

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

Produced by the SASC Test Evaluation Committee (STEC)

June 2026

Note: The test list is regularly reviewed to ensure all tests meet the requirements for inclusion. Any changes to the test list will be noted on the SASC website as a news item. Any tests which are removed will have a grace period of 1 year where assessors can continue to use them while identifying a replacement. STEC have clearly marked when tests are being removed and indicated the grace period against individual test list entries. A revised list which takes account of any changes to tests listed is published in June each year.

**Assessors are strongly advised to read the associated STEC guidance and test manuals for each test.**

The content and format of the List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD) reflects the SASC 2025 Report Format. It is intended to be used in conjunction with the SASC Report Guidance, the professional experience and expertise of the assessor, and ongoing CPD. STEC produces guidance on newly reviewed tests to help inform assessors on points they may want to consider when purchasing and using those tests. To ensure assessors are fully informed on the materials 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.

Assessment choices are made by the assessor in response to the profile of the individual as it presents itself and the purpose of the assessment. Whilst there are areas that must/can be assessed in the 2025 Report Guidance, it would not be possible for SASC to offer a guarantee that you have covered everything needed to address the profile of your client, as you will need to consider the circumstances of the individual being assessed alongside the SASC criteria. We always caution against over testing whilst remaining thorough.

Notification of any available guidance will be found in the Comments column on the List of Suitable Tests. The guidance is published on the SASC website: (<https://www.sasc.org.uk/assessment-guidance/assessment-test-guidance/>)

### SpLD Test Evaluation Committee (STEC)

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

The Committee reviews and pilots tests, produces guidance on 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 ensure that tests used provide valid reliable evidence in support of diagnostic decisions.
- to meet the criteria for evidence in support of applications for the Disabled Students' Allowance.

The committee meets three or four times a year to discuss the outcomes of reviews and consultations and to update the List of Tests Suitable for the 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.

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 List of Suitable Tests 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.

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# LANGUAGE AND REASONING SKILLS

*These skills are the foundation for reading, spelling and mathematics learning.*

*Poor phonological awareness is strongly implicated in specific learning difficulties such as dyslexia. Very poor oral (receptive and expressive) language skills are implicated in developmental language disorder (DLD).*

*Poor early language skills are implicated as a risk factor for dyslexia.*

*Good receptive and expressive language skills in the context of poor reading or mathematics attainment can indicate that the specific identified difficulties are unexpected. Such strengths may act as protective factors in the management of those difficulties.*

*Strengths in reasoning skills can indicate that specific identified difficulties in reading, spelling or mathematics attainment are unexpected. Such strengths may act as protective factors in the management of those difficulties.*

*A clear weakness in pattern or design recognition/construction may support the identification of specific mathematics difficulties.*

## **Areas of assessment:**

- Receptive language and listening comprehension.
- Expressive language.
- Phonological awareness.
- Reasoning.

## **This section will include:**

- A standardised measure of **receptive and/or expressive language** skills to assess vocabulary knowledge, language structure and the ability to put thoughts into words **and** sentences in ways that make sense.
- Standardised measures of **phonological awareness** to indicate the ability to accurately identify, discriminate between and manipulate the separate units of sounds in words, known as ‘phonemes’. If not reported in this section phonological awareness must be reported in another suitable section of the report. In a mathematics-focused assessment, it may not be necessary to assess phonological awareness if there is not a concern.

**This section could also include:**

- A test of **listening comprehension** to provide useful information to contrast with tests of reading comprehension carried out elsewhere in the assessment.

**Where there are no, or insufficient indicators of unexpectedness, or where global learning difficulties are suspected, this section will include:**

- A measure of **verbal reasoning** to assess the capacity to make conceptual links and relationships and/or
- A measure of **non-verbal/visual reasoning/pattern or design recognition/construction** which may assess grouping and ordering skills, pattern recognition, abstract reasoning skill, logic, problem solving and deduction.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Receptive and Expressive Language	Intelligence and Development Scales: Second Edition (IDS-2) UK Norms	5:00 – 10:11	Hogrefe 2021	<ul style="list-style-type: none"> <li>• Expressive Language</li> <li>• Receptive Language</li> </ul>	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

