

# SpLD Test Evaluation Committee

## Post-16 List of

### Suitable Tests for the Assessment of Specific Learning Difficulties (SpLDs)

**(Revised June 2021 – corrected August 2021)**

NB: The term “assessors” is used throughout this list to refer to both practitioner psychologists and specialist teacher assessors unless otherwise specified.

#### **Important Note:**

In the past year SASC has produced a new report format and is in the process of producing new Guidance documents on various aspects of SpLD assessments. The content and format of the *Post-16 List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD)* has been revised and updated to reflect these changes.

STEC produces Guidance on newly reviewed tests to highlight some of the advantages and disadvantages of those tests. To ensure assessors are fully informed on the strengths and weaknesses of the material they are using it is expected that assessors will:

- read the available SASC/STEC Guidance on the tests (which is based on STEC’s rigorous reviews);
- fully familiarise themselves with the test manuals; and
- read the FAQs section of this *Post-16 List*.

Notification of any available Guidance will be found in the Comments/Guidance column on the *Post-16 List*. The Guidance is published on the SASC website ([www.sasc.org.uk](http://www.sasc.org.uk) in the Downloads tab).

# Frequently Asked Questions

## 1. What is STEC?

The SpLD Test Evaluation Committee is a sub-committee of SpLD Assessment Standards Committee (SASC). It consists of specialist teacher assessors and psychologists (educational, clinical, and occupational) who have combined experience of assessing for SpLDs across a wide range of ages and settings.

The Committee reviews and pilots tests, produces Guidance on the advantages and disadvantages of those tests, and consults with publishers, academics and practitioners:

- to ensure that use and selection of tests is evidence based and follows best practice;
- to promote quality and consistency in assessment across all age groups;
- to meet the criteria for evidence in support of applications for Disabled Students' Allowance.

The committee meets three times a year to discuss the outcomes of reviews and consultations and to update the *Pre-16 List* and *Post-16 List of Tests Suitable for Assessment of Specific Learning Difficulties*. Extensive reviews and piloting of tests that have not been included previously are conducted throughout the year by at least two committee members. New editions of tests are also reviewed by at least one committee member.

## 2. How does STEC select tests?

STEC has a rigorous review procedure which covers a range of criteria including:

- **Age:** Is the content appropriate for the relevant age range?
- **Educational level:** Is the content of the test appropriate for the educational level?
- **Identifying SpLDs:** Does the test provide qualitative and/or quantitative data that is relevant to identifying a SpLD?
- **Standardisation:** What is the sample size and spread? Is sufficient data provided to ensure the validity and reliability of the test design and norms?
- **Clarity:** How transparent and accessible are the administration instructions?
- **Availability or otherwise of other suitable tests that measure the same skills or abilities:** When selecting tests for inclusion on the *Pre-16 List* it is sometimes necessary to include ones which may not be ideal but which fill, or partially fill, a gap in the range of available tests.

In general, STEC does not review materials that are designed for screening. However, screening materials may be reviewed where:

- a) standardised tests are unavailable/limited in a particular area
- b) the screening test meets standardisation criteria, and/or provides qualitative information which may not be otherwise available.

### 3. What age and educational range does the Post-16 List cover?

SASC produces two test lists – the *Pre-16 List* and the *Post-16 List*. Inclusion of a test on one list does not necessarily mean that it will also be included on the other. Assessors should, therefore, check the appropriate list for the age being assessed. *This* list is for individuals aged 16 and above.

### 4. Can I use older versions of tests?

It is considered good practice to use the most recent edition of a test or battery. However, older editions of tests can be used for 2 calendar years after the year of publication of the most recent edition of the test. A note will be in the comments column of the list stating the date after which the previous edition will no longer be able to be used in a diagnostic assessment of SpLDs, unless the previous edition of the test has already been withdrawn from an earlier 'List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLDs)'. (See the document entitled 'Date when a Test was Withdrawn from the STEC Post-16 Test List'.)

### 5. Can I adapt the test if it contains Americanisms?

Where there are Americanisms, these should only be changed if in receipt of written permission to do so from the publisher. If available, such permission will be included in any STEC guidance. Publishers do not always give permission. Where publishers do not give permission, assessors need to be aware of the effect of Americanisms on the individual being assessed, and comment accordingly, in the relevant section / domain of the diagnostic assessment reports.

