared with parents so that additional assistance can be provided at home.

Through best practices in student assessment, teachers should **screen, assess, intervene, and monitor progress** to ensure their decisions are backed by current data on the student's performance and growth. As a teacher, I can tell you there are few things in life more rewarding than helping your students realize their potential to succeed!

Right now, you may be wondering where to begin. The steps (**Instruction [Tier 1], Universal Screening, Classroom Intervention [Tier 2], Targeted Screening, Curriculum-Based Assessment, 504 Plans, Special Education Assessment, and Monitoring**) need to be taken with students at different places in their educational journey while working with various teams of education professionals—and it can be a lot to manage on your own. Many of us have been where you are, we've sat at those tables with parents and students, and we are here to help guide you every step of the way. We have product toolkits and resources for you to use as you work to meet your students' needs, no matter where they are on their journey.

Let's unpack them together....

Maggie



Screen



Assess



Intervene



Monitor

Take a peek at our toolkits

Explore the breadth and depth of assessments

This is a snapshot of the products and solutions covered in our guide, and there's plenty more to explore!

Visit [PearsonAssessments.com](https://www.pearsonassessments.com) to see our full library.

Ability — p. 22

DAS-II™ NU *Coming 2021!*

KABC™-II NU

KBIT™-2 R/NU *Coming 2021!*

Ravens™-2

WISC®-V and related Wechsler Assessments line

Achievement — pp. 20-21

KeyMath™-3

KTEA™-3

KTEA™-3 Brief

PAL-II™

WIAT®-4 *Coming fall 2020!*

WRAT5™

WRMT™-III

Behavior/Social-Emotional Learning/Psychopathology — pp. 12-15

aimsweb®Plus

BASC-3®

Brown EF/A Scales® *New!*

BYI™-2

M®-PACI (9-12)

MACI®-II (13-18) *New!*

MMPI-A-RF®

Review360®

SSIS™ SEL

Digital Assessment Library — pp. 8-9

Early Childhood/Developmental — pp. 10-11

Bayley-4™ *New!*

Bayley-4™ Screening Test *New!*

BOEHM™-3

CCC-2

CELF® Preschool-3 *Coming soon!*

CELF® Preschool-3

Screening Test *Coming soon!*

PEDI-CAT *New!*

PDMS-2

PLS™-5

PLS™-5 Screening Test

PLS™-5 Spanish

PPVT™-5/EVT™-3

Sensory Profile™ 2

Short Sensory Profile™-2

Gifted and Talented — p. 23

NNAT3®

Raven's®-2

Literacy & Dyslexia

— pp. 16-19

aimsweb®Plus

Beery-VMIT™ Teaching Materials

Bridge of Vocabulary 2

DRA®3 *New!*

Dyslexia Index scores from the
KTEA™-3 and WIAT®-III

KTEA™-3

KTEA™-3 Brief Form

PPVT-5/EVT-3

Review360 for SLPs

Shaywitz DyslexiaScreen™

SPELL-Links™

Intervention Guide for LD
(Learning Disability) Subtypes

WIAT®-4 *Coming fall 2020!*

WRAT5™

WRMT™-III

Memory — p. 25

Brown EF/A Scales® *New!*

CVLT®-C

NEPSY®-II

TEA-Ch2

WRAML™3 *Coming fall 2020!*

Sensory/Motor — p. 24

Adolescent/Adult Sensory Profile™

Beery VMI™

BOT™-2

M-FUN

PDMS-2

PEDI-CAT *New!*

Sensory Profile 2

SFA

WRAVMA

Solution Finder — p. 26

Ordering — p. 27

To learn more about the products that are new
and coming soon, visit [PearsonAssessments.com/new](https://www.pearsonassessments.com/new)

"Popcorn is prepared in the same pot, at
the same heat, with the same oil, yet all
the kernels do not pop at the same time.
Celebrate diversity in your students —
their turn to POP is coming!"





DIGITAL
ASSESSMENT
LIBRARY
for schools

Make the most of Pearson's Digital Assessment Library for Schools

Depth, breadth, and proven!

Unlimited use of assessments addressing:

- Behavior issues
- Social emotional learning
- Dyslexia
- ADHD
- Giftedness
- Intellectual disabilities
- SLD identification
- Speech and language impairments
- OT and PT support



Learn more at
[PearsonAssessments.com/library](https://www.pearsonassessments.com/library)



See how the 50+ assessments included in the Digital Assessment Libraries align to evaluate areas of eligibility!

