Suitable Tests for the Assessment of Specific Learning Difficulties in Higher Education (Revised March 2016)

This document should be read in conjunction with the 'SpLD Working Group 2005/DfES Guidelines': www.sasc.org.uk: Downloads: 'SpLD 2005 Working Group Guidelines', and http://www.patoss-dyslexia.org/SupportAdvice/DisabledStudentAllowances/ "Final Report: SpLD Working Group 2005/DfES Guidelines'

Changes made to the content of this document since the previous version (Revised: December 2014-ART Revision) are highlighted for easy identification.

The full List of Suitable Tests is updated periodically. However the SpLD Test evaluation committee (STEC), a subcommittee of SASC, reviews tests throughout the year. As tests are reviewed, Updates and any Additional Guidance relating to new or existing tests are published on the SASC website under Downloads.

[Please note: This list is specifically aimed at students 16 and over. There are a significant number of other assessment materials that will be relevant to younger ages. An assessor should be looking to evaluate them in terms of their reliability, validity, standardisation sample and area they assess relevant to the assessor's needs.]

This list of suitable tests for the assessment of specific learning difficulties (SpLD) in Higher Education is a key part of the National Assessment Framework for Applications for Disabled Students' Allowances. The purpose of the list is to promote quality and consistency in the Disabled Student Allowances (DSAs) process. The list of tests is based on the following principles:

1) Assessment of SpLD for the purposes of applying for DSAs requires a **range** of tests, to investigate the cognitive profile of students as well as their attainments in literacy and (where appropriate) numeracy.
2) Wherever possible, tests should be **properly standardised on the adult population, with clear evidence of validity and reliability**. Tests not suitable for use with adults should be avoided. It is recognised that that there are limited tests available for use with adults who are over 25 years old. Where adults are over 25, and no appropriate adult-normed test is available, tests can be used diagnostically, without quoting standard scores.
3) It is recognised that there are various theoretical models, hence tests in the list do not reflect any particular school of thought. Nevertheless, the list is consistent with the current theory that SpLDs affect aspects of cognitive functioning. Therefore, tests of cognitive functioning are regarded as essential for a proper assessment.
4) In addition to the use of standardised measures of underlying ability, cognitive processing, and attainments in literacy (and numeracy), supplementary methods of information-gathering that inform the diagnostic process may be employed. These might include information concerning conditions such as dyspraxia/DCD and disorders of attention, drawn from qualitative evaluations of the student's functioning, from assessments carried out by other appropriate professionals (e.g. occupational therapists) and from recognised checklists.

The list has been prepared by a panel of experts in the field of SpLD. A sub-panel will review the list periodically and consider new tests for inclusion.

The list of tests includes both closed tests, which can only be used by psychologists, and open tests, suitable for use by specialist teachers. The guidance for suggested tests builds on the existing document and should be read in conjunction with guidance chapters on Disabled Students' Allowances.

Diagnostic assessments conducted from the age of 16 would be appropriate for the purposes of DSA eligibility. If the diagnostic assessment was carried out before the age of 16, the student will require a further assessment. The top-up assessment should focus on those areas where there are likely to be difficulties that impact on study, in particular working memory, information processing and phonological awareness. The report should identify strengths, current strategies and **anticipated difficulties that impact on study at HE level.**

Where applications for DSAs are supported by appropriately reported evidence of SpLD from an approved assessor based on results of tests taken from this list, authorisation by funding bodies should be straightforward. That does not preclude approved assessors from using alternative tests on occasions where these are deemed necessary, but in such cases a justification for their use should be provided in the report.

- The purpose of a diagnostic assessment is to provide adequate evidence of the student's functioning across the full range of cognitive abilities and skills, vital to studying at the Higher Education level.
- Under normal circumstances tests included in this list should be used in assessments for SpLD.
- Most cases will require use of a test taken from most, if not all, subcategories in the list.
- It is not expected that any given assessment will include **all** tests mentioned in the list.
- Assessors should use their professional judgement as to which tests to administer according to the requirements of the individual case.

Guidance on assessment of students for whom English is an additional language

Background and rationale

When assessing students for whom English is an additional language (EAL) assessors should be aware that most psychological and educational tests have been developed and standardised on populations that are predominantly English-speaking and/or situated within mainstream Western culture. The format of the test, the test content and the test norms will all reflect that background.

Assessment of EAL students presents special challenges because of the lack of alternative tests and because it is not known how robust existing tests are when used with EAL students or when the administration of such tests is modified to accommodate a lack of experience of English. Nevertheless, EAL students are still entitled to be assessed for possible SpLD so that, if appropriate, application can be made for Disabled Students' Allowances in order to gain access to disability support in Higher Education. Consequently, assessment of EAL students requires a compromise between the demands of normal good assessment practice, on the one hand, and the need for EAL students to be assessed fairly and sympathetically, on the other.

This section is not intended to be a comprehensive manual of how to assess EAL students. The aim is to highlight the important issues in this controversial field. Wherever possible, assessment of EAL students should be carried out by an assessor with appropriate experience in this area. In cases where this is not possible, assessors are encouraged to seek advice from more experienced colleagues. It is hoped that special training for assessors working with EAL students will become available in due course.

Welsh-speaking students form a special subgroup of EAL students in that although their cultural background is not necessarily different from that of most English-speaking students, their language background may be quite different and thus performance on tests administered in English may be affected. Currently, approximately 14% of secondary school students in Wales are taught through the medium of Welsh, and many of these students go on to use Welsh extensively in Higher Education.

Test administration

When administering tests to EAL students, there should be careful consideration of linguistic and cultural variations that might affect test performance adversely. Such factors are likely to include limited English vocabulary – both spoken and written – and lack of experience of doing timed tests. Wherever possible, and when justifiable, allowances should be made for such variations. Particular care should be taken when preparing EAL students for assessment and in ensuring that test instructions are fully understood. Some EAL students may need more explanation and/or practice items than usual, in order to grasp test requirements.

Assessors should try to find out how long the student has been speaking English, and reading and writing in English, and the circumstances surrounding this. For example, was English spoken in the home? Was English the principal medium of education? The effects on test performance are likely to be roughly proportional to the number of years during which the student has been speaking and learning English. Where the student's overall experience of English has been less than seven years, some impact on syntax, vocabulary and comprehension is generally to be expected. Where first exposure to English was after the age of seven some impact on phonology and pronunciation is generally to be expected. However, much will depend on the quality and quantity of English experience during formative years. Where English has been spoken in the home, effects may be less marked than where the sole experience of English has been outside the home.

A balance must be struck between **adaptation** of test administration procedures and instructions to meet an EAL student's needs, and **maintenance** of the standardisation of the test, which supports interpretations of test performance. The greater that test administration procedures are varied, the less valid and reliable the test will become.

To some extent, non-verbal measures of intelligence will usually give better indicators of the general ability of EAL students than verbally-based measures of intelligence. However, assessors should be aware that in cases of dyspraxia/DCD some aspects of non-verbal intelligence may be depressed.