### 6. Which tests do I have to use?

The *Post-16 List* is divided into sections:

|   |
|---|
| Cognitive Profile   |
| Ability/Reasoning   |
| Memory  |
| Phonological Processing – Phonological Awareness, Phonological Memory, Rapid Naming |
| Processing Speed  |
| Motor Coordination  |

|            |
|------------|
| Attainment |
| Reading    |
| Spelling   |

|                 |
|-----------------|
| Writing         |
| Mathematics     |
| Sense of Number |

Supplementary tests that meet standardisation criteria

It is **not** expected that any given assessment will include tests from every section of the list or that every test within a battery will be used.

**Assessors should refer to the appropriate SASC Report Formats together with SASC Guidance on individual SpLDs for advice on what to include in an assessment.**

### **7. What qualification level do I need to use these tests?**

Required qualification levels vary from test to test. Where the test is accessible only to psychologists, this has been indicated on the list with the words 'Psychologists Only'. With the remaining, more widely accessible tests, it is recommended that assessors refer to the publisher's website for information on the qualifications required to purchase and use the test.

### **8. Can I use tests which are not on the Post-16 List of Suitable Tests for the Assessment of SpLDs?**

Under normal circumstances, tests should be selected from the *Post-16 List* for the purpose of diagnostic assessments for SpLDs when working with individual aged 16 or above.

Assessors may use additional tests to supplement those on the list. In such cases a brief justification for the use should be provided in the report, using professional judgement to avoid over-testing and to ensure that the tests used are relevant to the diagnosis (Also see FAQ Number 6).

In addition, it should be noted that this test list relates only to diagnostic assessments of SpLDs. It is not intended as a guide to tests that can be used in planning and monitoring programmes of intervention.

### **9. Which tests from the list can I use if my client is over 25?**

It is recognised that there are limited tests available for use with adults who are over 25 years old. Where adults are 25 or over, and no appropriate adult normed test is available, tests that cover the 18 - 24y 11m age group can be used and reported qualitatively.

## **10. How often will this list be updated?**

An updated version of the list will be published on the SASC website annually at the end of May. During the year, a news item will be added to the SPLD Assessment Tools page of the SASC website whenever a new test has been reviewed and added to the list.

## **11. Why is there sometimes a delay in tests being added to the Post-16 List?**

STEC test reviews are independent and rigorous and involve a labour intensive process of:

- thorough, in-depth reading of the manuals;
- piloting of the tests with multiple students where possible;
- discussion between reviewers;
- ongoing communication with the test publisher/author (as required);
- presentation of findings to the committee;
- several drafts of the review;
- liaison with the SASC committee for final acceptance;
- writing Guidance relating to the test for the SASC website.

## COGNITIVE PROFILE: **ABILITY/REASONING**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

| TEST   | AGE RANGE    | PUBLISHER               | COMMENTS   |
|--|--------------|-------------------------|--|
| <b>British Ability Scales: Third Edition (BAS3)</b><br>Psychologists Only<br>UK Norms                                  | 3:0 – 17:11  | GL Assessment 2011      | <b>Note Age limit.</b> Test of ability (verbal, nonverbal and spatial) with co-normed measures of single word reading, spelling, number skills, working memory (visual, verbal) and information processing speed.  |
| <b>Raven's 2 Progressive Matrices</b><br>See FAQ 7 re Qualification Levels<br>Pan European Norms                       | 4:0 – 69:11  | Pearson Assessment 2018 | Non-verbal test of general cognitive ability. Is available in digital form, but cannot be administered remotely.   |
| <b>Snijders-Oomen Non-Verbal Intelligence Test (SON-R 6-40)</b><br>See FAQ 7 re Qualification Levels<br>European norms | 6:0 – 40:11  | Hogrefe Ltd 2011        | Visual subtests which explore reasoning through analogies, categorisation, recreating mosaics and completing interrupted patterns.   |
| <b>Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV<sup>UK</sup>)</b><br>Psychologists Only<br>UK Norms      | 16:0 – 90:11 | Pearson Assessment 2010 | 4 scales: Verbal Comprehension (Similarities, Vocabulary, Information, Comprehension); Perceptual Reasoning (Block Design, Matrices Reasoning, Visual Puzzles, Picture Completion, Figure Weights); Working Memory (Digit Span, Arithmetic, Letter-Number Sequencing); |