- Digital Assessment Library for Schools = Nearly 40 digital tests delivered on Q-interactive and Q-global
- Digital Assessment Library for Schools PLUS = Supplied protocols and response booklets for 18 non-digital tests

Key: Digital Assessment Library Digital Assessment Library PLUS



Work with babies & tiny tots?

If so, take a deeper dive into our world of early intervention tools!

Meet

Shelley Hughes

“Pearson’s early intervention tools have been a big part of my personal life. As the mother of a daughter with complex needs and an OT, the Bayley-III was one of the first assessments used to help her qualify for the necessary services at an early age. It didn’t feel like an assessment; it felt more like quality play time with my child and a clinician. It made for a positive experience at a challenging time.

Pearson’s early childhood tools help so many families on this journey. A typical example of an assessment flow similar to my own experience might include:

- 1 A screening assessment using the **Bayley-4**, **CELF Preschool-3**, or the **Short Sensory Profile 2**
- 2 A remote questionnaire sent to the caregiver to be completed prior to an appointment (for example the **Sensory Profile 2** and the **PEDI-CAT**)
- 3 An in-person assessment using a full **Bayley-4**, providing a chance for the clinician and caregiver to explore “together” what the child can do
- 4 An in-person assessment exploring language development using the **PLS-5** and/or the **PPVT-5** and **EVT-3**
- 5 Intervention sessions based on information provided during the assessments
- 6 Progress monitoring using measures built right into many of our tools

The information gathered in steps 1–6 can help determine school placement and ensure the right services are in place from the start. In my situation, the continuity of many of these tools through the school years has helped reduce unnecessary assessments and streamlined developmental and educational monitoring.

Thanks for all that you do for our little ones,

Shelley



----- Early Childhood Toolkit -----

Screen

Bayley-4
Screening Test
CELF Preschool-3
Screening Test
PLS-5
Screening Test
CCC-2
PEDI-CAT
Short Sensory
Profile 2

Assess

Bayley-4
CELF Preschool-3
PLS-5
PLS-5 Spanish
PPVT-5/EVT-3
PEDI-CAT
Sensory Profile 2
PDMS-2
BOEHM-3

Intervene

Sensory Profile 2

Monitor

PEDI-CAT
Bayley-4
PPVT-5/EVT-3

New



PEDI-CAT
Pediatric Evaluation of Disability Inventory Computer Adaptive Test

CELF
PRESCHOOL
Clinical Evaluation of Language Fundamentals - Preschool

Coming soon!

My Early Childhood to-do list:

- ☐ Enjoy a smoothie while reading a journal article. Amazing x2!
- ☐ Take frequent breaks from social media
- ☐ Think of something that made me smile today :-)
- ☐ Look after my body, especially when on the floor with little ones
- ☐ Connect with colleagues and share case reviews



My Notes:

Ready to tackle **behavior problems**?

What are you currently doing for SEL? How is your PBIS model working?

Meet **Chris Huzinec**



“My mom, a classroom teacher for 35 years, and my dad, leader of several innovative schools and programs for students with special needs, were my inspiration to take the path that led me here. Having worked in public schools for 20 years, I have firsthand experience with the impact of a child’s behavior and social emotional learning on their success. Teachers have an incredible amount of insight into their students, so my time at Pearson has been devoted to helping you focus your efforts on supporting their behavioral, emotional, and academic needs. My team and I are dedicated to providing you with the right tools to help establish and maintain a healthy and positive educational experience.”

Here’s one example of an effective assessment flow for identifying and remediating behavior challenges:



- While excellent observers, educators are often overwhelmed by the spectrum of student behaviors. Screening all K–3 students using **SSIS SEL** allows you to focus your observation skills to identify behavior issues *before* they become a problem.
- Assessments allow you to better understand your students’ individual needs. The **SSIS SEL parent, teacher, and student rating scales** help to discover social-emotional competencies and weaknesses for students identified as “At-Risk” through **SSIS SEL screening**.
- Behavior interventions are most effective when they are consistent and guided by the information collected through screening and assessment. Use the rating scale results to link directly to evidence-based interventions via the **SSIS SEL Classwide Intervention Program**.
- **SSIS SEL** progress monitoring allows you to track your students’ improvement and informs adjustments to their intervention plans.