<b>Receptive and Expressive Language</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson 2014	<b>Oral Language Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Associational Fluency</li> <li>• Listening Comprehension</li> <li>• Oral Expression</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Receptive and Expressive Language</b>	<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	<b>Oral Expression</b> is made up of: <ul style="list-style-type: none"> <li>• Expressive Vocabulary</li> <li>• Oral Word Fluency</li> <li>• Sentence Repetition</li> </ul> <b>Listening Comprehension</b> includes 2 subtests: <ul style="list-style-type: none"> <li>• Receptive Vocabulary</li> <li>• Oral Discourse Comprehension</li> </ul> <b>Oral Expression and Listening Comprehension</b> can be combined to form the <b>Oral Language Composite</b>	For SASC Guidance click <a href="#">here</a> . <b>Note: These subtests should not be used or reported as separate stand-alone single subtests.</b>  <b>Note: These 2 subtests should not be used or reported as separate stand-alone single subtests.</b>
<b>Receptive and Expressive Language</b>	<b>Wide Range Intelligence Test (WRIT)</b> US Norms	4:00 – 85:11	Pearson Assessment 2000	<b>Vocabulary</b>	<b>Removed January 2026 due to age of test. The grace period ends 31<sup>st</sup> Dec 2026.</b>

<b>Receptive Language</b>	<b>British Picture Vocabulary Scale: Third Edition (BPVS3)</b> UK Norms	3:00 – 16:11	Pearson 2011	Understanding of single words	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period from 31<sup>st</sup> May 2027.</b>
<b>Receptive Language</b>	<b>Peabody Picture Vocabulary Test 5<sup>th</sup> Edition (PPVT5)</b> US Norms	2:06 – 90:11+	Pearson 2019	Understanding of single words	For SASC Guidance click <a href="#">here</a> .
<b>Receptive Language</b>	<b>Woodcock Johnson Tests of Oral Language (WJ IV OL)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	<b>Understanding Directions</b>  This test forms part of the <b>Listening Comprehension</b> cluster when combined with Oral Comprehension.	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Receptive Language</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Understanding Directions</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .
<b>Receptive Language</b>	<b>Test of Dyslexia (TOD)</b> US Norms	6:00 – 89:11  5:00 – 9:03	Western Psychological Services 2024	<b>TOD-C Vocabulary Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Picture Vocabulary</li> <li>• Listening Vocabulary</li> </ul> <b>TOD-E:</b> Picture Vocabulary	For SASC Guidance click <a href="#">here</a> .

<p><b>Listening Comprehension</b> Listening comprehension is a subset of receptive language</p>	<p><b>Academic Achievement Battery (AAB)</b> US Norms</p>	4:00 – 85:11	PAR, Inc 2014	<p><b>Listening Comprehension</b> Composite is made up of:</p> <ul style="list-style-type: none"> <li>• Words and Sentences</li> <li>• Passages</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<p><b>Listening Comprehension</b> Listening comprehension is a subset of receptive language</p>	<p><b>Oral Passage Understanding Scale (OPUS)</b> US Norms</p>	5:00 – 21:11	Western Psychological Services 2016	Consists of 17 passages divided into six Item Sets.	For SASC Guidance click <a href="#">here</a> .
<p><b>Listening Comprehension</b> Listening comprehension is a subset of receptive language</p>	<p><b>TAPS-4: A Language Processing Skills Assessment</b> US Norms</p>	5:00 – 21:11	Academic Therapy Publications 2018	<p><b>Listening Comprehension Index</b> is made up of:</p> <ul style="list-style-type: none"> <li>• Processing Oral Directions,</li> <li>• Auditory Comprehension,</li> <li>• Auditory Figure-Ground, (supplemental)</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<p><b>Listening Comprehension</b> Listening comprehension is a subset of receptive language</p>	<p><b>Woodcock Johnson Tests of Oral Language (WJ IV OL)</b> US Norms</p>	2:00 – 90:11 +	Riverside Insights 2014	<p>Oral Comprehension</p> <p>This test forms part of the <b>Listening Comprehension</b> cluster when combined with Understanding Directions.</p>	<p>For SASC Guidance click <a href="#">here</a>.</p> <p>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</p>

