

# 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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**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 return to standing position independently
- 14. Kicks a large ball with feet
- 15. Independent walking on both feet
- 16. Moves on a tricycle or pedals for ten feet
- 17. Jumps off an object six inches high with both feet
- 18. Walks up stairs alternating feet

- 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 lid approximately two inches in diameter
- 31. Builds a tower of four blocks
- 32. Grasps in holding a pencil
- 33. Stacks ten blocks
- 34. Cuts a piece of paper from one side to the other with scissors

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"

**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

**PES-2 Birth-35 Months  
School Version Rating Form**

33

Raw Score

- 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

- 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 anger more often than physically hurting others

- 79. Shows fashion sense

**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

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 name and cate his/her parents

- 57. Asks for objects by name or grunting

- 58. Uses jargon words and phrases along with hands

- 59. Names one 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

# 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)

24 + 11 = 35

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
- 12. Can seat himself/herself on the floor
- 13. Squats to pick up an object and stands up
- 14. Kicks a large ball or toy while sitting in place
- 15. Independently balances 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 horizontal and vertical stroke after demonstration
- 30. Builds a tower of approximately two to three blocks
- 31. Builds a tower of eight blocks
- 32. Uses 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"

**PES-2 Birth-35 Months  
Home Version Rating Form**

- 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 describe his/her parents
- 57. Asks for objects by name or grunting
- 58. Uses jargon words along with hands
- 59. Names one 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 more than physically hurting
- 79. Shows fashion

**PES-2 Birth-35 Months  
Home Version Rating Form**

**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)

24 + 11 = 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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# SCHOOL VERSION RATING FORM

## 36 Through 72 Months

Stephen B. McCarney

### 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 with the item before rating the item. Using item 7 as an example, the rater would first read "Cannot hop on one foot several times," then "Can hop on one foot several times successfully but on an inconsistent basis," and finally "Can hop on one foot several times successfully and independently."
- 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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Item #04311

PES-2 SV: 36-72

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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**

- 2 1. Can throw a ball or beanbag overhanded five to seven feet
- 2 2. Can jump in place independently with both feet off the floor
- 2 3. Can jump off a stool or step that is eight inches high and land on both feet
- 2 4. Can ride a tricycle using the pedals
- 2 5. Can stand on one foot for four to seven seconds
- 2 6. Can walk up and down stairs holding on to a rail, alternating feet
- 2 7. Can hop on one foot several times
- 2 8. Can easily catch a ball with bent arms
- 2 9. Can catch a ball that is bounced to him
- 2 10. Can skip, alternating feet
- 2 11. Can squat down to the floor and get up without help

22 Raw Score

**SMALL MUSCLE SKILLS**

- 2 12. Holds a pencil with a three- to four-finger grasp
- 1 13. Can copy a circle
- 1 14. Can cut a piece of paper in two with scissors
- 2 15. Can copy a cross
- 2 16. Can copy a square
- 2 17. Can draw a fairly straight line between two designated points
- 2 18. Can use a pencil sharpener independently
- 2 19. Can draw a person with six to seven recognizable parts
- 2 20. Can tie a simple knot

- 2 21. Can copy first name
  - 1 22. Can cut a square with scissors
  - 1 23. Can copy a triangle
  - 1 24. Can pour from a pitcher into a glass with little assistance
- 21 Raw Score

**COGNITIVE THINKING**

- 2 25. Can identify an object that is different from others in a group
  - 2 26. Shows understanding of prepositions (e.g., under, over, behind, in front of) and uses them appropriately (e.g., under the table, behind the door)
  - 2 27. Can identify and name objects according to size (e.g., large, small, medium)
  - 2 28. Can identify and name objects by color (e.g., red, blue, yellow, green)
  - 2 29. Can pantomime the meanings of words such as sweeping, driving, etc.
  - 2 30. Can identify pictures that go together (e.g., toothpaste and toothbrush, foot and shoe, soap and towel)
  - 2 31. Can correctly point to a penny, nickel, and dime
  - 2 32. Can point to a square, circle, and triangle
  - 2 33. Understands the numbers one to four and can give a specified quantity (1-4) when asked
  - 2 34. Can classify objects grouping them according to size, shape, color, cats vs. dogs, etc.
  - 2 35. Can point to a group of objects that has more or less
  - 2 36. Can point to an object in the middle
  - 2 37. Can point to a one dollar bill and a five dollar bill
- 26 Raw Score