All the best,

Chris

Behavior Toolkit

Screen

BASC-3 BESS on
Q-Global or
Review360

SIBS/SEBS on
Review360

SSIS SEL
Screening

SSIS
Performance
Screening Guide
on Review360

Review360 SSIS
SEL Solution

aimswebPlus

Assess

BASC-3 TRS,
PRS, SRP

BASC-3 PRQ

BASC-3 SDH

SSIS SEL
Rating Scales

Brown EF/A Scales

Intervene

BASC-3 Behavior
Intervention Guide

BASC-3
Behavioral
and Emotional
Skill-Building
Guide

Review360
SSIS SEL CIP

Monitor

BASC-3 FLEX
Monitor

SSIS SEL
Progress Monitoring
Q-global or
Review360

aimswebPlus

New

BROWN
EXECUTIVE FUNCTION / ATTENTION
SCALES

aimsweb[®]
PLUS

SSIS[™] SEL
Social-Emotional Learning Edition

My Behavior to-do list:

- ☐ Download funding support flyer at PearsonAssessments.com/Behavior
- ☐ Check out ADHD interventions webinar series to help my students with an ADHD diagnosis
- ☐ Request a demo of Review360

My Notes:

Let's talk psychopathology and school safety



Meet **Pat Moran**

“I am a school psychologist and a clinical psychologist with over 30 years of experience. During my career I would regularly be called upon to evaluate high-risk youth. When addressing school safety, it's important for clinical diagnostic tools to be included in the “whole child” conversation with a balanced cross-discipline approach that emphasizes clear communication, fosters positive personal connectedness, and implements evidence-based support services.

Throughout the application of the Screen, Assess, Intervene, and Monitor process, we can help you develop safe learning environments. We are proud to provide products and tools that fit within a model that supports prevention, identification, preparedness, response, and recovery.

COMPLEXITY LEVEL 1: Screen with **BYI-2**: Five self-report inventories assess depression, anxiety, anger, disruptive behavior, and self-concept.

COMPLEXITY LEVEL 2: Take a multidimensional approach with **BASC-3** and provide a complete picture of a child's behavior as required by IDEA—and for developing FBAs, BIPs, and IEPs.

COMPLEXITY LEVEL 3: If more disruptive psychopathology is suspected, it can be identified using the **MMPI-A-RF**, which provides a broad spectrum of assessment for the presence of more disruptive psychological conditions.

The degree of severity of emotional and/or personality instability that impacts functioning can be further delineated using the **M-PACI** (9–12) or the **MACI-II** (13–18). When using the digital scoring function (Q-global), these two tools can also be instrumental in guiding interventions and monitoring progress by using the built-in recommendations. The **MACI-II**, in particular, is designed to identify more severe and entrenched psychological problems, and offers an integrated view that synthesizes emerging personality styles.

COMPLEXITY LEVEL 4: Get real-time intervention recommendations and invaluable professional development with **Review360**, a web-based behavior improvement system that benefits general and special ed teachers, students, and schools.

Regards,

Pat

----- Psychopathology Toolkit -----

BYI-2

MMPI-A-RF

MACI-II (13-18)

M-PACI (9-12)

BASC-3

Review360

New



My Psychopathology to-do list:

- ☐ Schedule a massage!
- ☐ Ask PTA/PTO for a little funding and volunteer support to try out a new idea.
- ☐ Turn off the TV and go to bed — morning is coming soon!



My Notes:

Work with students with literacy challenges?

Gather the team and put the students at the center of the work!



Meet **Liz Grose**

“They say it takes a village to raise a child, and the same goes for teaching literacy. At critical times in a child’s life, a school psychologist may have the privilege of collaborating with and leading a “village”. I became a school psychologist because I enjoy working with others to foster a community of support that empowers all children to discover and reach their goals.

Everyone is busy, but utilizing a universal screening process within your district actually saves you time in the long run. Collaborating across disciplines and integrating the data is truly a team effort, but one with big rewards!

In literacy work—reading, writing, and spelling—collaboration is key. Here’s how **aimswebPlus**, **DRA3**, and the **Shaywitz DyslexiaScreen** can be used universally and/or in targeted ways.

STEP 1: K–5 teachers establish a baseline of student performance by administering **aimswebPlus** to all of their students in the fall. Teams use that data to identify students at risk of not meeting spring targets.