<b>Listening Comprehension</b> Listening comprehension is a subset of receptive language	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH and COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Listening Comprehension Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Oral Comprehension</li> <li>• Story Comprehension</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Listening Comprehension</b> Listening comprehension is a subset of receptive language	<b>Woodcock Reading Mastery Tests: Third Edition (WRMT-III)</b> US Norms	4:06 – 79:11	Pearson Assessment 2011	Listening Comprehension (6 years to adults)	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>
<b>Expressive Language</b>	<b>Academic Achievement Battery (AAB)</b> US Norms	4:00 – 85:11	PAR, Inc 2014	<b>Expressive Communication Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Oral Fluency</li> <li>• Oral Expression</li> <li>• Oral Production</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Expressive Language</b>	<b>Expressive Vocabulary Test: Third Edition (EVT-3)</b> US Norms	2:06 – 90:11+	Pearson Assessment 2019	Test of expressive vocabulary and word retrieval based on words in Standard American English.	For SASC Guidance click <a href="#">here</a> .
<b>Expressive Language</b>	<b>Test of Adolescent/Adult Word Finding: Second Edition (TAWF-2)</b> US Norms	12:00 – 80:11	PRO-ED, Inc 2015	Single-word expressive language tests to assess word finding problems in adolescents and adults.	

<b>Expressive Language</b>	<b>Woodcock-Johnson IV Tests of Oral Language: UK and Ireland Edition (WJ IV OL)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	Picture Vocabulary	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Expressive Language</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Picture Vocabulary Oral Language Samples  These tests form part of the <b>Oral Language Cluster</b> when combined with the Oral Comprehension subtest (which is not included on this list as it is a cloze procedure).	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Reasoning</b>	<b>British Ability Scales: Third Edition (BAS3)</b> <i>Psychologists Only</i> UK Norms	3:00 – 17:11	GL Assessment 2011	<b>Verbal ability</b> is made up of <ul style="list-style-type: none"> <li>• Verbal Similarities</li> <li>• Word definitions</li> </ul>	<b>Test will be reviewed in May 2027 due to age of test.</b>

<b>Verbal Reasoning</b>	<b>Cognitive Assessment System- Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Verbal Content</b> is made up of scores from three subtests: <ul style="list-style-type: none"> <li>• Verbal-Spatial Relations</li> <li>• Receptive Attention</li> <li>• Sentence Questions</li> </ul>	For SASC Guidance click <a href="#">here</a> . This is a supplemental scale which is calculated from subtest scores obtained from the 4 PASS (Planning, Attention, Simultaneous, Successive) areas assessed in this test.
<b>Verbal Reasoning</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe 2021	<b>Verbal Reasoning Factor</b> is made up of: <ul style="list-style-type: none"> <li>• Naming Categories</li> <li>• Naming Opposites</li> </ul>	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Verbal Reasoning</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	<b>Verbal Intelligence Index</b> is made up of: <ul style="list-style-type: none"> <li>• Guess What</li> <li>• Verbal Reasoning</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Reasoning</b>	<b>Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK)</b> <i>Psychologists Only</i> UK Norms	16:00 – 90:11	Pearson Assessment 2010	<b>Verbal Comprehension</b> is made up of: <ul style="list-style-type: none"> <li>• Similarities</li> <li>• Vocabulary</li> <li>• Information,</li> <li>• Comprehension (supplementary)</li> </ul>	<b>Test will be reviewed in May 2027 due to age of test.</b>

<b>Verbal Reasoning</b>	<b>Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II)</b> Psychologists Only US Norms	6:00 – 90:11	Pearson Assessment 2011	<b>Verbal Ability</b> is made up of: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Similarities</li> </ul>	Test will be reviewed in May 2027 due to age of test.
<b>Verbal Reasoning</b>	<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	<b>Verbal Comprehension</b> is made up of: <ul style="list-style-type: none"> <li>• Similarities</li> <li>• Vocabulary</li> <li>• Information (supplementary)</li> <li>• Comprehension (supplementary)</li> </ul>	
<b>Verbal Reasoning</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	<b>Comprehension – Knowledge Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• General Information: <ul style="list-style-type: none"> <li>○ Where</li> <li>○ What</li> </ul> </li> <li>• Oral Vocabulary: <ul style="list-style-type: none"> <li>○ Synonyms</li> <li>○ Antonyms</li> </ul> </li> </ul>	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Verbal Reasoning</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Comprehension Knowledge Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Verbal Analogies</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Reasoning</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>General Information</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .

<b>Verbal Reasoning</b>	<b>Wide Range Intelligence Test (WRIT)</b> US Norms	4:00 – 85:11	Pearson Assessment 2000	Verbal Analogies	Removed January 2026 due to age of test. The grace period ends 31 <sup>st</sup> Dec 2026.
<b>Phonological Awareness</b>	<b>Comprehensive Test of Phonological Processing 2 (CTOPP2)</b> US Norms	4:00 – 24:11	PRO-ED, Inc 2013	<b>Phonological Awareness Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Elision</li> <li>• Blending Words</li> <li>• Phoneme Isolation</li> </ul> <b>Alternative Phonological Awareness Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Blending Nonwords</li> <li>• Segmenting Nonwords</li> </ul>	
<b>Phonological Awareness</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Phonological Awareness tests include: <ul style="list-style-type: none"> <li>• Phonemic Awareness (Rhyming, Blending, Segmenting and Manipulation)</li> <li>• Positioning Sounds</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Phonological Awareness</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 10:11	Hogrefe 2021	Phonological Awareness subtest covering: Syllable Segmentation, Rhyme Detection, Phoneme Identification, Phoneme Segmentation, Elision, Spoonerisms.	For SASC Guidance click <a href="#">here</a> .  Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

<b>Phonological Awareness</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson 2014	Phonological Processing subtest covering: Blending, Rhyming, Sound Matching, Deleting Sounds, Segmenting.	For SASC Guidance click <a href="#">here</a> .
<b>Phonological Awareness</b>	<b>Phonological Assessment Battery (PhAB2) Primary</b> UK Norms	5:00 – 11:11	GL Assessment 2014	<b>Phonological Awareness</b> includes tests of: <ul style="list-style-type: none"> <li>• Alliteration and Rhyme,</li> <li>• Blending,</li> <li>• Spoonerisms,</li> <li>• Phoneme Segmentation,</li> <li>• Phoneme Deletion.</li> </ul>	No composite score is provided.
<b>Phonological Awareness</b>	<b>TAPS-4: A Language Processing Skills Assessment</b> US Norms	5:00 – 21:11	Academic Therapy Publications 2018	<b>Phonological Processing Index</b> is made up of: <ul style="list-style-type: none"> <li>• Word Discrimination</li> <li>• Phonological Deletion</li> <li>• Phonological Blending</li> <li>• Syllabic Blending (supplemental)</li> </ul>	For SASC Guidance click <a href="#">here</a> .



<b>Phonological Awareness</b>	<b>Woodcock Johnson Tests of Oral Language (WJ IV OL)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	<b>Phonetic Coding Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Segmentation</li> <li>• Sound Blending</li> </ul> There is an additional phonological awareness subtest of Sound Awareness which consists of two parts: Rhyming and Deletion.	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Phonological Awareness</b>	<b>Woodcock-Johnson V Achievement (Virtual Test Library): UK and Ireland Edition (WJ V ACH VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Phonological Awareness Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Sound Blending</li> <li>• Segmentation</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Phonological Awareness</b>	<b>Woodcock-Johnson V Achievement (Virtual Test Library): UK and Ireland Edition (WJ V ACH VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Phonological Manipulation Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Sound Deletion</li> <li>• Sound Substitution</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Phonological Awareness</b>	<b>Woodcock-Johnson V Achievement (Virtual Test Library): UK and Ireland Edition (WJ V ACH VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Sound Reversal</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .

<b>Non-Verbal Reasoning</b>	<b>British Ability Scales: Third Edition (BAS3)</b> Psychologists Only UK Norms	3:00 – 17:11	GL Assessment 2011	<b>Non-Verbal ability</b> is made up of: <ul style="list-style-type: none"> <li>• Matrices</li> <li>• Quantitative Reasoning</li> </ul>	Test will be reviewed in May 2027 due to age of test.
<b>Non-Verbal Reasoning</b>	<b>Cognitive Assessment System- Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Simultaneous Scale</b> is made up of: <ul style="list-style-type: none"> <li>• Matrices</li> <li>• Verbal Spatial Relations</li> <li>• Figure Memory</li> </ul>	For SASC Guidance click <a href="#">here</a> . Note: These subtests should not be used or reported as separate stand-alone single subtests.
<b>Non-Verbal Reasoning</b>	<b>Cognitive Assessment System- Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Non-Verbal Content</b> is made up of: <ul style="list-style-type: none"> <li>• Matrices</li> <li>• Figure Memory</li> <li>• Planned Codes</li> </ul>	For SASC Guidance click <a href="#">here</a> . This is a supplemental scale which is calculated from subtest scores obtained from the 4 PASS (Planning, Attention, Simultaneous, Successive) areas assessed in this test.
<b>Non-Verbal Reasoning</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe 2021	<b>Abstract Reasoning Factor</b> is made up of: <ul style="list-style-type: none"> <li>• Matrices Completion</li> <li>• Matrices Odd One Out</li> </ul>	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Non-Verbal Reasoning</b>	<b>Raven’s 2 Progressive Matrices</b> Pan European Norms	4:00 – 69:11	Pearson Assessment 2019		For SASC Guidance click <a href="#">here</a> . Available in digital form but cannot be administered remotely.

<b>Non-Verbal Reasoning</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	<b>Non- Verbal Intelligence Index</b> is made up of: <ul style="list-style-type: none"> <li>• Odd Item Out</li> <li>• What’s Missing</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Non-Verbal Reasoning</b>	<b>Snijders-Oomen Non-Verbal Intelligence Test (SON-R 6-40)</b> European Norms	6:00 – 40:11	Hogrefe Ltd 2011	4 subtests: <ul style="list-style-type: none"> <li>• Analogies</li> <li>• Categories</li> <li>• Mosaics</li> <li>• Patterns</li> </ul>	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
<b>Non-Verbal Reasoning</b>	<b>Test of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C Reasoning Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Picture Analogies</li> <li>• Geometric Analogies</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Non-Verbal Reasoning</b>	<b>Test of Nonverbal Intelligence: Fourth Edition (TONI-4)</b> US Norms	6:00 – 89:11	PRO-ED, Inc 2010	60 items	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
<b>Non-Verbal Reasoning</b>	<b>Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK)</b> Psychologists Only UK Norms	16:00 – 90:11	Pearson Assessment 2010	<b>Perceptual Reasoning</b> is made up of: <ul style="list-style-type: none"> <li>• Block Design</li> <li>• Matrix Reasoning</li> <li>• Visual Puzzles</li> <li>• Optional: Figure Weights and Picture Completion</li> </ul>	Test will be reviewed in May 2027 due to age of test.
<b>Non-Verbal Reasoning</b>	<b>Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II)</b> Psychologists Only US Norms	6:00 – 90:11	Pearson Assessment 2011	<b>Visual Ability</b> is made up of: <ul style="list-style-type: none"> <li>• Block Design</li> <li>• Matrix Reasoning.</li> </ul>	Test will be reviewed in May 2027 due to age of test.

<b>Non-Verbal Reasoning</b>	<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	<b>Fluid Reasoning and Visual Spatial Perceptual Reasoning</b> is made up of: <ul style="list-style-type: none"> <li>• Matrix Reasoning</li> <li>• Figure Weights</li> <li>• Block Design</li> <li>• Visual Puzzles</li> <li>• Optional subtest of Picture Concepts</li> </ul>	
<b>Non-Verbal Reasoning</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	<b>Fluid Reasoning Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Number Series</li> <li>• Concept Formation</li> </ul>	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Non-Verbal Reasoning</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Fluid Reasoning Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Analysis-Synthesis</li> <li>• Matrices</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Non-Verbal Reasoning</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Concept Formation</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .
<b>Non-Verbal Reasoning</b>	<b>Wide Range Intelligence Test (WRIT)</b> US Norms	4:00 – 85:11	Pearson Assessment 2000	<b>Visual Ability Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Matrices</li> </ul> Diamonds	Removed January 2026 due to age of test. The grace period ends 31 <sup>st</sup> Dec 2026.