**EXPRESSIVE LANGUAGE SKILLS**

- 1 38. Speaks well enough that an outsider can understand

**PES-2 36-72 Months School Version Rating Form**

- |   |   |
|---|---|
| <p><input type="checkbox"/> 39. Can talk back and forth on the telephone</p> <p><input type="checkbox"/> 40. Can tell which object he/she prefers</p> <p><input type="checkbox"/> 41. Uses several pronouns correctly in conversation (e.g., I, you, me, your, he, she)</p> <p><input type="checkbox"/> 42. Can answer questions accurately involving "how" and "where"</p> <p><input type="checkbox"/> 43. Can name pictures of ten common objects</p> <p><input type="checkbox"/> 44. Can tell how an object is used</p> <p><input type="checkbox"/> 45. Uses the past tense of verbs</p> <p><input type="checkbox"/> 46. Can answer questions accurately involving "why"</p> <p><input type="checkbox"/> 47. Can correctly answer questions regarding his/her physical needs (e.g., "What do you do when you are hungry, sleepy, cold, etc.?" )</p> <p><input type="checkbox"/> 48. Can count by rote memory from one to fifteen</p> <p><input type="checkbox"/> 49. Can tell the composition of common things (e.g., the table is made of wood, the toy is made of plastic, etc.)</p> <p><input type="checkbox"/> 50. Can tell a story using pictures or a book</p> <p><input type="checkbox"/> 51. Can rhyme words</p> <p><input type="checkbox"/> 52. Can describe the weather outside</p> <p><u>26</u> Raw Score</p> <p style="text-align: center;">SOCIAL/EMO</p> <p><input type="checkbox"/> 53. Has little diff</p> <p><input type="checkbox"/> 54. Can take to</p> <p><input type="checkbox"/> 55. Will ask perm... are using others' belongings</p> <p><input type="checkbox"/> 56. Uses "please" and "thank you" when appropriate</p> <p><input type="checkbox"/> 57. Enjoys acting out feelings in make-believe play</p> <p><input type="checkbox"/> 58. Can play cooperatively with other children</p> <p><input type="checkbox"/> 59. Can put away toys when asked, without supervision</p> <p><input type="checkbox"/> 60. Uses "excuse me" when appropriate</p> <p><input type="checkbox"/> 61. Can behave appropriately in social situations without an adult's constant supervision</p> <p><input type="checkbox"/> 62. Begins choosing friends</p> <p><input type="checkbox"/> 63. Remains in an assigned area for a specified amount of time (e.g., stays in one area of the classroom, stays in seat, stays in the yard at home, etc.)</p> | <p><input type="checkbox"/> 64. Can stay involved in an activity a reasonable length of time (e.g., until project is completed, until it is time to move on to another activity, etc.)</p> <p><input type="checkbox"/> 65. Follows one- or two-step verbal directions (e.g., "Go wash your hands." "Put away your toys and line up." etc.)</p> <p><input type="checkbox"/> 66. Demonstrates appropriate mealtime behavior (e.g., remains seated, does not bother others, eats with utensils, etc.)</p> <p><input type="checkbox"/> 67. Responds appropriately to redirection (e.g., will be quiet when told he/she is too loud, will walk when told to stop running, etc.)</p> <p><input type="checkbox"/> 68. Is able to focus attention for a necessary length of time (e.g., during group activities, when directions are being given, when a guest speaker is making a presentation, etc.)</p> <p><input type="checkbox"/> 69. Maintains self-control in group situations (e.g., can walk in a line, does not become overexcited, etc.)</p> <p><u>29</u> Raw Score</p> <p><input type="checkbox"/> 70. ... appropriately</p> <p><input type="checkbox"/> 71. ... buttons on his/her</p> <p><input type="checkbox"/> 72. ... snap front snaps on his/her clothing</p> <p><input type="checkbox"/> 73. Can take off a pullover piece of clothing</p> <p><input type="checkbox"/> 74. Can get own drink of water from a faucet</p> <p><input type="checkbox"/> 75. Can unbuckle a belt</p> <p><input type="checkbox"/> 76. Remembers to flush toilet after using it</p> <p><input type="checkbox"/> 77. Takes care of toileting needs (e.g., calls attention to toileting needs, uses restroom independently, etc.)</p> <p><input type="checkbox"/> 78. Can feed himself/herself independently, holding utensils with fingers</p> <p><input type="checkbox"/> 79. Puts shoes on correct feet</p> <p><input type="checkbox"/> 80. Knows front from back of clothing</p> <p><input type="checkbox"/> 81. Can put belt through belt loops</p> <p><input type="checkbox"/> 82. Can completely undress and dress himself/herself independently except for back fastenings</p> <p><input type="checkbox"/> 83. Can zip a zipper</p> <p><input type="checkbox"/> 84. Can buckle and lace own shoes</p> <p><input type="checkbox"/> 85. Can put on socks without assistance, placing the heel in the correct position</p> <p><u>32</u> Raw Score</p> |
|---|---|