Measures of cognitive deficits in SpLD (e.g. in phonological processing and working memory) may be less susceptible to linguistic and cultural influences than literacy attainment and consequently should be provided wherever possible. However, measures of cognitive processing are unlikely to be valid or reliable where students carry out covert translation of material from English to another language for processing and then back into English again in order to make the response, because this imposes an additional cognitive processing load. When assessing EAL students it would therefore be appropriate to investigate this, e.g. by enquiring what strategies the student was employing to carry out the task.

Interpreting results

As far as possible, interpretation of test results from EAL students should endeavour to take linguistic and cultural factors into account as well as any adjustments that were necessary in the process of test administration. The band of error around a score obtained by an EAL student may be greater than for students for whom English is the primary language, and will be affected by the degree of change in administration process, the ease and familiarity of the student with the test taking process and test content, and the appropriateness of the norms used.

As a general rule, where SpLD is suspected, it is likely that the student will have experienced similar problems (e.g. in reading and writing) in his/her other language(s) and therefore information of this should be sought wherever possible. However, phonological differences between languages mean that conditions such as dyslexia can exhibit themselves differently. For instance, reading and spelling may be more accurate (but not necessarily more fluent) in a language with a more regular orthography. This is because dyslexia is usually due to an underlying problem in processing phonological information and irregular orthographies (such as English) make higher demands on phonological processing. Hence dyslexia may not have been detected in an EAL student in his/her primary language or before they were required to attain a high level of functioning in written English. Additionally, there may not have been sufficient professional awareness of SpLD in the country where the student was brought up or went to school, so any features of dyslexia may not have been formally recognised.

When preparing the report it is helpful for the assessor to state how long the student has been speaking, reading and writing in English, whether English is now his/her principal medium of spoken and written communication, and what

experience they have of being educated in the medium of English. An impression of the student's oral skills in English may also be helpful to contrast with any observed literacy difficulties. However, it is important that evidence for SpLD is presented, as opposed to evidence only of difficulties in literacy. Where a diagnosis of SpLD is being made, the assessor should state why they believe that possible linguistic and cultural causes of the observed difficulties may be ruled out in this particular case, or – at the very least – that the impact of the dyslexic difficulties on test performance outweighs the impact of linguistic and cultural factors.

Guidance on the assessment of free writing and reading speeds

Free writing

There is an expectation that undergraduates should be able to write at 25 words per minute. However, slow handwriting speed on its own is not necessarily evidence of a specific learning difficulty, and additional diagnostic evidence is required. This could be qualitative evidence of illegibility, poor associated speed of information processing etc.

Oral reading

There is an expectation that undergraduates should be able to read aloud at 150 words per minute

Silent reading

There is an expectation that undergraduates should be able to read silently at 250 words per minute.

Suitable tests that give confidence ranges could be used for the above – for example Detailed Assessment of Speed of Handwriting 17+ (DASH 17+), Gray Oral Reading Tests 5th Edition (GORT5).

Updated guidance on the assessment of DCD/dyspraxia – September 2013

Dr Amanda Kirby recently convened DCD consensus meetings to provide a forum for developing the UK aspects of the EACD guidelines and adapt them, where appropriate, to the UK health and education systems. The meetings were attended by a wide range of professionals, including occupational therapists, educational psychologists, doctors, and SpLD assessors and tutors working in the field, and a new definition for DCD/dyspraxia has been agreed.

Definition of Developmental Co-ordination Disorder

Developmental Co-ordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine or gross motor co-ordination in children and adults. This lifelong condition is formally recognised by international organisations including the World Health Organisation. DCD is distinct from other motor disorders such as cerebral palsy and stroke and occurs across the range of intellectual abilities. Individuals may vary in how

their difficulties present; these may change over time depending on environmental demands and life experience.

An individual's co-ordination difficulties may affect participation and functioning of everyday life skills in education, work and employment. Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. In adulthood many of these difficulties will continue, as well as learning new skills at home, in education and work, such as driving a car and DIY. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation and these may also affect an adult's education or employment experiences.

In order to reach a conclusion of DCD/dyspraxia the assessor **must** provide evidence of a history of motor co-ordination difficulties, and it is vital therefore that a detailed case history is taken (including difficulties as a child). The assessor should explore these through the use of an in-depth interview and/or questionnaire. The assessor can therefore form an opinion about these based on the student's responses.

An assessor needs to take account of both the physical and educational aspects of DCD/dyspraxia. As noted in the definition there may well be co-occurring difficulties. It may be these co-occurring difficulties that are the dominant issues, particularly when working with young adults. Issues of poor motor coordination, in general, do not impact on educational achievement to the same extent that cognitive factors do [and may for the most part have already been addressed when looking at adults].

If the primary needs of the student are largely educational rather than physical, an assessment of individuals age 16 or older, carried out by an appropriately trained practitioner psychologist or specialist teacher assessor which looks at educational strengths and weaknesses would be appropriate and can identify dyspraxia. Such an assessment should provide advice on educational intervention and support and suggest appropriate educational adjustments. [Note: It is very important that children with motor coordination difficulties be recommended to be seen by a medical practitioner.]

Information which can be gained from detailed case history includes:

- lateness in reaching milestones of childhood
- gross motor co-ordination skills (questions about posture/fatigue/balance/hand-eye co-ordination/integration of two sides of the body/rhythm)
- fine motor co-ordination skills (questions about manual dexterity and manipulative skills)
- organisational skills

- speech (questions about organising the content and sequence of their speech/word pronunciation/word retrieval)
- sensitivity to light, noise, touch and smell
- social interaction
- emotional difficulties
- daily living difficulties
- obsessional behaviours
- orientation and sequencing
- tracking
- visual perception
- spatial awareness
- sense of time
- sense of direction
- accuracy
- concentration
- memory

Assessors working with adults should follow the usual process for an SpLD assessment choosing appropriately from the battery of tests in the DfES Guidelines as updated by STEC/SASC.

- Where visual-perceptual skills and fine motor skills/handwriting difficulties are suspected tests of visual-perceptual skills and fine motor skills tests should be considered. These tests can support their conclusion or help direct the assessor to consider another SpLD.
- Planning and spatial ability difficulties can be highlighted through the non-verbal tests from the WAIS-IV or the WRIT.
- Motor co-ordination difficulties highlighted through
  - the Symbol Digit Modalities Test and processing speed tests from the WAIS-IV
  - specific tests of motor skills such as the Beery Buktenica Developmental Test of Visual-Motor Integration and the DASH 17+
- In addition there is also likely to be slower than average information processing (oral or written) so tests of reading speed, writing speed and naming are useful.

In the summary of a report the assessor could use a range of phrases eg. 'is dyspraxic'; shows 'dyspraxic tendencies' or shows 'significant features of dyspraxia', shows 'a profile of dyspraxia' or 'has SpLD with traces of dyspraxia', or state any combination with other SpLDs.

