

PRESCHOOL EVALUATION SCALE

Second Edition (PES-2)

Stephen B. McCarney, Ed.D.
Tamara J. Arthaud, Ph.D.

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The *Preschool Evaluation Scale-Second Edition (PES-2)* was developed to provide educators, diagnosticians, pediatricians, and psychologists with a measure of child development from 0 through 72 months of age. The **PES-2** may be used to contribute to the early identification of students with developmental delays for the purpose of implementing an intervention plan for remediation. The **PES-2** is based on the most commonly recognized domains of child development identified in the federal definition of developmental delays (PL 99-457). Each subscale is associated with one of the developmental domains.

The **PES-2** subscales are

- *Large Muscle Skills,*
- *Small Muscle Skills,*
- *Cognitive Thinking,*
- *Expressive Language Skills,*
- *Social/Emotional,* and
- *Self-Help Skills.*

During development, the **PES-2 School and Home Versions** were subjected to field testing on children from 0 through 72 months of age resulting in the items included in the final version of each scale. The **PES-2 School Version** was standardized on a total of 1,608 children in 22 states. The **PES-2 Home Version** was standardized on a total of 979 children in 18 states. Gender and age specific norms are provided. Demographic characteristics of the standardization population approximated the demographic characteristics of the nation. Age equivalents for both home and school can be determined.

Internal consistency of the **PES-2 School Version: 0-35 and 36-72** exceeded .97 for the total score. Test-retest reliability correlation coefficient was .94 for the total score. Inter-rater reliability coefficients for the **PES-2 SV: 36-72 Months** subscales ranged from .64 to .83. Content validity was established by the initial development process. All six subscales of the **PES-2 School Version** were compared to the *Developmental Profile 3 (DP-3)* as a measure of concurrent validity.

The internal consistency reliability coefficients for the **PES-2 Home Version: 0-35 and 36-72** exceeded .96 for the total score. Test-retest reliability correlation coefficients ranged from .84 to .94 for the **PES-2 HV: 36-72** subscales. Coefficients for inter-rater reliability of the **PES-2 HV: 0-35 and 36-72** ranged from .68 to .96. Content validity was established by the initial development process. All six subscales of the **PES-2 HV: 0-35 and 36-72** were compared to the *Developmental Profile 3 (DP-3)* as a measure of concurrent validity.

The **PES-2** uses frequency-referenced quantifiers. Each item on the **PES-2** is rated on a three-point scale from (0) CANNOT PERFORM THE BEHAVIOR to (2) PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY. Following administration, five types of scores may be obtained: frequency rating for each item (reflecting the degree of success in performing a behavior), subscale raw score (the sum of the frequency ratings for each subscale), subscale standard score (a consistent basis for comparing students), and total score quotient and percentile. The subscale standard scores may be plotted on the Profile Sheet graph for a visual representation of the student's level of functioning across the 6 subscales.

The **PES-2** takes approximately 20 minutes for anyone familiar with the child to complete. The **PES-2** complete kit consists of 0-35 Months and 36-72 Months school and home version rating forms and technical manuals. The **PES-2 Quick Score Windows®**-compatible program converts ratings to standardized scores. The **Preschool Development Guide** which will include goals, objectives, and intervention strategies for the behaviors on the scales is currently being developed.



H A W T H O R N E

Phone: (800) 542-1673 FAX: (800) 442-9509

SCHOOL VERSION RATING FORM 0 Through 35 Months

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by educational personnel with primary observational opportunities. These persons would usually be teachers or aides who work directly with the child.
- The rater should rate the child's behavior as the behavior/skill occurs naturally in the educational environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier then the item before rating the item. Using item 9 as an example, the rater would first read "Cannot sidestep around furniture with ease," then "Can sidestep around furniture with ease successfully but on an inconsistent basis," and finally "Can sidestep around furniture with ease successfully and independently."
- It is not necessary to complete the rating of a child in one day. Several days may elapse before the rater is able to complete the scale.
- If the child does not possess or demonstrate the behavior or skill, the rating should be **0**
CANNOT PERFORM THE BEHAVIOR.
- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be **1**
PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.
- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be **2**
PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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(800) 542-1673



TO RATER: Rate every item using the quantifiers (0-2) provided.
Every item must be rated. **Do not leave any boxes blank.**

