We are grateful for and inspired by you!

Through every twist and turn the past several months has thrown our way, I have been reminded again and again how fortunate we are to have customers like you to connect with, and we are both grateful for and inspired by what you do. At a time when so many have been focused inward, you have been reaching out and supporting the people who depend on you. We’ve seen your resolve to discover new and novel ways to connect with those you serve, and we understand how important these connections are to you. I want you to know that they are equally important to me and everyone on your team here at Pearson.

More than ever, we feel the importance of connections and personal relationships with our families, friends, colleagues, and you. Thank you for trusting us to provide the assessments that you need—we promise to channel the humility, gratitude, and inspiration we have gained from all of you into the energy and effort to serve you better in 2021. My best wishes for continued success to you and those you serve!

Joe Grosdidier
Vice President

Education Resource Center

To support your unwavering dedication to your students, we have organized a resource center to help you quickly find whatever support you need to help them go from struggling to thriving.

PearsonAssessments.com/EDUfocus
Supporting your path forward

Moving Forward
Tools to help guide your educational decisions – no matter what your classroom model looks like this year
PearsonAssessments.com/Forward

Whole Child Resources
Address your students’ needs holistically
Download your resource map

Pearson invites you to Press Pause
Your go-to place to take a virtual break.
Rest, refresh, and reset with your friends at Pearson. “PressPause” on your day and take an extended break with us!
Visit pearsonassessments.com/press-pause today!
Resources for Telepsychology and Remote Administration

Test-specific guidance documents

75+ digital products available

Training and webinar videos

Robust scientific and practical resources

Visit PearsonAssessments.com/telepractice for these resources and more!
Adventure awaits!

Let us help guide your next steps forward.

Meet

Jolena James-Szanton

While those of us in the education field initially set out on this journey with the intention of being our students’ guides, many of us have recently found ourselves looking for the right path forward. As each day’s plan unfolded, it all too often needed to be revised—sometimes in the moment.

Educators at every level are looking for guidance, inspiration, and grace as we modify or learn new navigational tools needed to face an everchanging landscape. We need tools to discover where our students are academically and emotionally—and we need comprehensive resources and support to help us all as we take each step forward.

If you’re wondering where to begin or what your next step should be, we’ve got you! We have created some resources and toolkits to help guide you along these next steps in your journey together with your students. Take some time to explore this guide, and visit PearsonAssessments.com/Forward to find other resources that can help you today.

From all of us at Pearson, we see you. We see your sacrifices and struggles, and we want you to know that we are here to help you on your journey forward! Thank you for all you’re doing for your students!

All the best,

Jolena
Here’s how to use your guide effectively

**STEP 1:** Explore each section and get to know some of our experts! They will share their stories and guide you through addressing your students’ needs.

**STEP 2:** Each accredited expert will share their story as it relates to their specialty and provide an outline to address that specific challenge using the SCREEN → ASSESS → INTERVENE → MONITOR assessment flow.

**STEP 3:** To help you develop a holistic approach to your students’ unique needs, we’ve organized our collections across that same assessment flow. Explore the premier products we’ve highlighted for each topic.

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**Ability – p. 22**
- KABC™-II NU
- KBIT™-2 R/NU *Coming Soon*
- Ravens™-2
- WISC®-V and related Wechsler Assessments line

**Achievement – pp. 20-21**
- KeyMath™-3
- KTEA™-3
- KTEA™-3 Brief
- PAL-II™
- WIAT®-4 *New*
- WRAT5™
- WRMT™-III

**Behavior/Social-Emotional Learning/Psychopathology – pp. 12-15**
- aimsweb®Plus
- BASC-3®
- Brown EF/A Scales®
- BYI™-2
- M®-PACI (9–12)
- MACI®-II (13–18) *Now Available*
- MMPI-A-RF®
- Review360®
- SSIS™ SEL

**Digital Assessment Library – pp. 8-9**

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6 | PearsonAssessments.com
Early Childhood/Developmental – pp. 10-11
Bayley-4™ New!
Bayley-4™ Screening Test New!
BOEHM™-3
CCC-2
CELF® Preschool-3 New!
CELF® Preschool-3 Screening Test New!
PEDI-CAT Now Available!
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-VMIM™ Teaching Materials
Bridge of Vocabulary 2
DRA®3 Now Available!
Dyslexia Index scores from the
KTEA™-3 and WIAT®-III
KTEA™-3
KTEA™-3 Brief Form
PPVT-5/EVT-3

To learn more about the products that are new and coming soon, visit PearsonAssessments.com/new

Memory – p. 25
Brown EF/A Scales®
CVLT®-C
NEPSY®-II
TEA-Ch2
WRAML™3 Coming 2021!

Sensory/Motor – p. 24
Adolescent/Adult Sensory Profile™
Beery VMI™
BOT™-2
M-FUN
PDMS-2
PEDI-CAT Now Available!
Sensory Profile 2
SFA
WRAVMA

Solution Finder – p. 26
Ordering – p. 27
Make the most of Pearson’s Digital Assessment Library for Schools

Streamline your assessments!