Deteriorating motor function or deterioration in a skill in the past 6-12 months in anyone should alert assessors to encourage the individuals to see their doctor for further assessment. There are some aspects of dyspraxia that only health professionals can assess such as motor control and co-ordination, poor muscle tone

and skeletal abnormalities. Where a medical diagnosis of DCD is made the individual [or parent/guardian for children] should be made aware that there might be accompanying educational difficulties. All professionals identifying DCD/dyspraxia should note that there can be impacts on other aspects of life.

It should be noted that dyspraxia can be diagnosed by a doctor or an occupational therapist, in either of these cases they would not be submitting a report in the form described for SpLDs.

Common associated difficulties of dyspraxia in adulthood

Adults in college and university commonly have the following difficulties in their studies.

Literacy

- absorbing information from text, so while reading accuracy is often proficient, reading comprehension tends to be slow
- co-ordinating and synchronising information from different sources
- planning and organising thought for writing
- creating structure in writing
- extracting key points, so making notes

Planning and Organisational Ability

- planning and organising thought and activity
- creating structure, particularly where variables need to be considered
- multi-tasking
- creating schedules
- managing time
- prioritising tasks and action
- managing changes to routine and planned sequences
- adapting to new or unpredictable situations

'Working' Memory Weaknesses

Speed of Working

- working under timed conditions
- slow handwriting / typing speeds

Slow speeds of working will increase the demands made on memory.

Spoken Language

- assembling words quickly
- organising language effectively for clear expression
- explaining ideas accurately and concisely
- following spoken instructions
- following and absorbing information from tutorials, seminars & lectures
- assimilating information quickly
- taking notes

Visual perceptual and spatial skills

- analysing and interpreting visual information at speed
- tracking text accurately
- transferring visual attention from one object to another quickly
- left/right orientation, direction, map-reading
- learning the spatial layout of a new environment or building quickly
- judging distance, speed and time
- being aware of body position in relation to the surrounding environment

There may also be other difficulties in:

Social skills and Interaction with others

Motor co-ordination skills

- handwriting and typing
- managing practical activity

Confidence levels / low self-esteem etc

The main focus of specialist one to one study support is likely to be on the following areas:

- improving organisational skills in a range of activity
- creating structures for the day and time ahead
- managing and using time efficiently
- ways of planning and organising thought
- planning and organising written work
- reading comprehension techniques
- managing information delivered orally, for example in lectures, seminars
- assimilating information
- organising paper & files & materials

It may include:

- skills needed for team working and for working effectively with others
- spoken language skills and managing spoken situations
- presentations
- ways of reducing stress and relaxation exercises

Guidance on the assessment of dyscalculia[1]

It is important to make a clear distinction between students whose mathematical difficulties are due to dyslexia or other neurodiversities and those who struggle with mathematics as a result of dyscalculia. Consideration must be given to the other possible factors such as knowledge gaps through poor teaching, long periods of absence or mathematical anxiety. Problems learning number facts and procedures

[1] STEC consulted Claire Trott re the guidance on dyscalculia

could be due to a reliance on rote learning and recall, areas known to be at risk for dyslexic people.

> *" Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence."* The National Numeracy Strategy (DfES (2001))

Initial screening is a useful **indicator**, although currently, few tests exist for the post 16 population. DysCalculiUM is a first-line computer-based screening tool, developed by Trott and Beacham, and is designed to focus on the fundamental understanding of mathematics. The resulting profile provides an indication of "at risk" for 11 categories based on number and their applications. This is not sufficient on its own, however, as a diagnostic tool.

The following is recommended in an assessment for dyscalculia:

1. Initial screening test for dyscalculia
2. A full assessment of verbal and non-verbal cognitive abilities (including matrices); compare non-verbal reasoning with age expectation and verbal reasoning and standardised test of mathematical ability
3. A standardised test of mathematical ability compared with age expectation
    a. Compare with age expectation
    b. Compare with intelligence Compare with verbal reasoning
4. A full personal history, particularly with regard to mathematics. This should include mathematical experiences through school and how the student manages with everyday situations in which number/mathematics are used.
5. Observed test behaviour for indications of mathematical anxiety or tension and lack of confidence in tackling mathematical calculations and problems.

ADHD Guidance – September 2013

This guidance has been developed from the SASC convened ADHD Consensus Meeting chaired by Prof Philip Asherson held at Oxford University in May 2013 and subsequent consultations from a range of interested parties.[2]

Evidence for Attention-Deficit/Hyperactivity Disorder (ADHD) has been subject to some confusion within DSA regarding who can diagnose this condition and when further medical evidence should be requested.

Previous guidance stated that ADHD required a medical diagnosis by a doctor; usually a child and adolescent psychiatrist, a paediatrician, paediatric neurologist or a general practitioner, trained in the diagnosis and treatment of ADHD. However,

[2] The minutes of that meeting and participants are available on the SASC website.

there are a number of students every year who report and present with very great difficulties with attention span, concentration, forgetfulness and organisation, resulting from ADHD. As a consequence they are struggling with their studies. In many cases they have not been previously diagnosed, or were diagnosed during childhood with no further information on their current diagnostic status. The waiting lists for medical referrals are variable and very long in many parts of the country; and some regions still do not provide a diagnostic or treatment service for adults with ADHD.

ADHD is a neurodevelopmental disorder that is characterised by features of both a mental health condition and a specific learning difficulty. As noted in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), ADHD

- is characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with normal functioning or development;
- is present in multiple settings (e.g., home, school, work);
- symptoms interfere with, or reduce the quality of social, academic or occupational functioning.

Hyperactive-impulsive symptoms are less common in adults, who may present predominantly with problems of inattention. Educational performance is a specific difficulty for almost all individuals with ADHD, related to the attention deficits that characterise the disorder. As it impacts on learning, ADHD should therefore be regarded as a specific learning difficulty.

SASC recommends that practitioner psychologists and specialist teacher assessors **who have relevant training**[3] can identify specific learning difficulties and patterns of behaviour that together would strongly *suggest* a student has ADHD; and in this situation they can make relevant recommendations for support at Further and or Higher Education institutions.

Such diagnostic assessments should be accepted by SFE in support of an application for Disabled Students' Allowance.

It is expected that a conclusion that ADHD is present should only be arrived at by an individual who has undertaken **appropriate training** and the necessary expertise. Reports should provide details of the basis for the diagnosis and recommendations for the level/type of educational support required. It is also a requirement that the report provides advice on how to seek medical advice and, if needed, access to psychological therapies.

A diagnostic report should provide evidence of:

- presence of inattention and/or hyperactivity-impulsivity in childhood;

[3] For example training should include: the nature of ADHD; interplay of ADHD and other medical conditions/mental health issues; manifestations of ADHD and what might alert an assessor to carry out recognised screening scales; taking a detailed developmental history; use of diagnostic interview for ADHD; psychometric tests and what they might reveal; distinction between ADHD and other SpLDs; appropriate recommendations in an educational setting; the pathway forward.