**CANNOT
PERFORM
THE BEHAVIOR**

0

**PERFORMS
THE BEHAVIOR
SUCCESSFULLY
BUT ON AN
INCONSISTENT BASIS**

1

**PERFORMS THE
BEHAVIOR
SUCCESSFULLY AND
INDEPENDENTLY**

2

LARGE MUSCLE SKILLS

1. Waves arms and kicks legs during play
2. When pulled up into a sitting position, head does not lag behind the body
3. When body is swayed back and forth, head does not wobble from side to side
4. Rolls from front to back and back to front
5. Balances well when sitting, keeping hands free for ten minutes
6. Pulls self up on furniture to standing position
7. Creeps on belly using arms to pull body forward at least ten feet
8. Crawls on hands and knees at least ten feet
9. Can sidestep around furniture with ease
10. Can stand alone and take two to three steps before falling
11. Seldom falls when walking alone
12. Can seat himself/herself in a small chair
13. Squats to pick up a toy and returns to a standing position independently
14. Kicks a large ball while standing in place
15. Independently jumps in place on toes with both feet off the ground
16. Moves on "ride-on" toy without pedals for ten feet
17. Jumps off an object six inches high with both feet
18. Walks up stairs alternating feet

33

Raw Score

SMALL MUSCLE SKILLS

19. Fingers are relaxed and loosely closed
20. Enjoys watching his/her hands move and putting them in mouth
21. Holds, shakes, and plays with a rattle for several minutes
22. Transfers an object from one hand to the other hand

23. Picks up a one-inch cube with a grasp between the palm and fingers
24. Lines up a small object in one hand with an object in the other hand
25. Builds a tower of two to three blocks after someone has demonstrated it
26. Can insert a circular block in a form board
27. Builds a tower of three to four blocks
28. Can correctly complete a three-piece form board consisting of a circle, square, and triangle
29. Imitates drawing a circular and vertical stroke after seeing a demonstration
30. Can unscrew bottle lids approximately two inches in diameter
31. Builds a tower of eight blocks
32. Uses a thumb and forefinger grasp in holding a pencil, instead of using a fist
33. Builds a tower of ten blocks
34. Can cut a piece of paper from one side to the other with scissors

21 Raw Score

COGNITIVE THINKING

35. Recognizes parent visually and changes activity level
36. Visually follows a dangling ring through an arc from side to side
37. Shows a desire to be picked up by holding arms out
38. Consistently reaches for a desired object
39. Looks for family members when named
40. Enjoys repetitive actions that produce different sounds
41. Will search for and uncover a toy that he/she has seen hidden
42. Grasps and pulls a string to obtain a toy
43. Gives a toy to an adult upon request
44. Understands a few simple commands such as "sit," "stand," "come," and "eat"

45. Shows curiosity about objects, actively manipulating them
46. Points to pictures in a book when asked
47. Understands two- or three-word commands such as "pick up shoe," "give car," "get diaper," and can execute them accurately
48. Points to four body parts when named
49. Points to three pictures of common actions such as running, eating, sleeping, crying, etc.
50. Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.
51. Points to ten pictures of common objects when asked

29 Raw Score

EXPRESSIVE LANGUAGE SKILLS

52. Laughs aloud when tickled and talked to by someone
53. Makes cooing sounds and squeals when talked to by someone
54. Vocalizes and combines syllables in vocal play (e.g., dada, baba, mama, ka, na)
55. Calls parents by specific words (e.g., "mama," "dada," etc.)
56. Says two words besides those used to indicate his/her parents
57. Asks for objects by pointing and vocalizing or grunting
58. Uses jargon (a series of meaningless sounds along with occasional words)
59. Names one picture or object
60. Asks for "more"
61. Names at least three objects and three pictures
62. Has fifty words or more in spoken vocabulary
63. Uses three-word sentences when communicating
64. Can name five pictures when asked, "What is this?"
65. Names a preferred object when asked, "Do you want the ball or the car?"
66. Speaks intelligibly, can be understood by someone who is not familiar with him/her