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

Now available to districts of all sizes!

See how the Digital Assessment Library for Schools can revolutionize the way you administer assessments at PearsonAssessments.com/DigitalForSchools.
Digital administration offers key benefits for today’s workplace challenges

**Easy cleaning**
- Hardware devices can be easily sanitized
- Fewer items to clean after sessions

**Social distancing for face-to-face assessments**
- Q-global digital stimulus books can be shared on a second monitor placed a safe distance away from the examiner and used for test administration
- iPad® devices using Q-interactive can easily connect at a safe social distance and through personal protective accommodations like plexiglass barriers

**Remote administration**
- Many Q-global tests can be administered via remote administration using the examinee’s own device
- Digital stimulus books found on Q-global can be used during a telepractice assessment
- Q-interactive can be used, with some accommodations, during a telepractice assessment

For more information and guidance on using Pearson’s digital tools for workplace challenges, visit PearsonAssessments.com/Telepractice.
Work with babies & tiny tots?

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, but 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 Sensory Profile 2 Short Form
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

Learn more at PearsonAssessments.com/EarlyChildhood
--- Early Childhood Toolkit ---

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

**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
- Bridge of Vocabulary 2

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

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“Just when the caterpillar thought her life was over, she began to fly.”

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For guidance on administering assessments remotely, visit [PearsonAssessments.com/telepractice](http://PearsonAssessments.com/telepractice)
A simple step-by-step approach to remediating behavior issues

Meet Chris Huzinec

Over the past several months, students have had their lives disrupted and many are facing traumatic experiences that can impact their well-being, often leading to mental, emotional, and behavioral challenges. While any current uncertainties and disruptions make it harder for teachers to support their students, comprehensive behavioral support systems like the BASC-3, SSIS SEL, and Review360 provide ways for teachers to overcome these barriers and help their students return to a path of wellbeing.

Because of the scope and variety of challenges students are facing, using a step-by-step approach can help support them on their journey forward.

1. Use universal screeners such as aimswebPlus to identify all students’ behavioral and social-emotional learning (SEL) strengths and areas of need.

2. Follow up with students who are identified as “at risk” using a comprehensive set of rating scales like the ones found in the BASC-3 BESS to help you determine their emotional, behavioral, and mental health needs.

3. Use the information you’ve collected to guide interventions and supports. Many of our solutions are aligned with these assessments and screeners and include interventions for specific behavioral and mental health issues, a proactive behavioral and emotional skill building guide for all students, and an SEL curriculum.

   For additional support, the BASC-3 Intervention Guide provides tip sheets and videos that you can share with your students’ caregivers.

4. Use progress monitoring tools such as those included in the SSIS SEL to track your students’ improvements and overall wellbeing (and the effectiveness of the chosen interventions!). This allows you to provide supports that best meet the needs of your students.

All the best, Chris
Behavior Toolkit

**Screen**
- BASC-3 BESS on Q-Global or Review360
- SIBS/SEBS on Review360
- SSIS SEL Screener
- 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 on Q-global or Review360 aimswebPlus

“We are more alike than we are different.”
Let’s talk psychopathology and mental health

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 mental health, 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 multi-dimensional approach with with BASC-3. The BASC-3 provides a complete picture of a child’s behavior as required by IDEA and is also useful for developing FBAs, BIPs, and IEPs.

**COMPLEXITY LEVEL 3:** If more disruptive psychological, social, or emotionally impairing behavior is suspected or observed, it can be better understood using the MMPI-A-RF.

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). The MACI-II is particularly designed to identify more severe and entrenched psychological problems and offers an integrated view that synthesizes emerging personality styles. When digitally scoring with Q-global, these tools can also be instrumental in guiding interventions and monitoring progress by taking advantage of the built-in recommendations.

**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
“Be weird. Be random. Be who you are. Because you never know who would love the person you hide.”

Ready for more guidance? Watch this on-demand webinar: Trauma and the Value of Assessment

Now Available!

Psychopathology Toolkit

BYI-2
MMPI-A-RF
MACI-II (13-18)
M-PACI (9-12)

BASC-3
Review360
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, WriteToLearn, 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 and add WriteToLearn to their existing curriculum. 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. And with data from WriteToLearn, interventions can be customized for each student and supported with progress monitoring toward improvement.

Problem-solving 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
“When life knocks you down, roll over and look at the stars.”
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 (one with epilepsy) and earned a front-row seat watching their brains tackle oral and written language. 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.

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 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, interventions make up the bulk of our day. We can plan interventions based on screening and assessment results, and teach core skills in written language. Great ones include Beery-VMI Teaching Materials, Bridge of Vocabulary 2, SPELL-Links to Reading & Writing, and WriteToLearn.