STEP 2: After six to eight weeks, all K–3 students are administered the **Shaywitz DyslexiaScreen**. This fulfills the new state mandate for universal dyslexia screening and offers access to the **Aggregate Risk Report, setting aimswebPlus and Shaywitz data side-by-side**.

STEP 3: A team is assembled to review the data. For students at risk on both **aimswebPlus** and **Shaywitz**, the team knows to immediately begin more intensive interventions. For students at risk on one or the other, the team can investigate further to determine the best way to address these students’ needs.

Meanwhile, teachers are working through each student’s **DRA3** profile to gain insights into current reading behaviors in order to inform classroom instruction.

Education teams can harness data to ensure that at-risk students are responding to individualized interventions throughout the year. They also can use these tools to assess whether their core curriculum is effective, and communicate real-time with parents and/or caregivers.

We’ve got this, team! *Liz*



Literacy Toolkit

Screen

aimswebPlus
Shaywitz
DyslexiaScreen

Assess

DRA3

Intervene

SPELL-Links
Class Links for
Classrooms
(SPELL-Links)

Monitor

aimswebPlus

Vocabulary
Assessment to
Intervention



My Notes:

My Literacy to-do list:

- ☐ Take a look at Pearson's writing tools flyer
- ☐ Teach someone else how dyslexia fits into our literacy work
- ☐ Squeeze in an after-school walk with a colleague
- ☐ Watch one of Pearson's free webinars!

How do you know if your students are at risk for dyslexia?

Let's collaborate across disciplines and make measurable change!

Meet

Tina Eichstadt

“My clinical career as a SLP started in acute care neuro and trauma, then I had four kids and earned a front-row seat watching their brains tackle oral and written language—and one with epilepsy. This mash-up of my two worlds, the groundswell of awareness in dyslexia, and finding examples of exceptional team-based success around the country get me out of bed every morning.

Screen



Assess



Intervene



Monitor



When identifying dyslexia and other written language disorders, education professionals have so much to offer the team.

- 1. We're trained to screen:** We know how to “take a quick look” with tools like the **Shaywitz DyslexiaScreen** or the **KTEA-3 Dyslexia Index Scores**.
- 2. We're trained to assess:** Our “eagle eyes” get to the bottom of what's happening *and why*. We cast a wide net with different assessments, for instance using **CELF-5** with the new written language measures of the **WIAT-4**.
- 3. We're trained to intervene:** For most of us, intervention makes up the bulk of our day. We plan intervention based on screening and assessment results, and teach core skills in written language. Some great intervention tools include **Beery-VMI Teaching Materials**, **Bridge of Vocabulary 2**, and **SPELL-Links to Reading & Writing**.
- 4. We're trained to show progress:** Tools like **Review360 for SLPs** are a great way to simplify and streamline data gathering.

We'd love to hear how you make it easier!

Tina

Dyslexia Toolkit

Screen

WRAT5
KTEA-3 Brief Form
Dyslexia Index
scores from
the KTEA-3 and
WIAT-III
aimswebPlus
Shaywitz
DyslexiaScreen

Assess

KTEA-3
Comprehensive
Form
WIAT-4
WRMT-III

Intervene

SPELL-Links to
Reading & Writing,
Intervention Guide
for LD (Learning
Disability)
Subtypes*

**Included in Q-global
as part of a CELF-5,
KTEA-3, or WIAT-III
subscription*

Monitor

aimswebPlus
R360 for SLPs

WIAT® 4

**Coming
Fall 2020!**

aimsweb
PLUS

Shaywitz
DyslexiaScreen

My Notes:

My Dyslexia team to-do list:

- ☐ Try something new! Set up a meeting with the SLP, school psych, SPED teacher, and reading specialist
- ☐ Review professional development offerings
- ☐ Read Pearson's dyslexia whitepaper
- ☐ Check out flyer about dyslexia and ELLs
- ☐ Fold laundry while listening to Emily Hanford's "Hard Words" podcast

Struggling student?

Let's work together to find out why!

Define the challenges they face, then help them plan for success.



Meet **Anise Flowers**

“As a Clinical Child Psychologist, I was often involved in trying to understand why a child might not be succeeding in the classroom. I loved the process of evaluation because it felt like being a detective, finding clues and analyzing the results to solve the mystery, and standardized achievement tests were always an integral part of that detective work.”