|  |             |                         |   |
|--|-------------|-------------------------|---|
|  |             |                         | Processing Speed (Symbol Search, Coding, Cancellation).   |
| <b>Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II)</b><br>Psychologists Only<br>US Norms        | 6:0 – 90:11 | Pearson Assessment 2011 | Test of verbal and visual abilities with 4 subtests: Vocabulary, Similarities, Block Design, and Matrix Reasoning.  |
| <b>Wechsler Nonverbal Scale of Ability (WNV)</b><br>Psychologists Only<br>US Norms                                   | 4:0 – 21:11 | Pearson Assessment 2006 | <b>Note Age limit.</b> Designed to be used with individuals who are not English-language proficient or have other language considerations. 6 subtests: Matrices, Object Assembly, Coding, Recognition, Spatial Span, Picture Arrangement. |
| <b>Wide Range Intelligence Test (WRIT)</b><br>See FAQ 7 re Qualification Levels<br>US Norms                          | 4:0 – 85:11 | Pearson Assessment 2000 | Verbal Ability (Verbal Analogies, Vocabulary) and Visual Ability (Matrices, Diamonds).  |
| <b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b><br>See FAQ 7 re Qualification Levels<br>US Norms | 2 - 90+     | Riverside Insights 2014 | For SASC Guidance click <a href="#">here</a> .  |

## COGNITIVE PROFILE: **MEMORY**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

| TEST   | AGE RANGE    | PUBLISHER                             | COMMENTS   |
|--|--------------|---------------------------------------|--|
| <b>British Ability Scales: Third Edition (BAS3)</b><br>Psychologists Only<br>UK Norms                            | 3:0 – 17:11  | GL Assessment<br>2011                 | <b>Note Age limit.</b><br>Measures visual and verbal working memory.   |
| <b>TAPS-4: A Language Processing Skills Assessment</b><br>See FAQ 7 re Qualification Levels<br>US Norms          | 5:0 – 21:11  | Academic Therapy Publications<br>2018 | <b>Note Age limit.</b> For SASC Guidance click <a href="#">here</a> .  |
| <b>Neurological Assessment Battery (NAB)</b><br>See FAQ 7 re Qualification Levels/Psychologists Only<br>US norms | 18:0 – 97:11 | PAR, Inc<br>2003                      | *Digits<br>Forwards/Backwards tests are available from Ann Arbor UK<br>Much of the battery is Psychologists Only - Psychologists have access to tests of visual memory within the battery. |
| <b>Test of Information Processing Skills (TIPS)</b><br>See FAQ 7 re Qualification Levels<br>US Norms             | 5:0 – 90+    | American Therapy Publications<br>2009 | Measures instant and delayed recall of sequential and non-sequential information presented visually and aurally, and with interference from other tasks.                                   |