# ATTAINMENT: Reading

*Persistent and sometimes severe difficulties in word and non-word decoding (reading accuracy) are typically observed in children with dyslexia learning to read and spell in English. Across all languages, difficulties in reading fluency are a key marker of dyslexia. Reading difficulties can also predict mathematics difficulties.*

## **Areas of assessment:**

- Single-word reading
- Speeded decoding
- Prose reading
- Reading comprehension
- Comparison between listening and reading comprehension

## **This section will include:**

### **Reading speed, accuracy and fluency should all be included.**

- A standardised, graded, untimed, single-word reading test.
- Measures of speeded sight-word reading and speeded non-word decoding to indicate the ability to recognise, decode and say aloud printed words and phonemically regular non-words accurately and fluently.
- A standardised test of reading comprehension of continuous prose. (Oral is preferred but as appropriate to the age/stage of the individual). When a reading comprehension task is read silently, it is strongly recommended that oral reading of continuous prose is also included and used for qualitative analysis.

## **This section could also include:**

- The assessment of sub-skills involved in reading relevant at younger ages (e.g. alphabetic knowledge, letter-sound correspondence) and incorporated at the discretion of the assessor.
- A standardised untimed non-word reading task to further analyse decoding skills.
- Reference to a test of listening comprehension (carried out elsewhere in the assessment) to provide useful comparative information to ascertain whether comprehension issues are related only to reading skills.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

NOTE 3: Tests examining listening comprehension can be found under the **Language and Reasoning** test list.

Area Assessed	Name of Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
<b>Graded Single-Word Reading (untimed)</b>	<b>Academic Achievement Battery (AAB)</b> US Norms	4:00 – 85:11	PAR, Inc 2014	Letter Reading (ages 4:00 to 8:00 years). Word Reading (8:00 to 85:11).	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Letter and Word Recognition	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Single Word Reading Test (SWRT)</b> UK Norms	6:00 – 16:11	GL Assessment 2007	Single Word Reading	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>

<b>Graded Single-Word Reading (untimed)</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11  5:00 – 9:03	Western Psychological Services 2024	<b>TOD-C Basic Skills Reading Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Irregular Word Reading</li> <li>• Pseudoword Reading</li> </ul> <b>TOD-E</b> Letter and Sight Word Recognition	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Word Reading	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III<sup>UK</sup>-T)</b> UK Norms	4:00 – 25:11	Pearson Assessment 2018	Word Reading	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b> US Norms	5:00 – 85:11 +	Pearson Assessment 2017	Word Reading	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Reading (untimed)</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	Letter-Word Identification	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>

<b>Graded Single-Word Reading (untimed)</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Letter-Word Identification</b>  Use with Word Attack in Non-word Reading (untimed). These subtests form the <b>Basic Reading Skills Composite.</b>	For SASC Guidance click <a href="#">here.</a>
<b>Graded Single-Word Reading (untimed)</b>	<b>Woodcock Reading Mastery Tests: Third Edition (WRMT-III)</b> US Norms	4:06 – 79:11	Pearson Assessment 2011	Letter Identification (4:06 to 6:11)  Word Identification (6:00 to 79:11)	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
<b>Non-word Reading (untimed)</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Nonsense Word Decoding	For SASC Guidance click <a href="#">here.</a>
<b>Non-word Reading (untimed)</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Nonsense Word Decoding	For SASC Guidance click <a href="#">here.</a>
<b>Non-word Reading (untimed)</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11  5:00 – 9:03	Western Psychological Services 2024	<b>TOD-C</b> Pseudoword Reading  With Irregular Word Reading, these tests form the <b>TOD-C Basic Reading Skills Composite.</b>  <b>TOD-E</b> Sounds and Pseudowords	For SASC Guidance click <a href="#">here.</a>

<b>Non-word Reading (untimed)</b>	<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Pseudoword Reading	For SASC Guidance click <a href="#">here</a> .
<b>Non-word Reading (untimed)</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	Word Attack	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Non-word Reading (untimed)</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Word Attack  Use with Letter-Word Identification in Graded Single-Word Reading. These subtests form the <b>Basic Reading Skills Composite</b> .	For SASC Guidance click <a href="#">here</a> .
<b>Non-word Reading (untimed)</b>	<b>Woodcock Reading Mastery Tests: Third Edition (WRMT-III)</b> US Norms	4:06 – 79:11	Pearson Assessment 2011	Word Attack	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
<b>Speeded Sight-word Reading (timed)</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Isolated Word Reading Fluency Irregular Word Reading Fluency	For SASC Guidance click <a href="#">here</a> .

