

2025



# Resource Guide *for* **Educators**



Pearson



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 wellbeing
- Dyslexia
- ADHD
- Giftedness
- Intellectual disabilities
- SLD identification
- Speech and language impairments
- OT and PT support

**Check out the complete  
DALs guide! >**

## New development portfolio now included!

See how the Digital Assessment Library for Schools can revolutionize the way you administer assessments at

**[PearsonAssessments.com/DALS](https://PearsonAssessments.com/DALS).**





## Mental Health Resource Center

### Bringing supportive student mental health tools to you

An alarming and rapidly growing number of children and adolescents struggle with mental health issues. Anxiety, depression, and stress are more prevalent than ever before, with record numbers of children and adults displaying clinical signs since the onslaught of COVID-19. There's an urgent need for mental health support and we're committed to making sure you've got the most reliable tools at your disposal.

**Check out our new resource center for the latest tools to support you and your students.**

**EXPLORE MORE**

#### Featured Student Mental Health and Behavior Tools

**BASC™**  
FAMILY OF SOLUTIONS



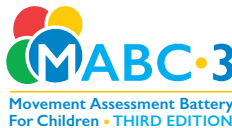
**3 BECK**

See more solutions at  
**[PearsonAssessments.com/  
MentalHealth](https://www.pearsonassessments.com/MentalHealth)**

# Fresh and featured for 2025

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 special educators!

## Here's what's new...



Coming soon!

Coming soon!



Coming soon  
on Q-global!

Coming soon!

Coming 2025!

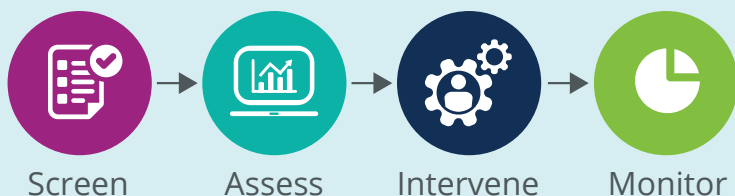


Explore more at [PearsonAssessments.com/new](https://PearsonAssessments.com/new)



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

Please let us know if you have questions!

*Kathleen*

# Cognitive Function and Ability Tools

## Screening

WASI-II  
Raven's 2  
NNAT3  
KBIT-2 Revised

## Diagnostic

DAS-II NU  
School-Age  
DAS-II Early  
Years Spanish  
Supplement  
KABC-II NU  
WISC-V  
WAIS-5  
WNV  
WPPSI-IV

## Additional Resources

- Cognitive Assessments
- Dyslexia Assessments
- Autism Assessments
- Gifted & Talented Assessments
- Attention-deficit/hyperactivity disorder (ADHD) Assessments

New!



“When you’re determining eligibility for Special Education services and developing an intervention plan, selecting and administering valid and reliable assessments is crucial.

— Kathleen Woodward

# A simple step-by-step approach to support **student behavior and well-being**

## Meet **Chris Huzinec**

Traditionally, supporting the mental health of students has focused on the identification, classification, and management of emotional and behavioral issues that negatively impact their learning. Today, these efforts have expanded to considering the well-being of all students. By proactively addressing the needs of all students, educators can integrate and align student well-being with the core goals of instruction and schooling. **BASC-3**, **SSIS SEL**, **Brown EF/A**, and **Review360** provide ways for educators to evaluate areas of need; identify social wellbeing and behavioral strengths; and to incorporate this information in their decision-making process.

## Using a step-by-step approach can help support students on their journey forward



1. Identify all students' behavioral, social wellness, and executive functions strengths and areas of need using universal screeners such as **BASC-3 BESS**, **Brown EF/A** and **SSIS SEL**.



2. Follow up on students who are identified as "at risk" using a comprehensive set of rating scales such as in the **BASC-3**, which provide input from school, home, and the personal perspective from students to help determine their needs.



3. Use the information collected to guide interventions and supports. Many of our solutions are aligned with these assessments and screeners. They include interventions for specific behavioral and mental health issues, a proactive behavioral and emotional skill building guide for all students, and a social wellness curriculum from the **SSIS SEL** that can proactively develop coping skills and resilience.



4. Use progress monitoring tools such as those included in **Review360** through Check-in/Check-out or individualized student support plans, or the **SSIS SEL** or **BASC-3 Flex Monitor** to track your students' improvements and overall well-being. This allows you to provide supports that best meet the needs of your students.

All the best, *Chris*



# — Behavior & Social Wellness Toolkit —

Screen	Assess	Intervene	Monitor
BASC-3 BESS	ABAS-3	BASC-3 Behavior Intervention Guide	BASC-3 FLEX Monitor
BASC SWSS Short Form	BASC-3 TRS, PRS, SRP	BASC-3 Behavioral and Emotional Skill Building Guide	Review360
SIBS/SEBS	BASC-3 PRQ	BASC SWSS Student Skill Builder	SSIS SEL Screening and Progress Monitoring Scales
SSIS SEL Brief + Mental Health Scales	BASC-3 SDH	Review360	
SSIS SEL Screening and Progress Monitoring Scales	Brown EF/A Scales	SSIS SEH CIP	
	Conners 4	SSIS SEH CIP T2	
	SSIS SEL Rating Scales		
	Vineland-3		

Fresh and featured!

