Resource Guide
for **Educators**

Pearson

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!

KBIT-2
R E V I S E D

New!

WRAML™ 3

Now available!

WIAT® 4
Wechsler Individual Achievement Test
FOURTH EDITION

Now available for all districts!

DIGITAL
ASSESSMENT
LIBRARY
for schools

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

aimsweb®Plus Unlimited

Explore more at PearsonAssessments.com/new

Digital.
Simplified.

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.

Q-interactive®

Q-gVP
Q-global® Video Proctoring

DIGITAL ASSESSMENT LIBRARY for schools

aimsweb® PLUS

Review360® Behavior Matters

Visit PearsonAssessments.com/BeyondtheScreen

DIGITAL ASSESSMENT LIBRARY
for schools

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

Check out the complete DALS guide! >

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.

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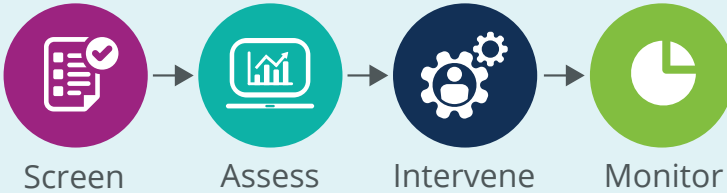
STEP 2: Each accredited expert will share their story as it relates to their specialty and provide an outline to address that specific challenge using the **SCREEN** ▶ **ASSESS** ▶ **INTERVENE** ▶ **MONITOR** assessment flow.

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)
MMPI-A-RF®
Review360®
SSIS™ SEL

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

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

Our tools 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 Tools

WISC–V and related Wechsler Assessments

Raven's 2

KABC-II NU

Coming soon!

KBIT-2 REVISED

Struggling student?
Let's work together to find out why!

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

Screening	Diagnostic	Additional Resources
KTEA-3 Brief	KTEA-3	
WRAT5	KeyMath-3	
	PAL-II	
	WIAT–4	
	WRMT-III	

- Cognitive Assessments
- In-depth Evaluation of Language Abilities
- Attention-deficit/hyperactivity disorder (ADHD)
- Behavioral and Social-Emotional Learning
- Intervention planning: SPELL-Links, Bridge of Vocabulary 2, WriteToLearn

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	Assess	Intervene	Monitor
BASC-3 BESS on Q-global or Review360	BASC-3 TRS, PRS, SRP	BASC-3 Behavior Intervention Guide	BASC-3 FLEX Monitor
SIBS/SEBS on Review360	BASC-3 PRQ	BASC-3 Behavioral and Emotional Skill-Building Guide	SSIS SEL Progress Monitoring on Q-global or Review360
SSIS SEL Screener	BASC-3 SDH	Review360	aimswebPlus
SSIS SEL Brief Scales and/or Brief Scales + Mental Health (Choice)	SSIS SEL Rating Scales	SSIS SEL CIP	
SSIS Performance Screening Guide on Review360	Brown EF/A Scales		
Review360 SSIS SEL Solution			
aimswebPlus			

Fresh and featured!

BASC 3

BROWN
EXECUTIVE FUNCTION / ATTENTION
SCALES

SSIS SEL
Social-Emotional Learning Edition

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.

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

Learn more **here**

Let's talk **psychopathology** and **mental health**

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

BASC-3

BYI-2

Brown EF/A Scales

D-REF

Review360

MMPI-A-RF

MACI-II (13-18)

M-PACI (9-12)

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

Fresh and featured!

MACI®-II
Millon®Adolescent Clinical Inventory-II

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!

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.

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 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	Assess	Intervene	Monitor
WRAT5	KTEA-3 Comprehensive Form	SPELL-Links to Reading & Writing	aimswebPlus
KTEA-3 Brief Form	WIAT–4	DRA3	Review360 for SLPs
Dyslexia Index scores from the KTEA-3 and WIAT–4	WRMT-III	EDL2+	DRA3
aimswebPlus	DRA3	WriteToLearn	EDL2+
Shaywitz DyslexiaScreen	EDL2+	Intervention Guide for LD (Learning Disability) Subtypes*	WriteToLearn
	PAL-II		

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

Fresh and featured!

Shaywitz DyslexiaScreen™ **WIAT®4**

Word jumbles: Untangle the letters to discover each word.

DINOAUCET

NIGNAELR

SASSMSESNTE

ETTS

NRDGIEA

NTWGIRI

NINTILGSE

CHOSOL

TIAGILD

Answers : education, learning, assessments, test, reading, writing, listening, school, digital

Learn more at
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

New!

WR WRAML™ 3

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

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	WRAVMA
Adolescent/Adult Sensory Profile	BOT-2
Sensory Profile 2	SFA
Beery VMI	PDMS-2
DASH	M-FUN
DASH 17+	

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 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

Early Childhood Toolkit

Screen	Assess	Intervene	Monitor
Bayley-4 Screening Test	Bayley-4	Sensory Profile 2	PEDI-CAT
CELF Preschool-3 Screening Test	CELF Preschool-3	Bridge of Vocabulary 2	Bayley-4
PLS-5 Screening Test	PLS-5		PPVT-5/EVT-3
CCC-2	PLS-5 Spanish		
PEDI-CAT	PPVT-5/EVT-3		
Sensory Profile 2 Short Form	PEDI-CAT		
BSRA-4	Sensory Profile 2		
	PDMS-2		
	BOEHM-3		
	Bracken-4:R		

Coming this fall!

Bracken 4
Basic Concept Scale: RECEPTIVE

Fresh and featured!

BAYLEY 4
Scales of Infant and Toddler Development™
Fourth Edition

CELF PRESCHOOL 3
Clinical Evaluation of Language Fundamentals–PRESCHOOL

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**

Universal screening and progress monitoring

MTSS
Multi-Tiered System of Support

academic
behavior
social emotional
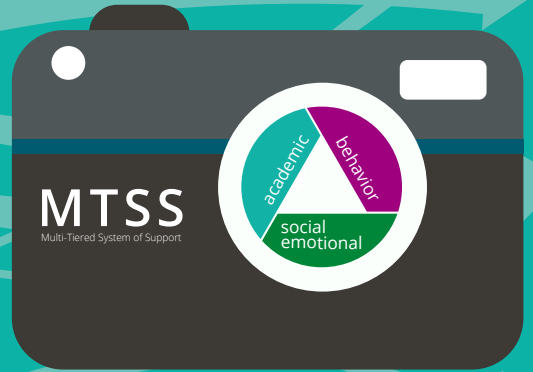
Building a bridge with MTSS

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

Contact us

Rapid Automatized Naming (RAN)

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

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• 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
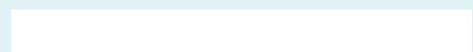
Save your **Q-global Inventory Account Number** for ordering. Log into Q-global, then access My Account > Account Information:

Notes:

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

Keep in touch with us on our social channels:

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