Fresh and featured for 2022

Our team has been hard at work developing new tools to lighten your workload and make it easier to stay connected to your students. We’ve also released updated editions of the tools you already know and trust. Dig into this guide to learn more about these new and soon-to-be released assessment tools for educators!

Here’s what’s new and coming this year...

**Coming fall 2022!**

- BIT-2

**New!**

- WRAML 3

**Now available!**

- WIAT 4

Now available for all districts!

Now available for districts with enrollment of 2,500 or less!

aimsweb®Plus Unlimited

Explore more at PearsonAssessments.com/new
Introducing “Beyond the Screen”

The world is changing, but so are we. Let us meet you where you are and bring the focus back to you, the person beyond the screen. Join us as we work to fulfill our commitment to simplifying the lives of educators through digital innovations.

Visit PearsonAssessments.com/BeyondtheScreen
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.
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.

### Ability – p. 7
- KABC™-II NU
- KBIT™-2 Revised *Coming fall!*
- Ravens™-2
- WISC®-V and related Wechsler Assessments line

### Achievement – pp. 8-9
- KeyMath™-3
- KTEA™-3
- KTEA™-3 Brief
- PAL-II™
- WIAT®-4
- WRAT5™
- WRMT™-III

### Behavior/Social-Emotional Learning/Psychopathology – pp. 10-13
- aimsweb®Plus
- BASC-3®
- Brown EF/A Scales®
- BYI™-2
- M®-PACI (9–12)
- MACI®-II (13–18)
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- Review360®
- SSIS™ SEL
Dyslexia – pp. 14-15
aimsweb®Plus
Beery-VMI™ Teaching Materials
Bridge of Vocabulary 2
DRA®3
Dyslexia Index scores from the KTEA™-3 and WIAT®–4
EDL™2+
KTEA™-3
KTEA™-3 Brief Form
PAL-II
Review360 for SLPs
Shaywitz DyslexiaScreen™
SPELL-Links™
Intervention Guide for LD (Learning Disability) Subtypes
WIAT®–4
WRAT5™
WriteToLearn®
WRMT™-III

Memory – p. 16
Brown EF/A Scales®
CVLT®-C
NEPSY®-II
TEA-Ch2
WRAML™3 New!

Sensory/Motor – p. 17
Adolescent/Adult Sensory Profile™
Beery VMI™
BOT™-2
DASH

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

Early Childhood/Developmental – pp. 18-19
Bayley-4™
Bayley-4™ Screening Test
BOEHM™-3
Bracken-4:R Coming next winter!
BSRA-4 Coming next winter!
CCC-2
CELF® Preschool-3
CELF® Preschool-3 Screening Test
PEDI-CAT
PDMS-2
PLS™-5
PLS™-5 Screening Test
PLS™-5 Spanish
PPVT™-5/EVT™-3
Sensory Profile™ 2
Short Sensory Profile™-2

Classroom Assessment and Monitoring Resources – pp. 20-21
Ordering – p. 22
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 Tools

- WISC-V and related Wechsler Assessments
- Raven’s 2
- KABC-II NU

Coming soon!
Academic difficulties may be a sign of something more.

Meet **Lynsey Psimas**

As a licensed Clinical and School Psychologist, I am invested in helping children thrive in the classroom. Standardized assessments are one of the critical tools we can leverage to identify children that will benefit from additional support in school. I am honored to work alongside a team of colleagues who work tirelessly to ensure Pearson offers some of the best, most psychometrically sound assessments available.

**Screening and diagnosing learning difficulties is manageable with the right tools!**

Valid and reliable assessment tools reveal the strengths and challenges your students face. Here are some common reasons to choose an achievement test:

- The student is not meeting the general education curriculum goals.
- The student’s teachers or parents/caregivers have academic performance concerns.
- The student has had a change in status (medical/educational/environmental) and a baseline assessment process is warranted for intervention and curricular planning.
- A comprehensive evaluation to identify the student’s pattern of strengths and needs, and to determine eligibility for services.
- A re-evaluation to measure the effectiveness of the student’s individualized education program (IEP).

Standardized achievement tests help you identify a student’s academic strengths and weaknesses across skill areas and their level of academic fluency, and then evaluate growth on a periodic basis such as annually or every three years. Results are designed to inform next steps and a plan for intervention.

For comprehensive or more complex evaluations, standardized achievement tests are designed to be used alongside behavior, cognitive, intellectual functioning, and oral language assessments to provide a more in-depth diagnostic profile.

Whatever challenges are present, we’ve got the tools to help you respond to any referral question or concern.

*Lynsey*
Achievement Tools

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Fresh and featured!

WIAT®4

Our word of the year is “Simplify”.
What is your word of the year?