**BASC™**  
SOCIAL WELLNESS  
SKILLS SYSTEM

**CONNERS 4™**  
4th EDITION

See all the behavior and social wellness resources at  
**[PearsonAssessments.com/Behavior](https://www.pearsonassessments.com/Behavior)**

*By proactively addressing the needs of all students, educators can integrate and align student well-being with the core goals of instruction and schooling.*

— Chris Huzinec

# Let's talk student mental health



## Meet **Selina Oliver**

“Some of the most important work I do as a Nationally Certified School Psychologist and school-based mental health professional is assisting schools and students struggling with mental health issues. Now, more than ever, there is a need for psychometrically strong early warning tools, as well as a continuum of tools to address escalating complexities.

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.

1. Screen with **BYI-2**: Five self-report inventories assess depression, anxiety, anger, disruptive behavior, and self-concept.
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.
3. For a deeper understanding or 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.

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.

*Selina*

## Student Mental Health Tools

BASC-3

MMPI-A-RF

BYI-2

MACI-II (13-18)

Brown EF/A Scales

M-PACI (9-12)

D-REF

Fresh and featured!

Review360<sup>®</sup>

Fresh and featured!

Q-global<sup>®</sup>

### Mental Health Resource Center

To help ensure you have the tools you need at your disposal, we have assembled our top mental health screeners and assessments for students, pertinent and timely resources for school professionals and caregivers, plus insightful blogs and articles written by experts in their field.

Learn more at

**[PearsonAssessments.com/MentalHealth](https://www.pearsonassessments.com/MentalHealth)**

# Struggling student?

## Let's work together to find out why!

Academic difficulties may be a sign of something more.



### Meet **Liz Grose**

“They say “it takes a village” to raise a child. At critical times in a child’s life, a school psychologist may have the privilege of collaborating with and leading that “village”. That’s why I became a school psychologist—to foster a community of support to empower children to discover and reach their goals.

### **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 measures—whether administered individually or at the class level—help you identify a student’s academic strengths and weaknesses across skill areas. Then, evaluate growth on a periodic basis. 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.

*Liz*

## Literacy Toolkit

Screen	Assess	Intervene	Monitor
PAL-II Reading and Writing	WIAT-4	WriteToLearn	Growth Scale Values (GSVs)
KTEA-3 Brief (Letter & Word Recognition, Reading Comprehension)	KTEA-3	SPELL-Links	Progress Monitoring Assistant
WRAT5 (Word Reading, Sentence Comprehension)	WRMT-III	Bridge of Vocabulary	Review360
CELF-5 (Reading and Writing)	PAL-II Reading and Writing	PAL Interventions	
WRMT-III (6 subtests)	DASH-2	KTEA-3 Intervention Statements	
		WIAT-4 Intervention Statements	
		PAL-II Reading and Writing Revised User Guide	
		Intervention Guide for LD Subtypes	

## Math Toolkit

Screen	Assess	Intervene	Monitor
PAL-II Math	WIAT-4	KeyMath-3	Growth Scale Values (GSVs)
KTEA-3 Brief (Math Computation, Math Concepts & Applications)	KTEA-3	Essential Resources	Progress Monitoring Assistant
WRAT5 (Math Computation)	KeyMath-3 Diagnostic Assessment	PAL-II Math Revised User Guide	
	PAL-II Math	Intervention Strategies	
		KTEA-3 Intervention Statements	
		WIAT-4 Intervention Statements	

Learn more about all our literacy and math solutions at  
[PearsonAssessments.com/achievement-toolkits](https://www.pearsonassessments.com/achievement-toolkits)



# 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**, **WIAT-4 Dyslexia Index**, or **KTEA-3 Dyslexia Index**.
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 language measures of the **WIAT-4**.
3. **We're trained to intervene:** For many 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**, and **SPELL-Links to Reading & Writing**.
4. **We're trained to show progress:** Tools like **aimswebPlus** or **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

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

## Assess

KTEA-3  
Comprehensive  
Form  
PAL-II  
WIAT-4  
WRMT-III

## Intervene

PAL Interventions  
SPELL-Links to  
Reading & Writing  
Intervention Guide  
for LD (Learning  
Disability)  
Subtypes  
KTEA-3 teaching  
objectives and  
intervention  
statements &  
WIAT-4 intervention  
goal statements

## Monitor

aimswebPlus  
Review360  
Growth Scale Values  
(GSVs)  
Progress Monitoring  
Assistant

Fresh and featured!

**Shaywitz**  
**DyslexiaScreen™**

**WIAT® 4**

**WIAT® 4<sup>CDN</sup>**  
Wechsler Individual Achievement Test  
Fourth Edition - Canadian

Learn more at  
**[PearsonAssessments.com/Dyslexia](https://PearsonAssessments.com/Dyslexia)**

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

*Our 'eagle eyes' get to the bottom of what's happening and why.*

— Tina Eichstadt

# Executive Functioning Skills are often the key to understanding individual strengths and weaknesses.

We have tests assessing multiple facets of this construct.