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!
Dyslexia Toolkit

Screen
- WRAT5
- KTEA-3 Brief Form
- Dyslexia Index scores from the KTEA-3 and WIAT-4
- aimswebPlus
- Shaywitz Dyslexia Screen

Assess
- KTEA-3 Comprehensive Form
- WIAT-4
- WRMT-III
- DRA3

Intervene
- SPELL-Links to Reading & Writing, Intervention Guide for LD (Learning Disability) Subtypes*
- DRA3
- WriteToLearn

Monitor
- aimswebPlus
- R360 for SLPs
- DRA3
- WriteToLearn

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

“Unexpected kindness is the most powerful and least costly way to make someone’s day.”

Learn more at PearsonAssessments.com/Dyslexia
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 the more advanced skill of phoneme proficiency 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
“Sometimes you need to step outside, get some air, and remind yourself of who you are and where you want to be.”
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*
Meet Rob Dyson

As a former science teacher, band director, theatre director, and soccer coach, I have had the pleasure to work with gifted students in many different settings — both in and out of the classroom. This experience instilled in me the importance of our gifted programs in serving the needs of all students. By providing gifted services, we are not only offering a curriculum that keeps these learners engaged and excelling, but we are also providing students with opportunities to develop their talents, understand their well-being, and build strong positive relationships.

Unfortunately, not all gifted learners are identified and provided with services. Some students are overlooked because they may be underachieving. Some students might be the quiet ones where we aren’t always aware of the depth of their ideas. Many students also have cultural, socioeconomic, and linguistic differences that may cause them to be missed during the identification process.

We offer a wide range of assessments that help schools identify gifted learners regardless of these differences. Our nonverbal assessments such as the NNAT3 and Raven’s 2 can identify students of high ability without the use of language. Our KABC-II NU provides flexibility of choosing an approach based on either PASS or CHC models to ensure a valid, fair approach. Finally, WISC–V provides a selection of index scores that will ensure that highly gifted, culturally diverse, bilingual, or twice exceptional students can all be identified.

It is very rewarding for me to be able to serve educators around the country and play a small role in helping to meet the academic and social-emotional needs of so many students.

My best,

Rob

Giftedness and Talent Toolkit

KABC-II-NU
NNAT3
Raven’s 2
WISC-V
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

Sensory/Motor Toolkit

<table>
<thead>
<tr>
<th>Tool</th>
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<tbody>
<tr>
<td>PEDI-CAT</td>
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<tr>
<td>Adolescent/Adult Sensory Profile</td>
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<tr>
<td>Sensory Profile 2</td>
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<td>Beery VMI</td>
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<td>PDMS-2</td>
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<td>M-FUN</td>
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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**
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](http://www.PearsonAssessments.com/SolutionFinder) you will see a number of different types of assessments.

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Description</th>
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<tbody>
<tr>
<td>Academic Learning</td>
<td>Test academic skills, reading readiness, oral reading, language comprehension, math skills, and other basic skills.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Identify emotional and behavioral issues and effectively plan and monitor interventions.</td>
</tr>
<tr>
<td>Career Planning</td>
<td>Tools to help align interests and skills with career options.</td>
</tr>
<tr>
<td>Cognition / Neuro</td>
<td>Assess dimensions of ability, including cognition and intelligence, reasoning, and more.</td>
</tr>
<tr>
<td>Developmental / Early Childhood</td>
<td>Discover a range of developmental, social, behavioral, and academic skills in the children you serve.</td>
</tr>
<tr>
<td>Motor / Sensory</td>
<td>Evaluate a child’s motor development and sensory processing patterns in the context of their everyday life.</td>
</tr>
<tr>
<td>Personality &amp; Biopsychosocial</td>
<td>Look for biological, psychological, and social factors that can impact client health.</td>
</tr>
<tr>
<td>MTSS/RTI/PBIS Benchmarking</td>
<td>Identify students at risk, pinpoint strengths, implement interventions, and monitor progress.</td>
</tr>
<tr>
<td>Speech &amp; Language</td>
<td>Screen, assess, and monitor progress for speech and language concerns in any setting, including school, clinical, and rehabilitation.</td>
</tr>
</tbody>
</table>

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 or scan the QR code today to start exploring!
Easy ways to order

How to order

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

**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

**Quotes**
Create your own quote on our website. Visit PearsonAssessments.com/Quote to get started.

**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

Order Status
Check the status of your order at PearsonAssessments.com/Orderstatus

Invoices
Find an invoice at PearsonAssessments.com/Invoice

Additional support
Just as there are many ways to order, there are different support options available at: PearsonAssessments.com/Contact
• Read online help articles
• Submit an inquiry to Customer Support
• Call Customer Support:
  +1 (800) 627-7271

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

Things to remember!
Jot down your *customer account number* for future reference while ordering. You can find this listed on past order confirmations or invoices

Save your *Q-global Inventory Account Number* for ordering. Log into Q-global, then access My Account > Account Information:
We’re here through every step of your journey.

Use this 2021 guide to identify the tools you need to continue to improve lives.

Keep in touch with us on our social channels:

Facebook: /PearsonAssessmentsUS
Twitter: @PearsonAssessUS
LinkedIn: Pearson-Assessments-US
Instagram: Pearsonassessmentsus
Pinterest: Pearsonassessmentsus