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| <p><b>Test of Memory and Learning: Second Edition (TOMAL-2)</b><br/>                 See FAQ 7 re Qualification Levels<br/>                 US Norms</p>                 | <p>5:0 – 59:11</p>                               | <p>PRO-ED, Inc<br/>                 2007</p>                             | <p>16 subtests measuring visual memory and verbal memory. 3 Core Indexes - Verbal Memory, Nonverbal Memory &amp; Composite Memory; 6 Supplementary Indexes - Verbal Delayed Recall; Attention/Concentration; Sequential Recall; Free Recall; Associative Recall; Learning.</p> |
| <p><b>Wechsler Adult Intelligence Scale: Fourth Edition UK (WAIS-IV<sup>UK</sup>)</b><br/>                 Psychologists Only<br/>                 UK Norms</p>          | <p>16:0 – 90:11</p>                              | <p>Pearson<br/>                 Assessment<br/>                 2010</p> | <p>Working Memory Scale (Digit Span, Arithmetic. Supplemental: Letter-Number Sequencing).</p>  |
| <p><b>Wechsler Memory Scale: Fourth UK Edition (WMS-IV UK)</b><br/>                 Psychologists Only<br/>                 UK Norms</p>                                 | <p>16:0 – 90:11</p>                              | <p>Pearson<br/>                 Assessment<br/>                 2010</p> | <p>7 subtests, 6 of which are used to derive 5 Indices (Auditory Memory, Visual Memory, Visual Working Memory, Immediate Memory &amp; Delayed Memory).</p>   |
| <p><b>Wide Range Assessment of Memory and Learning: Second Edition (WRAML2)</b><br/>                 See FAQ 7 re Qualification Levels<br/>                 US Norms</p> | <p>5:0 – 85:0<br/>                 and older</p> | <p>Pearson<br/>                 Assessment<br/>                 2003</p> | <p>6 core subtests measuring Verbal Memory, Visual Memory and Attention/Concentration; 2 optional delay recall subtests; 4 optional recognition subtests; 3 optional memory subtests</p>   |
| <p><b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b><br/>                 See FAQ 7 re Qualification Levels<br/>                 US norms</p>          | <p>2 - 90+</p>                                   | <p>Riverside<br/>                 Insights<br/>                 2014</p> | <p>For SASC Guidance click <a href="#">here</a>.</p>   |

## COGNITIVE PROFILE: **PHONOLOGICAL AWARENESS, PHONOLOGICAL MEMORY, RAPID NAMING**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

\*Rapid Naming also overlaps with processing speed

| TEST   | AGE RANGE   | PUBLISHER                          | COMMENTS  |
|--|-------------|------------------------------------|---|
| <b>Comprehensive Test of Phonological Processing: Second Edition (CTOPP- 2)</b><br>See FAQ 7 re Qualification Levels<br>US Norms | 4:0 – 24:11 | PRO-ED, Inc 2013                   | <b>Note Age limit.</b><br>Phonological Awareness (Elision, Blending Words, Phoneme Isolation); Phonological Memory (Memory for Digits, Nonword Repetition); Rapid Symbolic Naming (Rapid Digit Naming, Rapid Letter Naming); Alternate Phonological Awareness (Blending Nonwords, Segmenting Nonwords). |
| <b>Rapid Automated Naming and Rapid Alternating Stimulus Test (RAN/RAS)</b><br>See FAQ 7 re Qualification Levels<br>US Norms     | 5:0 – 18:11 | PRO-ED, Inc 2005                   | <b>Note Age limit.</b> Timed naming of letters, numbers, objects, colours, and of alternating stimuli (e.g. letters and numbers, or letters, numbers and colours).  |
| <b>Test of Adolescent/Adult Word Finding – Second Edition (TAWF-2)</b><br>See FAQ 7 re Qualification Levels<br>US Norms          | 12:0–80:11  | PRO-ED, Inc 2015                   | Single-word expressive language tests to assess word finding problems in adolescents and adults.  |
| <b>TAPS-4: A Language Processing Skills Assessment</b><br>See FAQ 7 re Qualification Levels<br>US Norms                          | 5:0 – 21:11 | American Therapy Publications 2018 | <b>Note Age limit.</b> For SASC Guidance click <a href="#">here</a> .   |

|  |  |  |   |
|--|--|--|---|
| <p><b>Test of Information Processing Skills (TIPS)</b><br/>                 See FAQ 7 re<br/>                 Qualification Levels<br/>                 US Norms</p>   | <p>5:0 – 80:0<br/>                 and older</p> | <p>American<br/>                 Therapy<br/>                 Publications<br/>                 2009</p> | <p>Verbal and written<br/>                 generation of word lists<br/>                 to test semantic<br/>                 fluency.</p> |
| <p><b>Woodcock-Johnson IV<br/>                 Tests of Cognitive<br/>                 Abilities (WJ IV COG)</b><br/>                 See FAQ 7 re<br/>                 Qualification Levels<br/>                 US norms</p> | <p>2 - 90+</p>                                   | <p>Riverside<br/>                 Insights<br/>                 2014</p>                                 | <p>For SASC Guidance<br/>                 click <a href="#">here</a>.</p>   |

