Achieving equity by supporting the whole child

As we strive to help all students reach their full potential, we not only see, but also embrace the diversity in each student’s individual needs. Make data-driven decisions that ensure equity and inclusion for your diverse learners by addressing the whole child through the lens of your tiered systems of support for academics, behavior, and social-emotional learning.

Pearson offers a broad portfolio of solutions to help you make key decisions in addressing your students’ academic, behavioral, and social-emotional needs.

What needs do your students have? How can you identify who needs extra mental health and behavior support and which support to give? We want you to know we are here for all of you, and we’ve got some expert guidance to help light the way.

ESSER funding: In the pursuit of equity

You can take advantage of additional federal funding to support the whole child with many of the resources in this guide.

Learn more
Meet your Pearson classroom assessment and monitoring team

Don Pride
AK, LA, MS, NM, OK, TX
Contact me
1-817-876-8916

Jolena James-Szanton
CA, HI, ID, MA, NC, SC
Contact me
1-704-607-0006

Lou Ellen Marlatt, M Ed.
KY, NE, OH, TN, WV, GU, DODE Schools
Contact me
1-813-541-8985

Mary Del Angel
CT, ME, NH, NJ, NY, PA, RI, VT
Contact me
1-210-983-9438

Melissa Haney
AL, DE, MD, ND, SD, VA, DC, PR, VI
Contact me
1-804-912-3627

Nicole Kappeler
FL, GA, KS, MT, UT, WY
Contact me

Sarah Kruse, MBA
AZ, CO, IA, MO, NV, OR, WA,
Contact me
1-319-400-5479

Product questions and technical support

Contact us
1-800-328-5999

Stay informed of the latest education resources, tools, and updates!
Fill out the form at PearsonAssessments.com/CAP and we will be in touch!
Subscriptions, licensing information, and renewal

Have questions about your aimswebPlus, DRA3, EDL2+, Review360, TELL or WriteToLearn renewal? We’re here to help guide you. Send us an email at CAPrenewals@pearson.com or call 1-800-328-5999.
Easy ways to order

How to order

**Web**
The *quickest way to order* is via our website at [PearsonAssessments.com](http://PearsonAssessments.com).

**Phone**
+1 (800) 328-5999

**Fax**
Prior to faxing, review the fax order checklist at: [PearsonAssessments.com/Fax](http://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](http://PearsonAssessments.com/PO)

**Quotes**
Create your own quote on our website. Visit [PearsonAssessments.com/Quote](http://PearsonAssessments.com/Quote) to get started.

**Questions about ordering?**
We’ve got you covered. Visit [PearsonAssessments.com/Ordering](http://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](http://PearsonAssessments.com/Orderstatus).

Invoices

Additional support
Just as there are many ways to order, there are different support options available at [PearsonAssessments.com/Contact](http://PearsonAssessments.com/Contact).
• Read online help articles
• Call Customer Support:
  +1 (800) 328-5999

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](http://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.
How to use this resource

Explore each section and get to know some of our products!

Each solution toolkit serves as an outline to address specific challenges using the SCREEN → ASSESS → INTERVENE → MONITOR assessment flow.

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.

Remote Administration – p. 7
Universal Screening and Monitoring – p. 8
Classroom Assessments – p. 10
Early Childhood – p. 12
Academic Assessments – p. 13
Universal Screeners – p. 13
Behavior and Social-Emotional Learning – p. 14
Literacy – p. 16
Dyslexia – p. 18
Cognitive Function and Ability – p. 20
Mathematics – p. 21
Multi-Language Learners – p. 22
Gifted & Talented – p. 23
Addressing your students’ needs holistically

Addressing your students’ needs holistically while ensuring equity throughout your classroom can seem like a big task. Having the right resources and support in place to measure and screen learning challenges while assessing and monitoring behavior and social-emotional capabilities will help to lighten your load.

Resources for remote administration

Many classrooms fall under the “hybrid” category, and face-to-face administration is not always possible, making assessment administration somewhat tricky. Many of our products are flexible enough to meet your needs for print and digital administration with single sign on (SSO).

See our resources for remote administration
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, behavior and social emotional learning... all while making data-driven decisions that ensure equity and inclusion for diverse learners.

Did you know we offer a comprehensive tool set to support MTSS?
Learn more at 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-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. There are two key universal screeners available in Review360: the BASC®-3 BESS and SSIS™ SEL.
Navvy is a unique classroom assessment system designed to accelerate learning by providing granular, reliable, and proximal learning evidence for students and those who are helping them learn.

Navvy uses a smart psychometric approach to not only provide immediate and actionable results that classroom systems typically provide, but also to ensure results are accurate to correctly inform personalized instruction and successfully navigate each student’s learning journey. It offers a fresh approach to assessment in schools and is approved for the US Department of Education’s Innovative Assessment Program.