<b>Speeded Sight-word Reading and Non-word Decoding (timed)</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Single Word Reading Single Non-Word Reading	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Speeded Sight-word reading and Non-word Decoding (timed)</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Word Recognition Fluency Decoding Fluency	For SASC Guidance click <a href="#">here</a> .
<b>Speeded Sight-word reading and Non-word Decoding (timed)</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C Decoding Efficiency Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Rapid Irregular word Reading</li> <li>• Rapid Pseudoword Reading</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Speeded Sight-word reading and Non-word Decoding (timed)</b>	<b>Test of Word Reading Efficiency: Second Edition (TOWRE-2)</b> US Norms	6:00 – 24:11	PRO-ED, Inc 2012	<b>Total Word Reading Efficiency Index</b> is made up of: <ul style="list-style-type: none"> <li>• Sight Word Efficiency</li> <li>• Phonemic Decoding Efficiency</li> </ul>	4 parallel forms.
<b>Reading Comprehension of Continuous Prose (silent and aloud)</b>	<b>Adult Reading Test: Second Edition (ART2)</b> UK Norms	16:00 – 64:00	Ann Arbor Publishers 2016	Reading Comprehension, silent and aloud	

Reading Comprehension of Continuous Prose <b>(silent)</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Silent Reading Fluency: Comprehension and Silent Reading Fluency: Rate	For SASC Guidance click <a href="#">here</a> .
Reading Comprehension of Continuous Prose <b>(aloud)</b>	<b>Gray Oral Reading Tests: Fifth Edition (GORT-5)</b> US Norms	6:00 – 23:11	PRO-ED, Inc 2012	<b>Oral Reading Index</b> is made up of: <ul style="list-style-type: none"> <li>• Reading Rate</li> <li>• Reading Accuracy</li> <li>• Reading Fluency</li> <li>• Reading Comprehension</li> </ul>	2 parallel forms
Reading Comprehension of Continuous Prose <b>(aloud)</b>	<b>Intelligence and Development Scales Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Reading Comprehension	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
Reading Comprehension of Continuous Prose <b>(silent - but can read aloud if the individual prefers this)</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Reading Comprehension	For SASC Guidance click <a href="#">here</a> .
Reading Comprehension of Continuous Prose <b>(silent)</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C</b> Silent Reading Efficiency	For SASC Guidance click <a href="#">here</a> .

<p>Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)</p>	<p><b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> UK Norms</p>	<p>4:00 – 25:11 (UK Norms) 26:00 + (US Norms)</p>	<p>Pearson Assessment 2017</p>	<p>Reading Comprehension</p>	<p>For SASC Guidance click <a href="#">here</a>.</p>
<p>Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)</p>	<p><b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK-T</sup>)</b> UK Norms</p>	<p>4:00 – 25:11</p>	<p>Pearson Assessment 2018</p>	<p>Reading Comprehension</p>	<p>For SASC Guidance click <a href="#">here</a>.</p>
<p>Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)</p>	<p><b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms</p>	<p>3:00 – 90:11 +</p>	<p>Riverside Insights 2025</p>	<p>Paragraph Reading Comprehension</p> <p>This test forms part of the <b>Reading Comprehension Cluster</b> when combined with the Passage Comprehension subtest (which is not included on this list as it is a cloze procedure).</p>	<p>For SASC Guidance click <a href="#">here</a>.</p>

Reading Comprehension (aloud)	York Assessment of Reading for Comprehension (Early Years and Primary) (YARC) UK Norms	4:00 – 7:11 (Early years) 5:00 – 11:11 (Primary)	GL Assessment 2009	Reading Comprehension	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
Reading Comprehension (silent - but can read aloud if the individual prefers this)	York Assessment of Reading for Comprehension (Secondary) (YARC) UK Norms	11:00 – 16:11	GL Assessment 2009	Reading Comprehension	This test will no longer be included on the test list after 31 <sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31 <sup>st</sup> May 2027.
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Reading Fluency	For SASC Guidance click <a href="#">here</a> .
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Adult Reading Test: Second Edition (ART2) UK Norms	16:00 – 64:11	Ann Arbour Publishers 2016	Prose Reading Accuracy Speed of Reading (silent and aloud)	
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Oral Reading Fluency	For SASC Guidance click <a href="#">here</a> .
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Oral Reading Efficiency	For SASC Guidance click <a href="#">here</a> .