- inattentive and/or hyperactive-impulsive symptoms in more than one domain (e.g. in education and everyday life);
- the negative impact of such symptoms, particularly with reference to educational performance;
- positive achievement data;
- the administration and reporting of a diagnostic interview (e.g. DIVA, CAADID)
- awareness that ADHD is frequently associated with other specific learning difficulties (particularly dyspraxia [DCD] and dyslexia) and a range of mental health issues (e.g. low self-esteem, anxiety, depression, drug/alcohol misuse)
- qualitative observations of performance throughout the assessment to more finely sift information and attribute the cause. For example, it is so easy to attribute a poor short term memory score to intrinsic difficulties with memory when in fact it can be as a result of attention difficulties (and vice versa).
- whenever possible, corroboration of symptoms and educational difficulties by contact with informant (e.g. face-to-face or telephone review with parent) and/or review of school reports.

To identify ADHD, SpLD assessors should:

A. Use screening instruments: to screen for ADHD
B. Undertake a structured diagnostic interview (e.g. DIVA/CAADID interviews[4]): Evaluate each of the 18 DSM items both currently and retrospectively, and the additional criteria required for the diagnosis of DSM-5 ADHD[5]
C. Gather a detailed history with a particular emphasis on developmental and childhood history , screening for other disorders, family history, social development, educational development[6]

[4] Experienced assessors could follow their own scheme, so long as they enquire about all the criteria used to define ADHD in DSM-5. Using DIVA is a way to ensure this is done systematically recommended. The alternative would be to have a form so that the assessor can tick off each of the item requirements after conducting his/her own interview.
[5] The other items include several symptoms before age 12, impairment in two domains, not better explained by another condition.
[6] Documenting of a life history should, when ADHD is suspected, cover the following key educational activities: the individual's experience of reading, essay writing, revision, exams, and lectures, with particular care given to attentional issues, procrastination, time management and ease of distractibility. When there is a significant

D. Evaluate impairments/needs: Matching symptoms to impairments is an essential part of the diagnostic process. These will not be restricted to the academic arena alone; assessors would expect to see moderate to severe impact in other domains. (Note: some individuals can display symptoms without impairment.)

E. Collect collateral/informant account:
   - history and description of ADHD symptoms and impairments in childhood (e.g. usually from parent for account of childhood symptoms/difficulties)
   - review of school reports if available
   - informant/partner account of current symptoms and impairment
   - informant rating scales for DSM-5 ADHD can be used to record current and childhood symptoms

   (**Note:** identification can be made if collateral evidence is not available given adequate information from the student)

F. Psychometric tests: These are not predictive of the disorder, but they can be useful to support conclusions and identify specific areas of cognitive performance impairments (e.g. general cognitive ability, response speed/variability & inhibition, working memory, measures of verbal and visual abilities).

G. Consider the presence of other specific learning difficulties e.g. dyslexia, DCD/dyspraxia and dyscalculia e.g. asking relevant questions or using screening tools.

It should be made clear in assessors' reports that they have taken a careful history and collected direct additional evidence as noted above.

A history showing impairments across domains is very important. Understanding both strengths and weaknesses is fundamental to helping individuals cope and leads to strategies and altering behaviour. To make the diagnosis of ADHD, there should be a significant impact of the symptoms of ADHD on performance and/or quality of life in several aspects of everyday life as well as in education.

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practice element (e.g. music students), attitudes towards taking part in regular, repetitive exercises should also be investigated. As poor sleep patterns also impact on educational attendance sleep difficulties - if any - should also be documented.

If the assessor believes ADHD to be present, then he/she should:

(1) Ensure that he/she remains within his/her professional boundaries of training and expertise when offering advice and counselling to the student and that his/her professional indemnity insurance or equivalent company insurance contractual agreements remain unaffected.
(2) Report evidence for the presence of ADHD and possible other SpLDs that may be present; and make relevant educational recommendations.
(3) In cases where the student does not already have a medical diagnosis of ADHD, advise that one can be requested via their GP/student medical service.
(4) Advise students that the medical route may open up the way to being offered specific medications for ADHD that can help to control impairing levels of inattention, hyperactivity, impulsivity and associated emotional lability.
(5) Advise students that the medical route may open up the way to being offered an NHS referral to a suitably qualified psychologist (behavioural/cognitive) who could help them with changing unhelpful thought patterns and behaviours. (This is important as many students think that the medical route will result only in their being offered medication).
(6) Signpost students to local support groups and/or universities' disability support groups, including national Patient Organisation websites information (e.g. AADD-UK and ADDISS). In view of the experience with delays in accessing NHS services in relation to ADHD this would provide the possibility for peer support and further information in more timely fashion whilst waiting for a medical diagnosis.
(7) Notwithstanding (3) above, be aware that symptoms of possible ADHD may, in fact, be signs of other medical complaints and to recommend generally to students to seek a consultation with their GP/student medical services, particularly if the student appears to be distressed or medically ill.

Assessors should include a statement that assessment findings confirm the presence of specific learning difficulties that are likely to affect the student's ability to cope with academic demands in college. If the assessor considers that the specific learning difficulties result from the interference of ADHD symptoms on performance this should be specifically stated. If the assessor considers that ADHD is present they should state this.

Additional guidance for assessors will be available on the SASC website after a period of research and consultation.

Although it is implied, it should be noted that this guidance should not preclude medical evidence from a suitably qualified health care professional.

Guidance on the use of British Ability Scales (BAS) and Wechsler Intelligence Scale for Children (WISC)

For assessments carried out when a student is over 16 years of age in support of Disabled Students' Allowances it is acceptable to use the following tests up to the ceiling of the test:

British Ability Scales: Third Edition (BAS3*) ceiling 17:11*
Wechsler Intelligence Scale for Children 4th Edition [WISC-IV UK] *ceiling 16:11*

Alternative tests covering these areas which can be used by psychologists include:
Wechsler Adult Intelligence Scale (WAIS-III) 3rd Edition *Age range 16 – 89*
Wechsler Adult Intelligence Scale (WAIS-IV) 4th Edition *Age range 16 – 90:11*
Tests that are normed for the adult population such as the WAIS and WRIT are preferred for diagnostic assessments in support of DSA applications.

<u>Please note</u>: The following tests have been withdrawn

- British Ability Scales 2nd Edition [BASII] *ceiling 17:11* has been withdrawn from the above guidelines.

- Wide Range Achievement Test 3 (WRAT3), British Spelling Test Series (BSTS), and Alloway Working Memory Assessment, 2nd Edition (AWMA-2) have been removed from the *List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education* below.

Most tests have several UK distributors: please see list below.