25 Raw Score

SOCIAL/EMOTIONAL

67. Quiets when seeing a person's face or hearing a soothing voice

68. Smiles in response to attention given by an adult
69. Demonstrates feelings such as pleasure, anger, anticipation, and satisfaction
70. Purposely drops toy for an adult to retrieve, or invents other kinds of dropping games
71. Begins to understand the meaning of "no" by stopping activity briefly, then continuing
72. Has favorite toys, security blanket, etc., and is very protective of them
73. May test limits and have temper tantrums
74. Predominately plays side-by-side with peers with very little interaction with them
75. Will pull a person's hand or tug on a person to show what he/she wants
76. Initiates own play activities for short periods
77. Is beginning associative play (e.g., actively plays with another child)
78. Verbalizes displeasure rather than physically hurting peers
79. Can share toys in a reciprocal fashion

25 Raw Score

SELF-HELP SKILLS

80. Holds own bottle
81. Attempts to remove obstacles in order to obtain a desired object or toy
82. Enjoys feeding finger foods to himself/herself for a portion of a meal
83. Cooperates in dressing by pushing arms and legs through clothing
84. Independently pulls off socks
85. Holds own cup and drinks with some spilling
86. Uses a spoon with minimal spilling
87. Unzips zippers
88. Indicates toileting needs by squatting, holding self, or verbalizing
89. Independently pulls pants or shorts up and down
90. Puts on coat independently
91. Feeds self with fork held in fist
92. Unties and removes shoes
93. Can independently put on shoes although they are often on incorrect feet
94. Snaps front snaps on his/her clothing

21 Raw Score

SCHOOL VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Austin Williams Gender: M
 School: Midvale Preschool
 Class: Tues./Thurs. a.m.
 City: Midvale State: PA
 Date of rating: 2009 6 28
 (year) (month) (day)
 Date of birth: 2006 7 1
 (year) (month) (day)
 Age at rating: 2 11 27
 (years) (months) (days)
 $\begin{matrix} \times 12 \\ \hline 24 \end{matrix}$ + $\begin{matrix} \downarrow \\ 11 \end{matrix}$ = $\begin{matrix} \square \\ 35 \end{matrix}$

Rated by: M. Jackson
 Relationship to the child: preschool teacher
 Dates during which observation of child occurred:
 From 9/01 To 6/28/02

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Large Muscle Skills	33	9	1.96
Small Muscle Skills	21	6	2.50
Cognitive Thinking	29	8	2.04
Expressive Language Skills	25	8	2.24
Social/Emotional	23	9	3.10
Self-Help Skills	21	8	2.14

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
48	87	19	6.14	95 %

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

PES-2 SV: 0-35
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HOME VERSION RATING FORM

0 Through 35 Months

Stephen B. McCarney

COVER SHEET

RATING GUIDELINES

- The child should be rated by persons with primary observational opportunities. This person would usually be someone who lives with the child in his/her home environment.
- The rater should rely on his/her personal observation of the child's behavior as it occurs naturally in the home environment.
- Any number of persons may rate the child. Each person should independently rate (i.e., without conferring with others) the child using a separate rating form.
- Ratings should be made conservatively. Choose the quantifier that accurately and objectively represents the child's performance of the behavior/skill.
- It is not necessary to complete the rating of the child in one day. Several days may elapse before the rater is able to complete the scale.
- It is recommended that the rater read each quantifier then the item before rating the item. Using item 9 as an example, the rater would first read "Cannot sidestep around furniture with ease," then "Can sidestep around furniture with ease successfully but on an inconsistent basis," and finally "Can sidestep around furniture with ease successfully and independently."
- It is not necessary to complete the rating of a child in one day. Several days may elapse before the rater is able to complete the scale.
- If the child does not possess or demonstrate the behavior or skill, the rating should be
0
CANNOT PERFORM THE BEHAVIOR.
- If for any reason (e.g., forgetting to engage in the behavior, forgetting how to engage in the behavior, etc.) the child does not perform a behavior or skill but has demonstrated that he/she can perform the behavior/skill successfully but inconsistently, the rating should be
1
PERFORMS THE BEHAVIOR SUCCESSFULLY BUT ON AN INCONSISTENT BASIS.
- If the child functions at the highest level relative to any of the behaviors or skills, is consistently successful, and performs the behavior/skill independently; the rating should be
2
PERFORMS THE BEHAVIOR SUCCESSFULLY AND INDEPENDENTLY.