Diagnosing learning difficulties can be challenging! Our definitions of learning disorders have changed over time and identification practices vary widely across the country. In light of this, valid and reliable assessment tools are essential to obtaining specific information about the challenges your students face.

Here are some common learning difficulties:

Specific Disorders in Reading. Children referred for reading difficulty may have problems with decoding, dyslexia, fluency, comprehension, or a combination. A comprehensive achievement test like **WIAT-4** or **KTEA-3** is a great place to start. You may even want to administer select subtests from the other battery to obtain complementary information. For example, measure phonological processing with the **KTEA-3** or phoneme manipulation with **WIAT 4**. To dive deeper into reading skills, you can follow up with select subtests from the **WRMT-III** or **PAL-II**.

Specific Disorders in Writing. Difficulties in writing can often co-occur with reading disorders. Beginning with a comprehensive achievement test like **WIAT-4** or **KTEA-3** can provide information on spelling and many overall writing skills. **PAL-II** can deepen the understanding of why a student is scoring poorly on written tests.

Specific Disorders in Math. Students may struggle with calculation, problem solving, or fluency. **WIAT-4** and **KTEA-3** are constructed to provide the first clue about where math difficulties lie. Following up with the **KeyMath-3** or the **PAL-II** provides a more in-depth investigation into the nature of the math difficulties, and leads to clear recommendations for skill intervention.

Whatever challenges are present, we've got a solution that meets students where they are, so you can help them go farther!

Anise

Writing Skills Toolkit

WIAT-4

KTEA-3

KTEA-3 Brief

WRAT5

KeyMath-3

WRMT-III

PAL-II

Coming
Fall 2020!

 **WIAT[®] 4**

My Writing Skills to-do list:

- ☐ Keep calm and get a coffee
- ☐ Pitch new ideas to administration
- ☐ Thank one of my mentors!



My Notes:

Need **reliable information** on your students' cognitive abilities?

Our toolkit can help determine eligibility and guide interventions!



Meet **Kathleen Woodward**

“Assessing cognitive function and psychological processing is essential to identifying potential learning, intellectual, and other disabilities. When you're determining eligibility for Special Education services and developing an intervention plan, selecting and administering *valid and reliable assessments* is crucial.

As a practicing School Psychologist, I conducted evaluations that helped guide critical decisions—decisions that can, and often did, have a profound impact on the lives of the students and their families. Our multi-disciplinary team *worked together* to evaluate each student's strengths and needs, and administered the assessments that would help us make informed decisions.

I trust these tools to provide reliable data on a student's cognitive abilities such as processing speed, memory and storage, retrieval of information, reasoning, and problem solving. For more info on these and other cognitive ability tools, visit PearsonAssessments.com.

Please let us know if you have questions!

Kathleen

Cognitive Function and Ability Toolkit

WISC-V and related
Wechsler Assessments

Raven's-2

KABC-II NU

KBIT-2
REVISED

**Coming
in 2021!**

**Differential
Ability
Scales™**
Second Edition Normative Update

Anything but standard

Testing for **giftedness and talent** is never one-size-fits-all!



Meet **Rob Dyson**

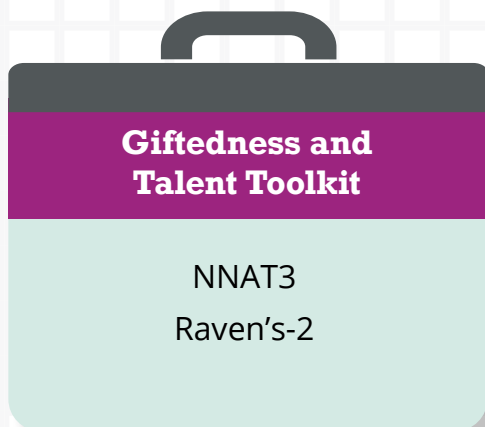
During my 20 years as a science teacher, I had the opportunity to observe my secondary students using their cognitive abilities to find solutions to very challenging tasks. I also taught creative problem solving to gifted students, and through that experience learned that while some students are extremely creative problem solvers, these abilities are not always obvious in the classroom. While I believe that we have an ethical responsibility to identify all gifted learners, the measures used in the gifted identification process can actually overlook characteristics of giftedness in some students.

Gifted learners need educational programs designed to engage and nurture their academic and social learning, but unfortunately, too many gifted learners are not identified due to language, cultural, or socioeconomic barriers. Assessments such as the **NNAT3** and **Raven's-2** are ideal for identifying all gifted learners regardless of these potential barriers.