Test Distributor Websites:

Ann Arbor Publishers: www.annarbor.co.uk
Dyslexia Action: www.dyslexiaaction.org.uk
GL Assessment: www.gl-assessment.co.uk
Helen Arkell Dyslexia Centre: www.arkellcentre.org.uk
Hodder Tests: www.hoddereducation.co.uk/Assessment
Hogrefe Ltd: www.hogrefe.co.uk
Psychological Assessment Resources Inc (PAR Inc): www.parinc.com
Pearson Assessment: www.pearsonclinical.co.uk
Pro-Ed: www.proedinc.com
Taskmaster: https://www.taskmasteronline.co.uk
Western Psychological Services: www.wpspublish.com

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Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
ATTAINMENTS IN LITERACY						
Reading:						
Single word recognition	**Academic Achievement Battery (AAB)**	Open	4-85 years	Word Reading.	Published 2014.	Psychological Assessment Resources, Inc., USA
	Test of Word Reading Efficiency (TOWRE)	Open	6-24.11 years	Sight Word Efficiency. Two parallel forms.	This is a timed test that provides a measure of fluency reading real words.	Pro-Ed Inc., USA

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Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					Together with the TOWRE Phonemic Decoding Efficiency test it will yield an overall Reading Efficiency measure. Can be used qualitatively for ages over 24.11 years. Published 1999.	
	Test of Word Reading Efficiency - Second Edition (TOWRE-2)	Open	6-24.11 years	Sight Word Efficiency. Four parallel forms.	This is a timed test that provides a measure of fluency reading real words. Together with the TOWRE Phonemic Decoding Efficiency test it will yield an overall Reading Efficiency measure. Can be used qualitatively for ages over 24.11 years. Published 2011.	Pro-Ed Inc., USA
	Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK) (For Psychologists)	Closed	4-85.11 years	Word Reading No parallel form.	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. Published 2005.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
	Wechsler Individual Achievement Test Second UK Edition for Teachers (WIAT-II UK -T)	Open	4-85.11 years	Word Reading No parallel form.	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. Word Reading subtest is the same as the Psychologist's subtest. Published 2006.	Pearson Assessment
	Wide Range Achievement Test 4 (WRAT4)	Open	5-94 years	Word Reading. Two parallel forms.	This is the latest version of the Wide Range Achievement Test. Not co-normed with WRIT. Published 2006.	Pearson Assessment
	Woodcock Reading Mastery Tests (WRMT-R)	Open	5-75+ years	Word Identification	Published 1987.	Pearson Assessment
	Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Open	6-79.11 years	Word Identification.	Published 2011.	Pearson Assessment
Continuous text reading Oral Reading	**Academic Achievement Battery (AAB)**	Open	4-85 years	Reading Fluency	This oral reading fluency sub-test, although it uses a US culturally specific topic for adults, is accessible and may prove useful. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
					(under Downloads). Published 2014.	
	Adult Reading Test (ART)	Open	16-55 years		This test is in the process of being re-standardised. Reading is assessed by reading aloud only. Memory, factual and inferential comprehension questions. Published 2004.	Pearson Assessment
	Gray Oral Reading Test Fourth Edition (GORT-4)	Open	6-18.11 years	Two parallel forms; 14 passages; 5 comprehension questions per passage.	Rate; Accuracy; Fluency; Comprehension; Oral Reading Quotient. Student is not allowed to refer back to the passage for answers to comprehension questions, which are multiple-choice. Can be used qualitatively for ages over 18.11 years. Published 2001.	Pro-Ed Inc., USA
	Gray Oral Reading Test Fifth Edition (GORT-5)	Open	6-23.11 years	Two parallel forms. Each form contains 16 developmentally sequenced reading passages with five comprehension	Rate; Accuracy; Fluency; Comprehension; Oral Reading Index. Student is not allowed to refer back to	Pro-Ed Inc., USA

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
				questions each.	the passage for answers to comprehension questions, which are open-ended. Can be used qualitatively for ages over 23.11 years. Administration time: 20-30 minutes. Americanisms and other cultural features means users should apply the necessary caution when administering the test. Published 2012.	
	Spadafore Diagnostic Reading Test (SDRT)	Open	6-Adult		An appropriate passage can be used for miscue analysis purposes. Published 1983.	Academic Therapy Publications, USA
	Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Open	6-79.11 years	Oral Reading Fluency. Two parallel forms.	Published 2011.	Pearson Assessment
Silent Reading	**Academic Achievement Battery (AAB)**	Open	4-85 years	Words and Sentences.	Requires the examinee to point to the written word or sentence that matches a visual stimulus. See *Additional Guidance on the use of the Academic Achievement Battery*	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					(AAB) on SASC website (under Downloads). Published 2014.	
	Academic Achievement Battery (AAB)	Open	4-85 years	Passages.	Requires the examinee to read passages (silently) of increasing difficulty and draw a line after each sentence. (*i.e. showing where the sentence ends*). Assessors should bear in mind that this test could be completed by someone with a knowledge of sentence construction but without full understanding of the meaning of the sentences in the passages used. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	Psychological Assessment Resources, Inc., USA
	Advanced Reading Comprehension Test (ARC)	Open	Adult	Two parallel forms (C and M), each having a 1,250 words passage and 20	Can be done under timed (20 minutes per passage) or untimed conditions. Norms	Sample copy available from Hull University Psychology