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TO RATER: Rate every item using the quantifiers (0-2) provided.
Every item must be rated. **Do not leave any boxes blank.**

**CANNOT
PERFORM
THE BEHAVIOR**

0

**PERFORMS
THE BEHAVIOR
SUCCESSFULLY
BUT ON AN
INCONSISTENT BASIS**

1

**PERFORMS THE
BEHAVIOR
SUCCESSFULLY AND
INDEPENDENTLY**

2

LARGE MUSCLE SKILLS

1. Waves arms and kicks legs during play
2. When pulled up into a sitting position, head does not lag behind the body
3. When body is swayed back and forth, head does not wobble from side to side
4. Rolls from front to back and back to front
5. Balances well when sitting, keeping hands free for ten minutes
6. Pulls self up on furniture to standing position
7. Creeps on belly using arms to pull body forward at least ten feet
8. Crawls on hands and knees at least ten feet
9. Can sidestep around furniture with ease
10. Can stand alone and take two to three steps before falling
11. Seldom falls when walking alone
12. Can seat himself/herself in a small chair
13. Squats to pick up a toy and returns to a standing position independently
14. Kicks a large ball while standing in place
15. Independently jumps in place on toes with both feet off the ground
16. Moves on "ride-on" toy without pedals for ten feet
17. Jumps off an object six inches high with both feet
18. Walks up stairs alternating feet

33 Raw Score

SMALL MUSCLE SKILLS

19. Fingers are relaxed and loosely closed
20. Enjoys watching his/her hands move and putting them in mouth
21. Holds, shakes, and plays with a rattle for several minutes
22. Transfers an object from one hand to the other hand

23. Picks up a one-inch cube with a grasp between the palm and fingers
24. Lines up a small object in one hand with an object in the other hand
25. Builds a tower of two to three blocks after someone has demonstrated it
26. Can insert a circular block in a form board
27. Builds a tower of three to four blocks
28. Can correctly complete a three-piece form board consisting of a circle, square, and triangle
29. Imitates drawing a circular and vertical stroke after seeing a demonstration
30. Can unscrew bottle lids approximately two inches in diameter
31. Builds a tower of eight blocks
32. Uses a thumb and forefinger grasp in holding a pencil, instead of using a fist
33. Builds a tower of ten blocks
34. Can cut a piece of paper from one side to the other with scissors

21 Raw Score

COGNITIVE THINKING

35. Recognizes parent visually and changes activity level
36. Visually follows a dangling ring through an arc from side to side
37. Shows a desire to be picked up by holding arms out
38. Consistently reaches for a desired object
39. Looks for family members when named
40. Enjoys repetitive actions that produce different sounds
41. Will search for and uncover a toy that he/she has seen hidden
42. Grasps and pulls a string to obtain a toy
43. Gives a toy to an adult upon request
44. Understands a few simple commands such as "sit," "stand," "come," and "eat"

- 35. Shows curiosity about objects, actively manipulating them
- 36. Points to pictures in a book when asked
- 37. Understands two- or three-word commands such as "pick up shoe," "give car," "get diaper," and can execute them accurately
- 38. Points to four body parts when named
- 39. Points to three pictures of common actions such as running, eating, sleeping, crying, etc.
- 40. Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.
- 41. Points to ten pictures of common objects when asked

34 Raw Score

EXPRESSIVE LANGUAGE SKILLS

- 52. Laughs aloud when tickled and talked to by someone
- 53. Makes cooing sounds and squeals when talked to by someone
- 54. Vocalizes and combines syllables in vocal play (e.g., dada, baba, mama, ka, na)
- 55. Calls parents by specific words (e.g., "mama," "dada," etc.)
- 56. Says two words besides those used to name and indicate his/her parents
- 57. Asks for objects by pointing and vocalizing or grunting
- 58. Uses jargon (a series of meaningless sounds along with occasional words)
- 59. Names one picture or object
- 60. Asks for "more"
- 61. Names at least three objects and three pictures
- 62. Has fifty words or more in spoken vocabulary
- 63. Uses three-word sentences when communicating
- 64. Can name five pictures when asked, "What is this?"
- 65. Names a preferred object when asked, "Do you want the ball or the car?"
- 66. Speaks intelligibly, can be understood by someone who is not familiar with him/her