It is very rewarding to watch students with high ability suddenly see their potential in a program designed for them and it is a pleasure to play a small role in making this happen at Pearson Assessments.

All the best,

Rob



My Giftedness and Talent to-do list:

- ☐ Celebrate a student's "light bulb moment" 
- ☐ Register for a Pearson webinar (Some have CE credits!)
- ☐ Call a foul on a negative rant

Are sensory and motor challenges impacting your student's participation?

Use assessments to help implement accommodations.



From **Shelley Hughes**

We need to understand how sensory and motor needs in educational settings may present challenges for students to meet their academic expectations, and where these skills offer opportunity. Sensory and motor needs change throughout a child's school journey. Having the right sensory and motor assessment tools is fundamental to support goal-setting, decision-making, accommodations, and measuring progress.

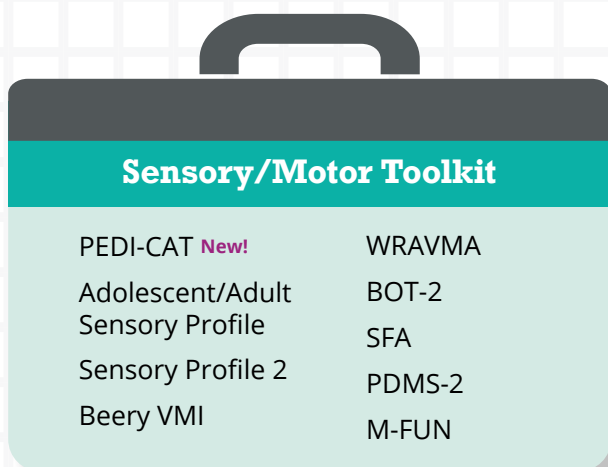
The **PEDI-CAT** uses a top-down approach to provide a comprehensive view of a child's activity and participation to aid in goal setting.

Handwriting is a common OT referral in school-based practice. Measure fine-motor and visual-motor-integration skills with the **BOT-2** or **Beery VMI** to inform intervention, and support the use of accommodations such as assistive technology for written communication.

Using assessment tools such as the **Sensory Profile 2** and **PEDI-CAT** can help you determine how best to implement environmental and contextual accommodations and measure success.

Enjoy helping students with your new sensory and motor assessment toolkit!

Shelley



My Sensory/Motor to-do list:

☐ List three things I am grateful for

As the basis for learning, **memory** is a **critical skill**.

We have tools that measure multiple factors affecting memory.

Meet **Gail Rodin**

Prior to joining Pearson, I spent over 10 years assessing children and teens who were struggling with reading, writing, or math (or all three). My training in neuropsychology taught me to look **beyond** tests of cognitive ability and academic achievement in order to better understand **why** a child wasn't learning as expected. One of the most important areas to assess is memory, and you don't have to be a neuropsychologist to do it!

There are many components of memory to assess in order to understand a student's learning difficulties.

- 1. Attention/Concentration:** TEA-Ch2 measures all aspects of attention. Brown EF/A Scales measures attention and executive functions.
- 2. Working Memory:** WRAML3 measures both verbal and visual working memory as well as other components of memory.
- 3. Learning:** CVLT-C lets you track a student's learning and demonstrates how they learn.
- 4. Remembering:** CVLT-C and WRAML3 assess free recall, cued recall, and recognition.
- 5.** Measure components of attention, learning, and memory with the **NEPSY-II**.

Get to the bottom of learning ability with your new memory assessment toolkit!

Gail

**Coming
Fall 2020!**

WR **WRAML™ 3**

My Memory to-do list:

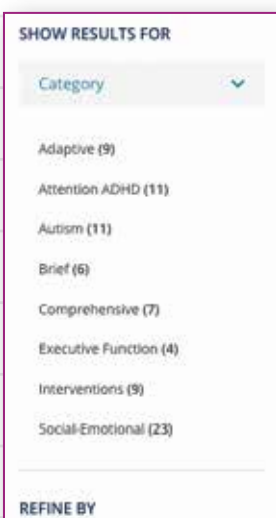
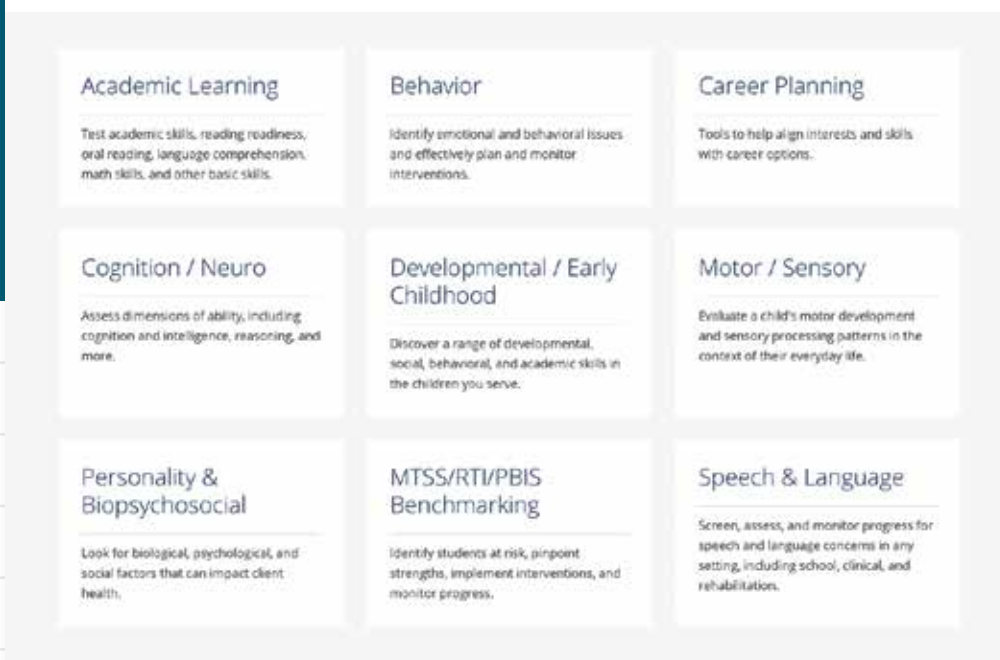
- ☐ Celebrate one 'win' today
- ☐ Take a deep breath in for 4, hold for 2, out for 6
- ☐ Look at Pearson's webinars & on-demand learning opportunities

Finding the right products has never been easier!

We know you don't always have time to explore all the different assessments that are available. The Solution Finder on our website allows you to quickly find the products you are interested in. Products are listed by specialty area and then you can filter products by additional categories.

HERE'S HOW IT WORKS

At **PearsonAssessments.com/SolutionFinder** you will see a number of different types of assessments.



Once you select a topic, use the filters on the left to sort the products you are interested in by what they measure, age range, language, and more. Relevant products are then listed alphabetically for you to browse.

We offer many more assessments than can fit in this guide, but you can find them easily on our website. Visit **PearsonAssessments.com/SolutionFinder** or scan the QR code today to start exploring!

Visit our solution finder



Easy ways to order



How to order:



Web *This is the fastest way!*

The quickest way to order is via our website at **PearsonAssessments.com**



Things to remember!

Jot down your **organization ID number** so it's saved. You can find this listed as 'Customer Account' on a past invoice if you have one available:

Save your **Q-global account number**. Log into Q-global, then access My Account>Account Information. The inventory account number is your Q-global number.

Top products to find on the web:

Additional support

Just as there are many ways to order, there are different support options available:

- Read online help articles
- Submit a web request
- Call customer service

PearsonAssessments.com/contact

Product platform login

For customers who have purchased Pearson products that have an online platform for assessment administration or scoring, you can find links to all platform login pages at **PearsonAssessments.com/product-logins**



Phone

+1 (800) 627-7271



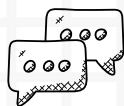
Fax

Prior to faxing, review the fax order checklist at **PearsonAssessments.com/fax**
+1 (800) 232-1223



Purchase orders

Customers purchasing on behalf of an organization with an established account may utilize purchase orders in the website checkout as well as by web form or fax. Learn more: **PearsonAssessments.com/PO**



Questions about ordering?

We've got you covered. Visit **PearsonAssessments.com/ordering** for helpful hints on:

- Account creation
- Qualifications
- Manual ordering
- Purchase orders
- Mail-in scoring

*Thank you for using
Pearson Assessments!*



Pearson

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We're here through every step of your journey.

Use this 2020 guide to identify the tools you need to improve lives.

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