**PES-2 36-72 Months  
School Version Rating Form**

# 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: 2005 / 7 / 1  
(year) (month) (day)

Age at rating: 3 / 11 / 27  
(years) (months) (days)

$$\boxed{36} + \boxed{11} = \boxed{47}$$

Total Months

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 D)	Standard Score SEM (Appendix F)
Large Muscle Skills	22	13	.93
Small Muscle Skills	21	14	.93
Cognitive Thinking	26	15	1.01
Expressive Language Skills	26	13	.83
Social/Emotional	29	12	.72
Self-Help Skills	32	14	.75

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix E)	Percentile (Appendix E)	Quotient SEM (Appendix F)	Confidence Interval (Chapter 3)
81	97	128	2.12	68%

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	•
	•	•	•	•	•	•	50	•	≤1	•

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

PES-2 SV: 36-72

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# HOME VERSION RATING FORM

## 36 Through 72 Months

Stephen B. McCarney

### 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 with the item before rating the item. Using item 7 as an example, the rater would first read "Cannot hop on one foot several times," then "Can hop on one foot several times successfully but on an inconsistent basis," and finally "Can hop on one foot several times successfully and independently."
- 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. Can throw a ball or beanbag overhanded five to seven feet
- 2. Can jump in place independently with both feet off the floor
- 3. Can jump off a stool or step that is eight inches high and land on both feet
- 4. Can ride a tricycle using the pedals
- 5. Can stand on one foot for four to seven seconds
- 6. Can walk up and down stairs holding on to a rail, alternating feet
- 7. Can hop on one foot several times
- 8. Can easily catch a ball with bent arms
- 9. Can catch a ball that is bounced to him
- 10. Can skip, alternating feet
- 11. Can squat down to the floor and get up without help

22 Raw Score

**SMALL MUSCLE SKILLS**

- 12. Holds a pencil with a three- to four-finger grasp
- 13. Can copy a circle
- 14. Can cut a piece of paper in two with scissors
- 15. Can copy a cross
- 16. Can copy a square
- 17. Can draw a fairly straight line between two designated points
- 18. Can use a pencil sharpener independently
- 19. Can draw a person with six to seven recognizable parts
- 20. Can tie a simple knot

- 21. Can copy first name
- 22. Can cut a square with scissors
- 23. Can copy a triangle
- 24. Can pour from a pitcher into a glass with little assistance

21 Raw Score

**COGNITIVE THINKING**

- 25. Can identify an object that is different from others in a group
- 26. Shows understanding of prepositions (e.g., under, on, over) and uses them appropriately (e.g., under the table, on the table, over the table).
- 27. Can identify objects that fit through a stacking cone or nesting according to size
- 28. Can identify objects that match two colors
- 29. Can pantomime the meanings of words such as sweeping, driving, etc.
- 30. Can identify pictures that go together (e.g., toothpaste and toothbrush, foot and shoe, soap and towel)

- 31. Can correctly point to a penny, nickel, and dime
- 32. Can point to a square, circle, and triangle
- 33. Understands the numbers one to four and can give a specified quantity (1-4) when asked
- 34. Can classify objects grouping them according to size, shape, color, cats vs. dogs, etc.
- 35. Can point to a group of objects that has more or less
- 36. Can point to an object in the middle
- 37. Can point to a one dollar bill and a five dollar bill