## COGNITIVE PROFILE: **PROCESSING SPEED**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

| TEST   | AGE RANGE    | PUBLISHER                           | COMMENTS  |
|--|--------------|-------------------------------------|---|
| <b>Symbol Digit Modalities Test (SDMT)</b><br>See FAQ 7 re Qualification Levels<br>US Norms                          | 8:0 - Adult  | Western Psychological Services 1973 | For SASC Guidance click <a href="#">here</a> .          |
| <b>Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV<sup>UK</sup>)</b><br>Psychologists Only<br>US Norms    | 16:0 – 90:11 | Pearson Assessment 2010             | Processing speed (Symbol Search, Coding, Cancellation). |
| <b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b><br>See FAQ 7 re Qualification Levels<br>US norms | 2 - 90+      | Riverside Insights 2014             | For SASC Guidance click <a href="#">here</a> .          |

## TESTS FOR EXPLORING MOTOR COORDINATION

For information on the range and type of tests to use for assessing motor coordination, please see *SASC Guidance on the assessment and identification of Developmental Coordination Disorder (DCD) / Dyspraxia March 2020* (click [here](#)).

| TEST  | AGE RANGE         | PUBLISHER               | COMMENTS   |
|---|-------------------|-------------------------|--|
| <b>Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI)</b><br>See FAQ 7 re Qualification Levels<br>US Norms | 2:0 - 100:11      | Pearson Assessment 2010 | Updated norms for 2-18 years. The adult norms (19-100 years) have not been updated in the Sixth Edition. |
| <b>Detailed Assessment of Speed of Handwriting (DASH)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms  | DASH: 9:0 – 16:11 | Pearson Assessment 2007 | <b>Note Age limit.</b> Graphic Speed test and Copy tests (Copy Best and Copy Fast).                      |
| <b>Developmental Test of Visual Perception - Adolescent and Adult (DTVP-A)</b><br>See FAQ 7 re Qualification Levels<br>US Norms                   | 11:0 - 74:11      | PRO-ED, Inc 2002        | Measures visual perceptual and visual-motor difficulties.  |

**ATTAINMENT: READING**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

| TEST   | AGE RANGE             | PUBLISHER                                | COMMENTS  |
|--|-----------------------|--|---|
| <b>Academic Achievement Battery (AAB)</b><br>See FAQ 7 re Qualification Levels<br>US Norms             | 4:0 – 85:11           | PAR, Inc<br>2014                         | For SASC Guidance click <a href="#">here</a> .  |
| <b>Adult Reading Test: Second Edition (ART2)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms      | 16:0 – 55:11<br>years | Pearson<br>Assessment<br>2016            | For SASC Guidance click <a href="#">here</a> .  |
| <b>Advanced Reading Comprehension (ARC)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms           | Adult                 | Hull<br>University<br>Psychology<br>2001 | 1,250 word passage with MCQs. 2 parallel forms. Can be done under timed (20 minutes per passage) or untimed conditions. Norms are based on timed conditions. Norms based on 80 first year psychology students studying at Hull University.<br><br>A copy of this test can be obtained by APC holders from their APC organisation (BDA, Dyslexia Guild, Patoss, BPS) |
| <b>Feifer Assessment of Reading (FAR)</b><br>See FAQ 7 re Qualification Levels<br>US Norms             | 4:0 – 21:11           | PAR, Inc<br>2015                         | For SASC Guidance click <a href="#">here</a> .  |
| <b>Gray Oral Reading Tests: Fifth Edition (GORT5)</b><br>See FAQ 7 re Qualification Levels<br>US Norms | 6:0 – 23:11           | PRO-ED, Inc.<br>2012                     | <b>Note Age limit.</b> Oral reading of a series of short passages. Measures Rate, Accuracy, Fluency and Comprehension   |