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
				comprehension questions (5 literal and 15 inferential).	are based on timed conditions. Current norms based on 80 first year psychology students studying at Hull University.	Department (J.K.Horne@hull.ac.uk)
	Gray Silent Reading Test (GSRT)	Open	7-25 years	Two parallel forms; 13 paragraphs; 5 comprehension questions per paragraph.	Different types of comprehension questions; can be administered as group test. Multiple-choice format. Published 2001.	Pro-Ed Inc., USA
	Spadafore Diagnostic Reading Test (SDRT)	Open	6-Adult		An appropriate passage can be used. Literal recall and inference comprehension questions. Student is not allowed to refer back to the passage for answers to comprehension questions. Comment on reading speed. Published 1983.	Academic Therapy Publications, USA
	Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK) (For Psychologists)	Closed	4-85.11 years	Reading Comprehension	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. A mixture of sentences to be read aloud and passages to be read either silently or aloud. Comprehension questions based on both	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
					and comprehension score is calculated using all questions. Published 2005.	
	Wechsler Individual Achievement Test Second UK Edition for Teachers (WIAT-II UK -T)	Open	4-85.11 years	Reading Comprehension	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. A mixture of sentences to be read aloud and passages to be read either silently or aloud. Comprehension questions based on both and comprehension score is calculated using all questions. **Reading speed** calculated using passages only (standard scores for 6:0 - 16:11, quartiles for 17:0 - 85:11; words/minute for all ages). The Reading Comprehension subtest is the same as the Psychologist's subtest. Published 2006.	Pearson Assessment
	Wide Range Achievement Test 4 (WRAT4)	Open	5-94 years	Sentence Comprehension. Two parallel forms.	This subtest measures reading comprehension through sentence completion. Sentence is	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					read silently, with response/s given orally. This is the latest version of the Wide Range Achievement Test. Not co-normed with WRIT. Published 2006.	
	Wide Range Achievement Test-Expanded (WRAT-Expanded) Group Assessment (Form G) Reading Comprehension Test	Open	7-18.11 years		Multiple-choice; can be used individually. Can be used qualitatively for ages over 18.11 years. Published 2001.	Pearson Assessment
	Wide Range Achievement Test-Expanded (WRAT-Expanded) Individual Assessment (Form I) Reading Comprehension Test	Open	7-24.11 years		Multiple-choice; can be used individually. Can be used qualitatively for ages over 24.11 years. Published 2001.	Pearson Assessment
	Woodcock Reading Mastery Tests (WRMT-R)	Open	5-75+ years	Passage Comprehension	Modified cloze procedure Published 1987.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
	Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Open	6-79.11 years	Passage Comprehension	Short administration time. Published 2011.	Pearson Assessment
Non-word reading	**Test of Word Reading Efficiency (TOWRE)**	Open	6-24.11 years	Phonemic Decoding Efficiency. Two parallel forms.	This is a timed test that provides a measure of fluency of reading nonwords. Together with the TOWRE Sight Word Efficiency test it will give an overall Reading Efficiency measure. Can be used qualitatively for ages over 24.11 years. Published 1999.	Pro-Ed Inc., USA
	Test of Word Reading Efficiency - Second Edition (TOWRE-2)	Open	6-24.11 years	Phonemic Decoding Efficiency. Four parallel forms.	This is a timed test that provides a measure of fluency of reading nonwords. Together with the TOWRE Sight Word Efficiency test it will give an overall Reading Efficiency measure. Can be used qualitatively for ages over 24.11 years. Published 2012.	Pro-Ed Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
	Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK) (For Psychologists)	Closed	4-85.11 years	Pseudoword Decoding. No parallel form.	UK norms for 4:0 – 16:11. Published 2005.	Pearson Assessment
	Woodcock Reading Mastery Tests (WRMT-R)	Open	5-75+ years	Word Attack	Published 2011.	Pearson Assessment
	Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Open	6-79.11 years	Word Attack. Two parallel forms.	Published 2011.	Pearson Assessment
Listening Comprehension	**Academic Achievement Battery (AAB)**	Open	4-85 years	Words and Sentences	Requires the examinee to select a visual stimulus that matches a spoken word or sentence. Assessors should bear in mind that this test appears to be primarily a test of vocabulary knowledge rather than comprehension. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
	Academic Achievement Battery (AAB)	Open	4-85 years	Passages	Requires the examinee to respond orally to literal and inferential questions **after hearing a passage** read aloud. Assessors should bear in mind that this subtest places a burden on working memory. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	Psychological Assessment Resources, Inc., USA
	Spadafore Diagnostic Reading Test (SDRT)	Open	6-Adult		An appropriate passage can be used. Published 1983.	Academic Therapy Publications, USA
	Woodcock Reading Mastery Tests, Third Edition (WRMT-III)	Open	6-79.11 years	Listening Comprehension. Two parallel forms.	Published 2011.	Pearson Assessment
Expressive Communication	**Academic Achievement Battery (AAB)**	Open	4-85 years	Oral Fluency	Requires the examinee to list as many items as possible in 60 seconds when provided with a category. See *Additional*	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
					Guidance on the use of the Academic Achievement Battery (AAB) on SASC website (under Downloads). Published 2014.	
	Academic Achievement Battery (AAB)	Open	4-85 years	Oral Expression	Requires the examinee to demonstrate his or her grasp of pragmatics, grammar, and expressive vocabulary through various oral responses. Contains some US conventions in speech which UK examinees might find confusing. e.g. 'Tell them how to fix this sentence.' This subtest places a burden on working memory. May not be appropriate for an H.E. setting. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads).	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					Published 2014.	
	Academic Achievement Battery (AAB)	Open	4-85 years	Oral Production	Requires the examinee to describe an illustrated scene, measures speech output and fluency. May not be appropriate for an H.E. setting. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	Psychological Assessment Resources, Inc., USA

Spelling:

Single word	**Academic Achievement Battery (AAB)**	Open	4-85 years	Word Writing	Published 2014.	Psychological Assessment Resources, Inc., USA
	Helen Arkell Spelling Test (HAST)	Open	5-19+ years	Includes high and low frequency, and regular and irregular words.	Standardised on UK population. Can be used for group or one-to-one testing. Published 1998.	Helen Arkell Dyslexia Centre
	Helen Arkell Spelling Test Version 2 (HAST-2)	Open	5-Adult	Two parallel forms and a combined form.	Standardised on UK population. Published 2012.	Helen Arkell Dyslexia Centre

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
	Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK) (For Psychologists)	Closed	4-85.11 years	Spelling. No parallel form.	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. Published 2005.	Pearson Assessment
	Wechsler Individual Achievement Test Second UK Edition for Teachers (WIAT-II UK -T)	Open	4-85.11 years	Spelling. No parallel form.	UK norms for 4:0 – 16:11. US norms for 17:0 -85:11. The Spelling subtest is the same as the Psychologist's subtest. Published 2006.	Pearson Assessment
	Wide Range Achievement Test 4 (WRAT4)	Open	5-94 years	Spelling. Two parallel forms	This is the latest version of the Wide range Achievement Test. Not co-normed with WRIT. Published 2006.	Pearson Assessment
Writing:						
	Academic Achievement Battery (AAB)	Open	4-85 years	Written Composition	Requires the examinee to spontaneously write; evaluate theme, organisation, voice, word choice, sentence fluency, presentation and conventions. This timed task does not provide a	Psychological Assessment Resources, Inc., USA

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					measure of writing speed. Assessors are encouraged to consider how appropriate the use of this task is in an H.E. setting. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	
	Detailed Assessment of Speed of Handwriting (DASH 17+)	Open	17-25 years in further and higher education	Five subtests: Copy Best; Alphabet Writing; Copy Fast; Graphic Speed; Free Writing (10 minutes).	Standardised on UK population. Four tasks (excluding Graphic Speed) are summed and converted into a Total Standard Score, which is a global measure of handwriting speed. Published 2010.	Pearson Assessment
	Free Writing	Open	Non-standardised		Timed – up to 15 minutes. Writing speed score can be obtained; comparison of spelling usage and single word spelling. Comment on: structure, punctuation, spelling in context,	

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					organisation, legibility & use of vocabulary. Student can either: (1) choose a topic to write about, (2) write about a topic in his/her area of study or (3) write about a passage he/she has read, putting in the key points. (1) & (2) can be used for the Speed of Writing Prose Task.	