Using Navvy, short assessments (eight or fewer questions) are given on-demand throughout the year to diagnose strengths and areas for support on the required state or district standards or learning objectives.
Ready to assess differently? Navvy is changing the game for K-12 educators with:

• Short, valid, pre-built assessments to use at a pace and sequence determined by the educator
• Learning empowerment by encouraging students to set smart goals and earn badges through multiple assessment opportunities
• A novel psychometric approach bringing accuracy to classroom assessment
From observational assessment of early developmental skills and social behavior growth to agile screening that helps identify children who may need special education services

**Birth through third grade**

*Help parents become more keen observers and stay informed of developmental milestones.*

The Ounce Scale™ provides a structure to help parents observe their child’s behaviors. It provides a measure of personal connections, feelings about self, their relationships with other children, understanding and communicating, exploration, problem-solving, movement, and coordination to help you better assess each young child’s development.

For use with preschool through Grade 3, The Work Sampling System® can help you better communicate about each child’s progress and refine instruction to meet children’s individual needs. As one of the highest validated performance system available, it presents clear criteria for collecting information on the child’s work and compares it to age- and grade-specific standards so you can systematically document their skills, knowledge, behavior, and academic accomplishments.
**Need to screen for dyslexia, PLUS assess math, literacy, and mental health?**

*aimswebPlus* screens and monitors the reading and math skills of PreK–12 students. With its robust set of standards-aligned measures, *aimswebPlus* is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. *aimswebPlus* also has add-on behavior and dyslexia screeners for a comprehensive, all-in-one system.

![Diagram](image)

*What are the benefits of universal screeners?*

**What are they, and what information do I receive from them?**

Universal screening is a critical step in identifying students who are at risk for social-emotional and behavioral issues. The results enable teachers to identify students at risk and create a progress monitoring plan with interventions to meet their students where they are and share the results with families.
Need to assess student **wellness, social-emotional skills, and behavior?**

The degree of functional impact of a child’s coping on this continuum can range from mild internalization and withdrawal or moodiness to the fully disruptive domain including acute anxiety and avoidance associated with post-traumatic stress disorder. These telltale signs could include maladaptive self-soothing, substance use, and disruptive externalizing behaviors including agitation, aggression, and overt defiance.

*Children who have experienced acute disruption due to social isolation and loss of contact with supportive teaching staff may be at the greatest risk for developing functionally disruptive mental health problems.*

Develop safe learning environments for your students through the application of the Screen, Assess, Intervene, and Monitor assessment flow. We are proud to provide the relevant tools that fit within a model that supports prevention, identification, preparedness, response, and recovery.

---

**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
  - 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

**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

---

Do you have questions about universal screening? We’re here to help! Contact your Pearson Assessments Consultant.
It’s no secret that classroom behavior directly correlates to a student’s academic success. As behavior issues are resolved, students’ progress improves measurably, as does the climate of their classrooms and schools. The keys to resolving these issues are consistent and include effective screening, progress monitoring, reporting, and interventions.

**Why have a web-based behavior improvement system?**

**Review360** is a comprehensive reporting and progress monitoring system that provides educators with the data-driven training, recommendations, and resources they need to help improve student behavior and academic success.
Gather the team and put the students at the center of the work!

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 DyslexiaScreen data side-by-side.

**STEP 3:** A team is assembled to review the data. For students at risk on both aimswebPlus and Shaywitz DyslexiaScreen, 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.

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.
There’s nothing like a good book! List the books, for work and/or leisure, that you’d like to read this year.

☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________
☐ ____________________________________________________________

Screen
aimswebPlus with Rapid Automatized Naming (RAN)
Shaywitz DyslexiaScreen
GRADE

Assess
DRA3
EDL2+
GRADE

Intervene
DRA3
EDL2+
GRADE
WriteToLearn

Monitor
aimswebPlus
DRA3
EDL2+
GRADE
WriteToLearn
Let’s collaborate across disciplines and make measurable change!

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

**Screen:** We know how to “take a quick look” with the Shaywitz DyslexiaScreen.

**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 word analysis and benchmark assessments with **DRA3**.

**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 **DRA3** and **WriteToLearn**.

**Monitor:** Tools like **Review360** are a great way to simplify and streamline data gathering.

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

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

**Screen:** We know how to “take a quick look” with the Shaywitz DyslexiaScreen.

**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 word analysis and benchmark assessments with **DRA3**.

**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 **DRA3** and **WriteToLearn**.

**Monitor:** Tools like **Review360** are a great way to simplify and streamline data gathering.
**Dyslexia Toolkit**

<table>
<thead>
<tr>
<th>Screen</th>
<th>Assess</th>
<th>Intervene</th>
<th>Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>aimswebPlus</td>
<td>DRA3</td>
<td>DRA3</td>
<td>aimswebPlus</td>
</tr>
<tr>
<td>Shaywitz</td>
<td>EDL2+</td>
<td>EDL2+</td>
<td>Review360</td>
</tr>
<tr>
<td>DyslexiaScreen</td>
<td></td>
<td>GRADE</td>
<td>DRA3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WriteToLearn</td>
<td>EDL2+</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GRADE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WriteToLearn</td>
</tr>
</tbody>
</table>

**Taking Inventory**

What resources do you **have** to screen, assess, intervene, and monitor your students with dyslexia?