|   |                         |                         |  |
|---|-------------------------|-------------------------|--|
| <b>Gray Silent Reading Tests (GSRT)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 7:0 – 25:11             | PRO-ED, Inc 2000        | <b>Note Age limit.</b> Silent reading of a series of short passages. Measures Comprehension.                 |
| <b>Kaufman Test of Educational Achievement: Third Edition (KTEA3)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 4:0 – 25:11             | Pearson Assessment 2014 | For SASC Guidance click <a href="#">here</a> .   |
| <b>Test of Word Reading Efficiency: Second Edition (TOWRE-2)</b><br>See FAQ 7 re Qualification Levels<br>US Norms   | 6:0 – 24:11             | PRO-ED, Inc 2011        | <b>Note Age limit.</b> Timed measures of fluency in reading real and nonsense words. 4 parallel forms.       |
| <b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b><br>The qualification level for this battery has changed to CL2R<br>UK Norms* | 4:0 – 25:11 (UK Norms)* | Pearson Assessment 2017 | For SASC Guidance *and further information on age range and norms for this test click <a href="#">here</a> . |
| <b>Wechsler Individual Achievement Test, Third Edition UK for Teachers (WIAT-III<sup>UK-T</sup>)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms*          | 4:0 – 25:11 UK Norms    | Pearson Assessment 2018 | For SASC Guidance click here.  |
| <b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 5:0 – 85:0+             | Pearson Assessment 2017 | For SASC Guidance click <a href="#">here</a> .   |
| <b>Woodcock Reading Mastery Tests:</b>  | 4:6 – 79:11             | Pearson Assessment 2011 | Measures Accuracy, Oral Reading Fluency, Word Attack, Word Comprehension and                                 |

|  |              |                                |   |
|--|--------------|--------------------------------|---|
| <p><b>Third Edition (WRMT-III)</b><br/>         See FAQ 7 re<br/> <b>Qualification Levels</b><br/>         US Norms</p>  |              |                                | <p>Passage Comprehension. Two parallel forms.</p>                               |
| <p><b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b><br/>         See FAQ 7 re<br/> <b>Qualification Levels</b><br/>         US Norms but content adapted for UK</p> | <p>2-90+</p> | <p>Riverside Insights 2014</p> | <p>For SASC Guidance click <a href="#">here</a>.</p>                            |
| <p><b>Reading Speed</b></p>  |              |                                | <p>For SASC Reading and Writing Speeds Guidance click <a href="#">here</a>.</p> |



**ATTAINMENT: SPELLING**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format*. (click [here](#)).

| TEST   | AGE RANGE                  | PUBLISHER                                  | COMMENTS  |
|--|----------------------------|--|---|
| <b>Academic Achievement Battery (AAB)</b><br>See FAQ 7 re Qualification Levels<br>US Norms   | 4:0 – 85:11                | PAR, Inc<br>2014                           | For SASC Guidance click <a href="#">here</a> .  |
| <b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 4:0 – 25:11                | Pearson<br>Assessment<br>2014              | <b>Note Age limit.</b> For SASC Guidance click <a href="#">here</a> .   |
| <b>Helen Arkell Spelling Test: Version 2 (HAST-2)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms   | 5:0 - Adult                | Helen Arkell<br>Dyslexia<br>Centre<br>2012 | Measures Accuracy in single word spelling. Two parallel forms.  |
| <b>Wechsler Individual Achievement Test: Third Edition UK (WIAT-III<sup>UK</sup>)</b><br>The qualification level for this battery has changed to CL2R<br>UK Norms* | 4:0 – 25:11<br>(UK Norms)* | Pearson<br>Assessment<br>2017              | For SASC Guidance *and further information on age range and norms for this test click <a href="#">here</a> .  |
| <b>Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III<sup>UK</sup>-T)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms              | 4:0 – 25:11<br>UK Norms    | Pearson<br>Assessment<br>2018              | For SASC Guidance click here. <a href="https://sasc.org.uk/SASCDocuments/Wiat%2011%20UK-T%20Guidance.pdf">https://sasc.org.uk/SASCDocuments/Wiat%2011%20UK-T%20Guidance.pdf</a> |

|  |                    |                                |  |
|--|--------------------|--------------------------------|--|
| <p><b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b><br/>         See FAQ 7 re Qualification Levels<br/>         US Norms</p>  | <p>5:0 – 85:0+</p> | <p>Pearson Assessment 2017</p> | <p>For SASC Guidance click <a href="#">here</a>.</p> |
| <p><b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b><br/>         See FAQ 7 re Qualification Levels<br/>         US Norms but content adapted for UK</p> | <p>2-90+</p>       | <p>Riverside Insights 2014</p> | <p>For SASC Guidance click <a href="#">here</a>.</p> |