Why did you choose this word?
A simple step-by-step approach to remediating behavior issues

Meet Chris Huzinec

Over the past few years, 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. As educators reengage with students, information about their behavioral strengths and areas of need play an important role in how students are supported. 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.

These products can be used in-person or remotely and are ideal for virtual or hybrid instructional situations alike.

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 and Review360 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, which provide input from school (teachers), home (caregivers), as well as a personal perspective from students to help determine their 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 or BASC-3 Flex Monitor 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 SEL Brief Scales and/or Brief Scales + Mental Health (Choice)
- 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

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### Fresh and featured!

- BASC-3
- Brown EF/A Scales
- SSIS SEL

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### Five steps to improving classroom behavior

These 5 steps represent a dynamic and continuous process that allows for a student-centered approach that can adapt and change as their behavioral needs change.

1. **Step 1** Tracking  
2. **Step 2** Aggregate  
3. **Step 3** Analyze  
4. **Step 4** Intervene  
5. **Step 5** Communicate

Learn more [here](#)
Meet Pat Moran

I am a clinical psychologist and a school 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 **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
# Psychopathology Tools

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

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**Fresh and featured!**

**Having a list of positive affirmations** close at hand can help you when you need a little mental health boost or to get your day started off on the right foot. Here are a few of our favorites:

- *I am enough.*
- *I can challenge my negative thoughts with positive ones.*
- *I am thankful for the positive things in my life.*
- *I love myself for who I am.*
- *I care for myself daily.*
- *I share my feelings with honesty and courage.*
- *I get out of my day what I breathe into it.*

**Inspired? Write a few of your own!**
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!*

**Tina**
Dyslexia Toolkit

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

**Assess**
- KTEA-3 Comprehensive Form
- WIAT–4
- WRMT-III
- DRA3
- EDL2+
- PAL-II

**Intervene**
- SPELL-Links to Reading & Writing
  - DRA3
  - EDL2+
- WriteToLearn
- Intervention Guide for LD (Learning Disability) Subtypes*

*Included in Q-global as part of a CELF-5, KTEA-3, or WIAT–4 subscription

**Monitor**
- aimswebPlus
- Review360 for SLPs
  - DRA3
  - EDL2+
- WriteToLearn

Fresh and featured!

**Word jumbles:** Untangle the letters to discover each word.

- DINOAUCET
- NIGNAELR
- SASSMSESNTE
- ETTS
- NRDGIEA

- NTWGIRI
- NINTILGSE
- CHOSOL
- TIAGILD

Learn more at [PearsonAssessments.com/Dyslexia](http://PearsonAssessments.com/Dyslexia)
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 tools!

Gail
Use assessments to help implement accommodations.

From Melinda Cooper

“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 tools!

Melinda

Sensory/Motor Tools

- PEDI-CAT
- Adolescent/Adult Sensory Profile
- Sensory Profile 2
- Beery VMI
- DASH
- DASH 17+
- WRAVMA
- BOT-2
- SFA
- PDMS-2
- M-FUN
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 OTR, 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 Screening Test, 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
Your days are long and difficult but taking a “brain break” and being intentional with your self-care and routines can help you get through each one easier!

- Recognize where you hold your tension (jaw, neck, shoulders) and make a conscious effort to keep them relaxed.
- Find a guided meditation that you enjoy. (We enjoy the “Rainbow Script”.)
- Keep a journal.
- Make a list of the day’s triumphs.
- Before you go to bed, make a list of what you need to do tomorrow.
- Create a bedtime ritual and have a 15-minute wind-down routine.

Learn more at PearsonAssessments.com/EarlyChildhood
Building a bridge with MTSS

As we strive to help all students become successful learners, we not only see, but embrace the diversity in individual students. Whether you need to identify those who are at risk or need support, pinpoint strengths and areas of need, implement interventions, or monitor progress, we have the tools to help.

Recognizing that the MTSS “lens” looks different in every school and district, we are here to help you apply your unique framework (MTSS/RTI/PBIS) to help your students achieve success. Imagine looking at the whole child through the lens of your tiered systems of support for academic, behavior and social emotional learning... all while making data-driven decisions that ensure equity and inclusion for diverse learners.
What could success look like?
It all starts with aimsweb™Plus, the whole child lens that’s right at your fingertips.
The aimswebPlus optional measures not only support the goals of your school/district, they will also help you support the students whose unique strengths and needs are waiting to be discovered.

Review360 with optional measures
Universal screening is a critical step in identifying students who are at risk for social-emotional and behavioral issues. Educators use the results to identify which students are at risk, discover the most appropriate next steps, and share the results with families.

We’re here to support you.
No matter where you are in your MTSS implementation, we’re here to help. Reach out to our customer experience team for support!

General inquiries

1-800-328-5999

CAPSupport@pearson.com

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- Submit an inquiry to Customer Support
- Call Customer Support:
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Product platform login
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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:
Check out our 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

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