28 Raw Score

SOCIAL/EMOTIONAL

- 67. Quiets when seeing a person's face or hearing a soothing voice

- 68. Smiles in response to attention given by an adult
- 69. Demonstrates feelings such as pleasure, anger, anticipation, and satisfaction
- 70. Purposely drops toy for an adult to retrieve, or invents other kinds of dropping games
- 71. Begins to understand the meaning of "no" by stopping activity briefly, then continuing
- 72. Has favorite toys, security blanket, etc., and is very protective of them
- 73. May test limits and have temper tantrums
- 74. Predominately plays side-by-side with peers with very little interaction with them
- 75. Will pull a person's hand or tug on a person to show what he/she wants
- 76. Initiates own play activities for short periods
- 77. Is beginning associative play (e.g., actively plays with another child)
- 78. Verbalizes displeasure rather than physically hurting peers
- 79. Can share toys in a reciprocal fashion

25 Raw Score

SELF-HELP SKILLS

- 80. Holds own bottle
- 81. Attempts to remove obstacles in order to obtain a desired object or toy
- 82. Enjoys feeding finger foods to himself/herself for a portion of a meal
- 83. Cooperates in dressing by pushing arms and legs through clothing
- 84. Independently pulls off socks
- 85. Holds own cup and drinks with some spilling
- 86. Uses a spoon with minimal spilling
- 87. Unzips zippers
- 88. Indicates toileting needs by squatting, holding self, or verbalizing
- 89. Independently pulls pants or shorts up and down
- 90. Puts on coat independently
- 91. Feeds self with fork held in fist
- 92. Unties and removes shoes
- 93. Can independently put on shoes although they are often on incorrect feet
- 94. Snaps front snaps on his/her clothing

24 Raw Score

HOME VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name of child: Thomas Andrews Gender: M

City: Midvale State: PA

Date of rating: 2009 1 15
(year) (month) (day)

Date of birth: 2006 2 13
(year) (month) (day)

Age at rating: 2 11 2
(years) (months) (days)

$$\boxed{24} + \boxed{11} = \boxed{35}$$

Rated by: M. Jackson

Relationship to the child: mother

Dates during which observation of child occurred:
From 3/13/08 To 1/15/09

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
Large Muscle Skills	33	11	1.50
Small Muscle Skills	21	8	1.88
Cognitive Thinking	34	12	1.84
Expressive Language Skills	28	11	1.96
Social/Emotional	25	12	2.52
Self-Help Skills	24	10	2.12

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval
64	102	55	4.84	95 %

Standard Scores	SUBSCALES						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20	•	•	•	•	•	•	150	•	≥99	•
19	•	•	•	•	•	•	145	•	95	•
18	•	•	•	•	•	•	140	•	90	•
17	•	•	•	•	•	•	135	•	85	•
16	•	•	•	•	•	•	130	•	80	•
15	•	•	•	•	•	•	125	•	75	•
14	•	•	•	•	•	•	120	•	70	•
13	•	•	•	•	•	•	115	•	65	•
12	•	•	•	•	•	•	110	•	60	•
11	•	•	•	•	•	•	105	•	55	•
10	•	•	•	•	•	•	100	•	50	•
9	•	•	•	•	•	•	95	•	45	•
8	•	•	•	•	•	•	90	•	40	•
7	•	•	•	•	•	•	85	•	35	•
6	•	•	•	•	•	•	80	•	30	•
5	•	•	•	•	•	•	75	•	25	•
4	•	•	•	•	•	•	70	•	20	•
3	•	•	•	•	•	•	65	•	15	•
2	•	•	•	•	•	•	60	•	10	•
1	•	•	•	•	•	•	55	•	5	•
0	•	•	•	•	•	•	50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

PES-2 HV: 0-35

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Rest of Australia (all States and Territories)

- \$9.95 for orders up to 3kg
- \$11.95 for orders up to 5kg
- larger orders charged based on weight and destination

There is an additional \$2.50 registered post charge for orders over \$200 which are delivered by Australia Post.

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Based on weight. For orders up to 3kg the cost is typically similar or lower than the freight cost within Australia.

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ORDER FORM

QUANTITY	CODE	TITLE	AMOUNT

PURCHASER DETAILS

NAME		DATE	
SCHOOL/ORGANISATION			
ADDRESS			
SUBURB		POSTCODE	
TELEPHONE		FAX	
EMAIL			

PAYMENT DETAILS

PAYMENT METHOD (please tick one)	CHEQUE <input type="checkbox"/>	CREDIT CARD <input type="checkbox"/>	INVOICE SCHOOL <input type="checkbox"/>	PURCHASE ORDER NUMBER (for school orders)	
CARD NUMBER				EXPIRY DATE	
NAME ON CARD					
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