## ATTAINMENT: **WRITING**

For information on the range and type of tests to include in each section of an assessment, please see the *Final Post-16 Diagnostic Assessment Report Format* (click [here](#)).

| TEST  | AGE RANGE   | PUBLISHER  | COMMENTS  |
|---|---|--|---|
| <b>Academic Achievement Battery (AAB)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 4:0 – 85:11   | PAR, Inc 2014  | For SASC Guidance click <a href="#">here</a> .  |
| <b>Adult Reading Test: Second Edition (ART2)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms   | 16:0 – 55:11  | Pearson Assessment 2016                                | For SASC Guidance click <a href="#">here</a> .<br><br>2-minute précis writing.  |
| <b>Detailed Assessment of Speed of Handwriting (DASH) and Detailed Assessment of Speed of Handwriting (DASH 17+)</b><br>See FAQ 7 re Qualification Levels<br>UK Norms | DASH:<br>9:0 – 16:11<br><br>DASH 17+:<br>17:0–25:11 | Pearson Assessment 2007<br><br>Pearson Assessment 2010 | <b>Note Age limit.</b> The subtests examine fine motor and precision skills (Graphic Speed), the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content (Copy Best and Copy Fast) and free writing competency (10 minute Free Writing). |
| <b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b><br>The qualification level for this battery has changed to CL2R<br>UK Norms*       | 4:0 – 25:11 (UK Norms)*                             | Pearson Assessment 2017                                | For SASC Guidance *and further information on age range and norms for this test click <a href="#">here</a> .  |

|                          |   |   |  |
|--------------------------|---|---|--|
| <b>Free Writing Task</b> | - | - | For Reading and Writing Speeds Guidance click <a href="#">here</a> . |
|--------------------------|---|---|--|

**ATTAINMENT: MATHEMATICS**

For information on the range and type of tests to use for assessing mathematics difficulties, please see *SASC Guidance on Assessment of Dyscalculia and Maths Difficulties* (click [here](#)).

| TEST   | AGE RANGE                          | PUBLISHER                     | COMMENTS   |
|--|------------------------------------|-------------------------------|--|
| <b>Academic Achievement Battery (AAB)</b><br>See FAQ 7 re Qualification Levels<br>US Norms   | 4:0 – 85:11                        | PAR, Inc<br>2014              | For SASC Guidance click <a href="#">here</a> .   |
| <b>Feifer Assessment of Mathematics (FAM)</b><br>See FAQ 7 re Qualification Levels<br>US Norms   | 4:0 – end of 21 <sup>st</sup> year | PAR, Inc<br>2016              | <b>Note Age limit.</b> For SASC Guidance click <a href="#">here</a> .  |
| <b>Feifer Assessment of Mathematics (FAM) Screening Form</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 4:0 – end of 21 <sup>st</sup> year | PAR, Inc<br>2016              | <b>Note Age limit.</b> For SASC Guidance click <a href="#">here</a> .  |
| <b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 4:0 – 25:11                        | Pearson<br>Assessment<br>2014 | <b>Note Age limit.</b><br>For SASC Guidance click <a href="#">here</a> .                                     |
| <b>Wechsler Individual Achievement Test: Third Edition UK (WIAT-III<sup>UK</sup>)</b><br>The qualification level for this battery has changed to CL2R<br>UK Norms* | 4:0 – 25:11<br>(UK Norms)*         | Pearson<br>Assessment<br>2017 | For SASC Guidance *and further information on age range and norms for this test click <a href="#">here</a> . |
| <b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b><br>See FAQ 7 re Qualification Levels   | 5:0 – 85:0 +                       | Pearson<br>Assessment<br>2017 | For SASC Guidance click <a href="#">here</a> .   |

|   |             |                         |   |
|---|-------------|-------------------------|---|
| US Norms  |             |                         |   |
| <b>Wide Range Achievement Test Expanded (WRAT Expanded)</b><br>See FAQ 7 re Qualification Levels<br>US Norms  | 5:0 - 24:11 | Pearson Assessment 2000 | <b>Note Age limit.</b> Individual Assessment (Form I) Multiple-choice; assesses understanding of concepts, computation and using reasoning for problem solving. |
| <b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b><br>See FAQ 7 re Qualification Levels<br>US Norms but content adapted for UK | 2-90+       | Riverside Insights 2014 | For SASC Guidance click <a href="#">here</a> .  |