## Meet **Jennifer Puig**

“The many skills that comprise Executive Functioning are involved with the effortful control of behavior and are mediated by areas of the brain that mature in adulthood. As such, these skills support many aspects of a student’s school experience from their ability to learn to their ability to sit still. The protracted development of brain areas supporting these skills makes them particularly amenable to intervention. These factors make the assessment of Executive Functioning an important component of evaluations.

## There are many ways to assess Executive Functioning:

### Questionnaires:

1. **Attention/Concentration:** BASC-3 measures attention and executive function.
2. **Ratings of Executive Functioning:** D-REF measures emotional, behavioral, and cognitive components. Brown EF/A lets you track a student’s learning and demonstrates how they learn.

### Performance-Based Measures:

1. **Working Memory:** WRAML3 measures both verbal and visual working memory as well as other components of memory.
2. **Comprehensive assessment:** The NEPSY-II assesses complex cognitive functions, including Executive Functioning as well as basic subcomponents of cognitive capacities, (e.g., language comprehension and motor functioning) that support complex skills.
3. **Coming Soon!** The new D-KEFS™ Advanced expands on the performance-based neurocognitive measures in the D-KEFS through expanded construct coverage, digital administration, immediate scoring, and enhanced interpretive guidance.

Develop targeted interventions with the deeper understanding of strengths and weaknesses that Executive Function assessments provide.

*Jennifer*

Fresh and featured!

WR **WRAML™ 3**



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

Use assessments to help implement accommodations.



From **Melinda Cooper**

“As OTs, we seek to understand how sensory and motor needs in educational settings may present challenges for students to participate alongside their peers, as well as where these differences offer opportunity. Sensory and motor needs may 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 measure 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 reason for OT referral in school-based practice. Measure fine-motor and visual-motor-integration skills with the **BOT-3** or **Beery VMI** to inform intervention, and utilize the **DASH-2** to support the use of accommodations such as assistive technology for written communication. The **Sensory Profile 2** can help you identify environmental and contextual accommodations that will set students up for success. The **Movement ABC-3** incorporates both test and checklist components so you can measure motor competence from multiple sources.

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

Melinda

Sensory/Motor Tools	
Adolescent/Adult Sensory Profile	M-FUN
BOT-3	PEDI-CAT
Beery VMI	PDMS-3
DASH-2	Sensory Profile 2
DASH 17+	SFA
MABC-3	WRAVMA

# 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	BASC-3	Bridge of Vocabulary 2	Bayley-4
BSRA-4	Bayley-4	Sensory Profile 2	PEDI-CAT
CCC-2	BOEHM-3		PPVT-5/EVT-3
CELF Preschool-3 Screening Test	BBCS-4;R		
DIAL-4	CELF Preschool-3		
ESI-3	PDMS-3		
PEDI-CAT	PEDI-CAT		
PLS-5	PLS-5		
Screening Test	PLS-5 Spanish		
Sensory Profile 2 Short Form	PPVT-5/EVT-3		
	Sensory Profile 2		
	Vineland-3		

Fresh and featured!



Bracken

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

*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.*

— Shelley Hughes

# Universal screening and progress monitoring

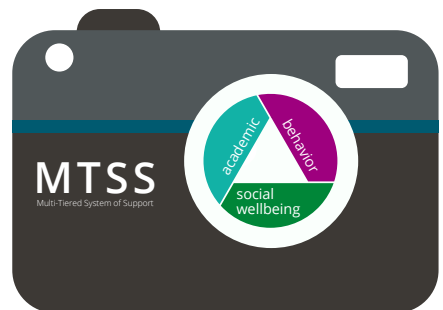


## Building a bridge with MTSS

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—no matter how you define your Multi-Tiered System of Support (MTSS) processes.

**With students learning in a variety of settings — virtual, hybrid, and face-to-face instruction — educators are facing an enormous challenge in identifying student needs and providing effective evidence-based interventions.** Research indicates having a comprehensive support structure is effective in student growth and with some additional guidance to help meet your students where they are and support their individual needs.

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 and social wellbeing...all while making data-driven decisions for all learners.



**Did you know we offer a comprehensive tool set to support MTSS?**  
Learn more at [PearsonAssessments.com/mtss](https://PearsonAssessments.com/mtss).

## What could success look like?

It all starts with aimswebPlus, 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 wellbeing 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**

aimsweb<sup>®</sup>  
PLUS 

Shaywitz  
**DyslexiaScreen**<sup>™</sup>  


 WriteToLearn<sup>®</sup>

 **SSIS<sup>™</sup> SEL**  
Social-Emotional Learning Edition

 **BASC<sup>™</sup>3**  
Behavior Assessment System for Children, Third Edition

**Rapid Automatized  
Naming (RAN)**

 **Review360<sup>®</sup>**

 **NAVY**

**BASC<sup>™</sup>**  
SOCIAL WELLNESS  
SKILLS SYSTEM

# 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.

**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](https://PearsonAssessments.com/EDUfocus)**

Keep in touch with us on our social channels:



/PearsonAssessmentsUS



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