UNDERLYING ABILITY

	British Ability Scales-Third Edition (BAS3)	Closed	3-17.11 years	Test of general intelligence with conformed measures of single word reading, spelling and number skills – parallel tests available of single word reading. Includes diagnostic tests of working memory (visual, verbal) and information processing speed. Core ability tests offer index scores for verbal, non-verbal and spatial cognition. BAS II norms remain for diagnostic	Published November 2011	GL Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
				scales.		
	Snijders-Oomen Non-Verbal Intelligence Test Revised (SON R 6-40)	Open	6-40 years	Analogies, Categories, Mosaics, Patterns.	A measure of nonverbal reasoning only. Published 2011.	Hogrefe
	Wechsler Abbreviated Scale of Intelligence (WASI)	Closed	6-89 years	Verbal Scale (Vocabulary, Similarities); Performance Scale (Block Design, Matrix Reasoning).	Published 1999.	Pearson Assessment
	Wechsler Abbreviated Scale of Intelligence - Second Edition (WASI-II)	Closed	6.0-90.11	Verbal Comprehension index (VCI) (Vocabulary, Similarities); Perceptual Reasoning Index (PRI) (Block Design, Matrix Reasoning); Full Scale IQ (FSIQ-4 Four subtests); FSIQ-2 Two subtests (Vocabulary, Matrix reasoning)	Four subtests-30 minutes, two subtests – 15 minutes. Published 2011.	Pearson Assessment
	Wechsler Adult Intelligence Scale, 3rd Edition UK version (WAIS–III UK)	Closed	16-89 years	Indices: Verbal Comprehension (Vocabulary, Similarities, Information); Perceptual Organisation (Picture Completion, Block Design, Matrix Reasoning);	Published 1999. (Superseded WAIS–R).	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
				Working Memory (Arithmetic, Digit Span, Letter-Number Sequencing); Processing Speed (Digit Symbol Coding, Symbol Search).		
	Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS-IV UK)	Closed	16-90.11 years	Scales: Verbal Comprehension Scale (Similarities, Vocabulary, Information. Supplemental: Comprehension); Perceptual Reasoning Scale (Block Design, Matrix Reasoning, Visual Puzzles. Supplemental: Picture Completion, Figure Weights); Working Memory Scale (Digit Span, Arithmetic. Supplemental: Letter-Number Sequencing); Processing Speed Scale (Symbol Search, Coding. Supplemental: Cancellation).	Published 2010.	Pearson Assessment
	Wide Range Intelligence Test (WRIT)	Open	4-85 years	Verbal (Vocabulary & Verbal Analogies); Visual (Matrices & Diamonds).	High correlation with WAIS-III & WISC-III. Published 2000.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
COGNITIVE PROCESSING						
Working Memory	**Automated Working Memory Assessment (AWMA)**	Open	4-22 years	Three levels of assessment: Short Form (4 tests), Long Form (12 tests) (both are suitable for full diagnostic assessments); and a Screener (2 tests)	Short form: 10 to 15 minutes: Long form: 45 minutes. (As screener: 5 to 7 minutes.) Published 2007.	Pearson Assessment
	Neurological Assessment Battery (NAB) Digits Forward/Digits Backward Test	Open	18-97 years	Digits forward task (DF) and digits backward (DB) task, each with its own individual score. Two parallel forms.	This test may be removed from this list of suitable tests when an alternative is published. DF alpha coefficient ages 18-59: Form 1 =0.77, Form 2 = 0.79. DB alpha coefficient ages 18-59: Form 1 = 0.79, Form 2 = 0.77. SD=10. Discrepancies required for statistical significance between Digits Forward and Digits Backward subtests available in Chapter 5 of NAB 'Psychometric and Technical Manual' on PAR Inc website. Published 2009 .	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
	Test of Information Processing Skills (TIPS)	Open	5-90+ years	Visual and Auditory Modality; Delayed Recall; Semantic Fluency.	30 minutes. Processing is assessed in two modalities (Visual and Auditory) and three recall conditions using strings of two to nine non-rhyming letters. Sequential and non-sequential scores are obtained. Published 2009.	Academic Therapy Publications, USA
	Test of Memory and Learning 2nd edition (TOMAL2)	Open	5-59.11 years	8 core subtests; 6 supplementary subtests (including Digits Forward, Digits Backward, Letters Forward, Letters Backward); 2 delayed recall tests.	Wide range of visual memory and verbal memory tests. 3 Core Indexes - Verbal Memory, Nonverbal Memory & Composite Memory; 6 Supplementary Indexes - Verbal Delayed Recall; Attention/Concentration; Sequential Recall; Free Recall; Associative Recall; Learning. Published 2007.	Pro-Ed Inc., USA
	Wechsler Adult Intelligence Scale, 3rd Edition UK version (WAIS–IIIUK)	Closed	16-89 years	Digit Span; Letter-Number Sequencing	Published 1999 (superseded WAIS–R).	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
	Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS-IV UK)	Closed	16-90.11 years	Working Memory Scale (Digit Span, Arithmetic. Supplemental: Letter-Number Sequencing)	Published 2010.	Pearson Assessment
	Wechsler Memory Scale, 3rd Edition UK version (WMS–III)	Closed	16-89 years	Immediate Memory (Auditory & Visual); General Memory (delayed) (Logical memory; Verbal Paired associates, Faces, Family Pictures); Working Memory (Spatial Span; Letter-Number Sequencing).	Published 1999.	Pearson Assessment
	Wechsler Memory Scale - Fourth UK Edition (WMS-IV UK)	Closed	16-90.11 years	Consists of 7 subtests, 6 of which are used to derive 5 Indices (Auditory Memory, Visual Memory, Visual Working Memory, Immediate Memory & Delayed Memory).	Published 2010.	Pearson Assessment
	Wide Range Assessment of Memory and Learning Second Edition (WRAML2)	Open	5-90 years	6 core subtests; 2 optional delay recall subtests; 4 optional recognition subtests; 3 optional memory subtests	The core factor structure contains Verbal Memory, Visual Memory and Attention/Concentration information. Wide range of memory tests. Published 2003.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
Phonological Processing	**Comprehensive Test of Phonological Processing (CTOPP)**	Open	5-24.11 years	Phonological Awareness Composite; Phonological Memory Composite; Rapid Naming Composite; Alternate Phonological Awareness Composite; Alternate Rapid Naming Composite	Can be used qualitatively for ages over 24.11 years. Published 1999.	Pro-Ed Inc., USA
	Comprehensive Test of Phonological Processing Second Edition (CTOPP-2)	Open	4-24.11 years	For 7-24.11 consists of Phonological Awareness Composite Score (PACS) (Elision, Blending Words & Phoneme Isolation); Phonological Memory Composite Score (PMCS) (Memory for Digits & Nonword Repetition); Rapid Symbolic Naming Composite Score (RSNCS) (Rapid Digit Naming & Rapid Letter Naming); Alternate Phonological Awareness Composite Score (APACS) (Blending Nonwords & Segmenting Nonwords).	Can be used qualitatively for ages over 24.11 years. Changes compared to CTOPP - Phoneme Isolation subtest added to PACS; Phoneme Reversal subtest removed; Rapid Colour Naming & Rapid Object Naming removed for ages 7-24.11; one trial only for Rapid Digit Naming & Rapid Letter Naming; sets of more difficult items have been added to all subtests except the rapid naming subtests in an attempt to provide better information about the phonological strengths	Pro-Ed Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					and weaknesses of examinees at the upper age levels, but ceiling *effects* for adults are reached quite quickly on most sub-tests. Published 2013.	
Speed of Processing	**Comprehensive Test of Phonological Processing (CTOPP)**	Open	5-24.11 years	All Rapid Naming subtests & Composites.	Can be used qualitatively for ages over 24.11 years. Published 1999.	Pro-Ed Inc., USA
	Comprehensive Test of Phonological Processing Second Edition (CTOPP-2)	Open	4-24.11 years	Rapid Digit Naming & Rapid Letter Naming and Rapid Symbolic Naming Composite Score (RSNCS)	Can be used qualitatively for ages over 24.11 years. Changes from CTOPP - Rapid Colour Naming & Rapid Object Naming removed for ages 7-24.11; one trial only for Rapid Digit Naming & Rapid Letter Naming. Published 2013.	Pro-Ed Inc., USA
	Detailed Assessment of Speed of Handwriting (DASH 17+)	Open	17-25 years in further and higher education	Five subtests: Copy Best; Alphabet; Copy Fast; Graphic Speed; Free Writing (10 minutes).	Standardised on UK population. Four tasks (excluding Graphic Speed) are summed and converted into a Total Standard Score, which is a global measure of handwriting speed. Published 2010.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
	Speed of Writing Prose Task	Open	Adult		Timed - up to 15 minutes. Student can choose topic to write about. Provides words per minutes and indicates speed of processing. Can also be used for the Free-Writing Task.	
	Symbol Digit Modalities Test (SDMT)	Open	8-Adult	Matching number with symbol	Similar to Digit-Symbol Coding sub-test of WAIS III; administered as written and/or oral test; measure of speed of processing. Because of difficulties in test validity, this test should never be used as a single diagnostic criterion for identifying a SpLD in adults. Performance on this test should be interpreted with extreme caution and should always be interpreted in conjunction with patterns of strength and weakness across a range of other tests. See *Updated Guidance on the*	Western Psychological Services, USA