What resources do you **need** to screen, assess, intervene, and monitor your students with dyslexia?

Assessing cognitive function and psychological processing is essential to identifying potential learning and intellectual disabilities. When you’re determining eligibility for Special Education services, selecting and administering valid and reliable assessments is crucial.

Our toolkit can help determine eligibility!

Assessing cognitive function and psychological processing is essential to identifying potential learning and intellectual disabilities. When you’re determining eligibility for Special Education services, selecting and administering valid and reliable assessments is crucial.

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

**Our toolkit can help determine eligibility!**

Our toolkit can help determine eligibility!

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

### Cognitive Function and Ability Tools

- **Assess**
  - NNAT3
  - OLSAT8
  - OLSAT8 Online

### Taking Inventory

To help meet your students where they are, what products do you use to assess for cognitive function and ability?
Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a critical role in understanding the contents of other school subjects such as science, social studies, music, and art.

Need to assess math acumen?

The importance of and the role mathematics plays

Mathematics Toolkit

<table>
<thead>
<tr>
<th>Screen</th>
<th>Assess</th>
<th>Intervene</th>
<th>Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>aimswebPlus</td>
<td>GMADE</td>
<td>GMADE</td>
<td>aimswebPlus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GMADE</td>
</tr>
</tbody>
</table>
By 2025, one in four public school students will be a multi-language learner. Educators across the country are rising to the challenge of improving language development in their diverse, complex, and rapidly growing student populations.

Fortunately, next-generation programs allow states, districts, and schools to develop comprehensive ELL/ESL systems that include instruction, assessment, and professional development for teachers.

Closing the achievement gap

Despite our best efforts, 25% of English language learners (ELL) drop out of school and those who graduate often lag behind their peers on academic achievement tests. Focused ELL interventions can accelerate language acquisition and give students the academic vocabulary they need to meet grade-level expectations.

Multi-Language Learners Toolkit

<table>
<thead>
<tr>
<th>Screen</th>
<th>Assess</th>
<th>Intervene</th>
<th>Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>aimswebPlus</td>
<td>aimswebPlus</td>
<td>EDL2+</td>
<td>aimswebPlus</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>EDL2+</td>
<td>Spanish</td>
</tr>
<tr>
<td>EDL2+</td>
<td>EDL2+</td>
<td>WriteToLearn</td>
<td>EDL2+</td>
</tr>
<tr>
<td>TELL</td>
<td>WriteToLearn</td>
<td>TELL</td>
<td>WriteToLearn</td>
</tr>
<tr>
<td></td>
<td>TELL</td>
<td></td>
<td>TELL</td>
</tr>
</tbody>
</table>
Identifying children who are gifted and/or talented may seem like an easy task. Obvious musical gifts, advanced reasoning, exceptional drawing skills, a remarkable proclivity for solving difficult mathematical equations — all clear signs. However, what becomes of the students who possess some or all these gifts, yet don’t have the ability to verbalize what they know? How do we identify giftedness and talent in children who have an expressive language delay, speak another language, or suffer from test anxiety?

Testing for giftedness and talent isn’t one-size-fits-all.

Making sure testing is inclusive for all children whose gifts need to be identified can seem like an impossible task, but with the right tools in place, those students have an opportunity to be discovered and placed into a program that will give them a chance to shine! Casting a wider net over your student body can give them that opportunity for discovery and set them on the path to greatness that they are destined for.

**Giftedness and Talent Tools**

- Assess
  - NNAT3
  - OLSAT8
  - OLSAT8 Online

Explore all our gifted and talented resources.
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 can be filtered by additional categories.

HERE’S HOW IT WORKS
At PearsonAssessments.com/SolutionFinder you will see a number of different types of assessments.

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

We offer many more assessments than can fit in this guide, but you can find them easily on our website today to start exploring!

Visit PearsonAssessments.com/SolutionFinder.
Take inventory: The whole child lens

To help meet your students where they are, what products do you use to screen, assess, intervene/support, and monitor their progress?

For academics:
Screening:
Assess:
Intervene and support:
Monitor:

For behavior and social-emotional:
Screening:
Assess:
Intervene and support:
Monitor:
Addressing your students’ needs holistically

Addressing your students’ needs holistically while ensuring equity throughout your classroom can seem like a big task. Having the right resources and support in place to measure and screen learning challenges while assessing and monitoring behavior and social-emotional capabilities will help to lighten your load and meet your students where they are. We want you to know we are here for all of you, and we’ve got some expert guidance to help light the way.

Keep in touch with us on our social channels:

人脸识别
/PearsonAssessmentsUS
@PearsonAssessUS
Pearson-Assessments-US
@PearsonAssessmentsUS
Pearsonassessmentsus

Scan the QR code to learn more!