## TESTS/SCREENERS FOR EXPLORING SENSE OF NUMBER

For information on the range and type of tests to use for assessing sense of number and mathematics difficulties, please see *SASC Guidance on Assessment of Dyscalculia and Maths Difficulties* (click [here](#)). Elements of the tests below may be helpful in exploring sense of number.

| TEST   | AGE RANGE                          | PUBLISHER                  | COMMENTS   |
|--|------------------------------------|----------------------------|--|
| <b>Basic Number Screening Test: Fourth Edition</b><br>See FAQ 7 re Qualification Levels<br>UK Norms  | 6:0-12:11                          | Hodder Education 2017      | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |
| <b>Feifer Assessment of Mathematics (FAM)</b><br>See FAQ 7 re Qualification Levels<br>US Norms   | 4:0 – end of 21 <sup>st</sup> year | PAR, Inc 2016              | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |
| <b>KeyMaths3<sup>UK</sup></b><br>See FAQ 7 re Qualification Levels UK<br>Developed in UK   | 6:0-16:11                          | Pearson Assessment 2014    | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |
| <b>The Learning Framework in Number (LFIN). Pedagogical Tools for Assessment and Instruction / Maths Recovery Interview Schedules</b><br>See FAQ 7 re Qualification Levels<br>Developed in Australia | 2:0-10:11 years                    | Sage Publications Ltd 2018 | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |
| <b>More Trouble with Maths: A Complete Manual to Identify and Diagnose Mathematical Difficulties: Second Edition</b><br>See FAQ 7 re Qualification Levels<br>Developed in UK                         | 7:0-59:11                          | Routledge 2017             | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |

|   |           |                   |  |
|---|-----------|-------------------|--|
| <b>More Trouble with Maths: A Complete Manual to Identify and Diagnose Mathematical Difficulties: Third Edition</b><br>See FAQ 7 re Qualification Levels<br><br>Developed in UK | 7:0-59:11 | Routledge<br>2020 | For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> . |
|---|-----------|-------------------|--|



## SUPPLMENTARY TESTS THAT MEET STANDARDISATION CRITERIA

These tests may be used at the discretion of the assessor to provide additional information relevant to the candidate's profile.

| TEST  | AGE RANGE  | PUBLISHER               | COMMENTS  |
|---|------------|-------------------------|---|
| <b>Expressive Vocabulary Test Third Edition (EVT-3)</b><br>See FAQ 7 re Qualification Levels US Norms               | 2:6-90+    | Pearson Assessment 2019 | Test of expressive vocabulary and word retrieval based on words in Standard American English.<br><br>For SASC Guidance click <a href="https://sasc.org.uk/SASCDocuments/EVT3%20Expressive%20Vocabulary%20Test%203%20Guidance.pdf">https://sasc.org.uk/SASCDocuments/EVT3%20Expressive%20Vocabulary%20Test%203%20Guidance.pdf</a>  |
| <b>Test of Adolescent/Adult Word Finding: Second Edition (TAWF-2)</b><br>See FAQ 7 re Qualification Levels US Norms | 12:0-80:11 | PRO-ED, Inc 2015        | Single-word expressive language tests to assess word finding problems in adolescents and adults.  |
| <b>Wordchains</b><br>See FAQ re 7 Qualification Levels UK Norms   | 7:0-18+    | GL Assessment 1999      | Two subtests: Letterchains and Wordchains. Students are presented with chains of letters or words, with no spaces between the letters or words. Students are given 90 seconds to draw a line between as many groups of similar letters as possible. Then 3 minutes to draw a line between as many words as possible. Useful where there are visual processing speed issues. |