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					use of the Symbol Digit Modalities Test (SDMT) on SASC website (under Downloads). Published 1973.	
	Wechsler Adult Intelligence Scale, 3rd Edition UK version (WAIS–IIIUK)	Closed	16-89 years	Processing speed index (Digit-symbol coding & Symbol search).	Published 1999. (Superseded WAIS–R).	Pearson Assessment
	Wechsler Adult Intelligence Scale - Fourth UK Edition (WAIS-IV UK)	Closed	16-90.11 years	Processing Speed Scale (Symbol Search, Coding. Supplemental: Cancellation)	Published 2010.	Pearson Assessment

OTHER RELEVANT INFORMATION

Attainments in numeracy (where appropriate)	**Academic Achievement Battery (AAB)**	Open	4-85 years	Mathematical Calculation Part 2	Requires the examinee to complete increasingly difficult maths calculations in a timed task. This subtest contains frequent Americanisms and culturally specific references which *could* potentially invalidate the scoring. This is a particular problem in this subtest, where symbols and	Psychological Assessment Resources, Inc., USA

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					tasks not commonly used in the UK maths curriculum are present, e.g. the manual calculation of logarithms. Understanding of both Imperial and metric weights and measures is also required. See *Additional Guidance on the use of the Academic Achievement Battery (AAB)* on SASC website (under Downloads). Published 2014.	
	Academic Achievement Battery (AAB)	Open	4-85 years	Mathematical Reasoning	Requires the examinee to apply mathematical reasoning to real-life problems through oral response. This subtest contains frequent Americanisms and culturally specific references which *could* potentially invalidate the scoring. Understanding of both Imperial and metric weights and measures is required. See *Additional*	Psychological Assessment Resources, Inc., USA

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Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
					Guidance on the use of the Academic Achievement Battery (AAB) on SASC website (under Downloads). Published 2014.	
	Mathematics Competency Test	Open	11.6 - Adult	Using & Applying Mathematics; Number & Algebra; Space & Shape; Handling Data	Useful for students who have difficulty with mathematics; gives percentile scores only; can be used qualitatively. Published 1995.	Hodder & Stoughton
	Wechsler Individual Achievement Test - Second UK Edition (WIAT-II UK) (For Psychologists)	Closed	4-85.11 years	Untimed. Two subtests- Mathematical Reasoning and Numerical operations (Maths computations). No parallel form.	UK norms for 4:0 – 16:11. Published 2005.	Pearson Assessment
	Wide Range Achievement Test 4 (WRAT4)	Open	5-94 years	Math Computation	This is the latest version of the Wide Range Achievement Test. Not co-normed with WRIT. Timed test (15 minutes); quick to administer; only tests arithmetic skills.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)						
Categories	**Name of Test**	**Closed/ Open**	**Age Range**	**Components**	**Comments**	**Publisher**
					Published 2006.	
	Wide Range Achievement Test-Expanded (WRAT-Expanded) Group Assessment (Form G) Mathematics Test	Open	7-18.11 years		Administration time: 45 minutes. Published 2001.	Pearson Assessment
	Wide Range Achievement Test-Expanded (WRAT-Expanded) Individual Assessment (Form I) Mathematics Test	Open	7-24.11 years		Multiple-choice; assesses understanding of concepts, computation and problem solving. Can be used qualitatively for ages over 24.11 years. Published 2001.	Pearson Assessment
Motor control and visual perceptual skills.	**The Beery-Buktenica Developmental Test of Visual-Motor Integration, 5th. Edition (Beery VMI)**	Open	2-99.11 years	Visual-Motor Integration Test with optional tests of Visual Perception and Motor Coordination	The 5th Edition manual has adult norms (19-99.11 years). The optional tests provide evidence that relates to visual perceptual and motor coordination deficits. For dyspraxic-type difficulties. Published 2006.	Pearson Assessment

List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) in Higher Education (Revised March 2016)

Categories	Name of Test	Closed/ Open	Age Range	Components	Comments	Publisher
	The Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI)	Open	2-100 years	Visual-Motor Integration Test with optional tests of Visual Perception and Motor Coordination	Updated norms for 2-18 years. The adult norms (19-100 years) have not been updated in the Sixth Edition. The optional tests provide evidence that relates to visual perceptual and motor coordination deficits. For dyspraxic-type difficulties. Published 2010.	Pearson Assessment
	Developmental Test of Visual Perception - Adolescent and Adult (DTVP-A)	Open	11-74:11 years	Copying, Figure-Ground, Visual-Motor Search, Visual Closure, Visual-Motor Speed, Form Constancy. General Visual Perception Index (GVPI) (all 6 subtests); Motor-Reduced Visual Perception Index (MRPI) (Figure-Ground, Visual Closure, Form Constancy); Visual-Motor Integration Index (VMII) (Copying, Visual-Motor Search, Visual-Motor Speed)	A useful possible alternative to the Beery in the identification, in adolescents and adults, of the visual perceptual and visual-motor difficulties associated with dyspraxia. Caution should be exercised in suggesting that score discrepancies on this test could in themselves identify dyspraxia. Published 2002.	Pro-Ed Inc., USA