26 Raw Score

**EXPRESSIVE LANGUAGE SKILLS**

- 38. Speaks well enough that an outsider can understand

**PES-2 36-72 Months Home Version Rating Form**

- 39. Can talk back and forth on the telephone
- 40. Can tell which object he/she prefers
- 41. Uses several pronouns correctly in conversation (e.g., I, you, me, your, he, she)
- 42. Can answer questions accurately involving "how" and "where"
- 43. Can name pictures of ten common objects
- 44. Can tell how an object is used
- 45. Uses the past tense of verbs
- 46. Can answer questions accurately involving "why"
- 47. Can correctly answer questions regarding his/her physical needs (e.g., "What do you do when you are hungry, sleepy, cold, etc.?" )
- 48. Can count by rote memory from one to fifteen
- 49. Can tell the composition of common things (e.g., the table is made of wood, the toy is made of plastic, etc.)

- 50. Can tell a story using pictures or a book
- 51. Can rhyme words
- 52. Can describe the weather outside

29 Raw Score

SOCIAL/EMOTIONAL

- 53. Has little difficulty
- 54. Can take turns
- 55. Will ask permission before using others' belongings
- 56. Uses "please" and "thank you" when appropriate
- 57. Enjoys acting out feelings in make-believe play
- 58. Can play cooperatively with other children
- 59. Can put away toys when asked, without supervision
- 60. Uses "excuse me" when appropriate
- 61. Can behave appropriately in social situations without an adult's constant supervision
- 62. Begins choosing friends
- 63. Remains in an assigned area for a specified amount of time (e.g., stays in one area of the classroom, stays in seat, stays in the yard at home, etc.)

- 64. Can stay involved in an activity a reasonable length of time (e.g., until project is completed, until it is time to move on to another activity, etc.)
- 65. Follows one- or two-step verbal directions (e.g., "Go wash your hands." "Put away your toys and line up." etc.)
- 66. Demonstrates appropriate mealtime behavior (e.g., remains seated, does not bother others, eats with utensils, etc.)
- 67. Responds appropriately to redirection (e.g., will be quiet when told he/she is too loud, will walk when told to stop running, etc.)
- 68. Is able to focus attention for a necessary length of time (e.g., during group activities, when directions are being given, when a guest speaker is making a presentation, etc.)
- 69. Maintains self-control in group situations (e.g., can walk in a line, does not become overexcited, etc.)

32 Raw Score

- 70. Can use buttons appropriately
- 71. Can use buttons on his/her clothing
- 72. Can use snap front snaps on his/her clothing
- 73. Can take off a pullover piece of clothing
- 74. Can get own drink of water from a faucet
- 75. Can unbuckle a belt
- 76. Remembers to flush toilet after using it
- 77. Takes care of toileting needs (e.g., calls attention to toileting needs, uses restroom independently, etc.)
- 78. Can feed himself/herself independently, holding utensils with fingers
- 79. Puts shoes on correct feet
- 80. Knows front from back of clothing
- 81. Can put belt through belt loops
- 82. Can completely undress and dress himself/herself independently except for back fastenings
- 83. Can zip a zipper
- 84. Can buckle and lace own shoes
- 85. Can put on socks without assistance, placing the heel in the correct position

32 Raw Score

**PES-2 36-72 Months  
Home Version Rating Form**

# HOME VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of child: Thomas Andrews Gender: M

City: Midvale State: PA

Date of rating: 2009 / 6 / 28  
(year) (month) (day)

Date of birth: 2005 / 7 / 1  
(year) (month) (day)

Age at rating: 4 / 11 / 2  
(years) (months) (days)

$$\boxed{48} + \boxed{11} = \boxed{59}$$

↓  
Total Months

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 <small>(Appendix D)</small>	Standard Score SEM <small>(Appendix F)</small>
Large Muscle Skills	22	13	1.72
Small Muscle Skills	21	11	1.09
Cognitive Thinking	26	13	1.05
Expressive Language Skills	29	13	1.06
Social/Emotional	32	13	1.17
Self-Help Skills	32	14	1.27

TOTAL SCORE				
Sum of Subscale SS	Quotient <small>(Appendix E)</small>	Percentile <small>(Appendix E)</small>	Quotient SEM <small>(Appendix F)</small>	Confidence Interval <small>(Chapter 3)</small>
77	121	92	3.07	68%

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	•
	•	•	•	•	•	•	50	•	≤1	•

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

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