<b>Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency</b>	<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Oral Reading Fluency: includes standardised measures of accuracy, speed and overall fluency	For SASC Guidance click <a href="#">here</a> .
<b>Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency</b>	<b>Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III<sup>UK-T</sup>)</b> UK Norms	4:00 – 25:11	Pearson Assessment 2018	Oral Reading Fluency: includes standardised measures of accuracy, speed and overall fluency	For SASC Guidance click <a href="#">here</a> .
<b>Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> US Norms	2:00 – 90:11 +	Riverside Insights 2014	Oral Reading	For SASC Guidance click <a href="#">here</a> . Note: This test does not cover reading speed or reading fluency. <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>
<b>Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency</b>	<b>Woodcock-Johnson V Achievement (Extended): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Oral Reading</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> . Note: This test does not cover reading speed or reading fluency.

<b>Additional tests to examine Reading Speed (sentences)</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Silent Reading Fluency	For SASC Guidance click <a href="#">here</a> .
<b>Additional tests to examine Alphabetic Knowledge/ Letter - Sound Correspondence</b>	<b>Tests of Dyslexia - Early (TOD-E)</b> US Norms	5:00 – 9:03	Western Psychological Services 2024	Letter and Sound Knowledge	For SASC Guidance click <a href="#">here</a> .

# ATTAINMENT – Spelling and Writing:

*Across languages and age-groups persistent weaknesses in spelling, despite standard instruction, are a likely indicator of dyslexia.*

*Orthographic skills (the ability to form and retrieve letters, letter sequences and spelling patterns) are commonly impaired in dyslexia. Analysing orthographic skills (spelling, copying, writing and typing), alongside compositional skills (written expression) is important for identifying the impact of strengths and challenges on the individual concerned and to inform intervention.*

## **Areas of assessment:**

- Spelling skills.
- Transcription skills i.e. handwriting, copying, typing, (legibility, speed and accuracy).
- Written expression - quality and composition.

## **This section will include:**

- A standardised graded single-word spelling test. The report should give a brief qualitative analysis of error type, without reference to specific test items.
- A prose writing task (standardised and/or for qualitative analysis only) of ability to sustain formal, compositional or academic writing skills under timed conditions. This would provide further information about writing speed and/or features such as grammar, sentence complexity, coherence, vocabulary choice, spelling accuracy, fluency and error type, writing speed and handwriting legibility. Sensitivity should be shown in the language used to describe patterns of errors.

## **This section could also include:**

- Tests of orthographic skills, if assessors wish to use them, to add to information derived from a qualitative analysis of the results of a spelling test. Caution should be exercised regarding test constructs since some may be more useful than others in particular contexts.
- A sentence writing task.
- Assessment of handwriting speed and legibility to assess transcription skills.
- A copying task to tease apart difficulties relating to motor skills and to the process of composition.
- A typing task to provide a comparison of handwriting and typing speed.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

NOTE 3: Tests that can be used to examine orthographical processing are provided within the Spelling list below but can also be used in the **Cognitive Presentation: Speed of Processing and Retrieval** section.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Graded Single-Word Spelling	<b>Academic Achievement Battery (AAB)</b> US Norms	4:00 – 85:11	PAR, Inc 2014	Spelling: Word Writing for all ages, including Spelling: Letter Writing for ages 4:00 – 8:11)	For SASC Guidance click <a href="#">here</a> .
Graded Single-Word Spelling	<b>Feifer Assessment of Writing (FAW)</b> US Norms	4:00 – 22:11	PAR, Inc 2020	Isolated Word Spelling	For SASC Guidance click <a href="#">here</a> .
Graded Single-Word Spelling	<b>Helen Arkell Spelling Test 2 (HAST-2)</b> UK Norms	5:00 – Adult	Helen Arkell Dyslexia Centre 2012	Single word spelling	2 parallel forms <b>Test will be reviewed in May 2027 due to age of test.</b>
Graded Single-Word Spelling	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe 2021	Spelling	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

<b>Graded Single-Word Spelling</b>	<b>Kaufman Test of Educational Achievement 3<sup>rd</sup> Edition (KTEA3)</b> US Norms	4:00 – 25:11	Pearson 2014	Spelling	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Spelling</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C Spelling Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Regular Word Spelling</li> <li>• Irregular Word Spelling</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Spelling</b>	<b>Wechsler Individual Achievement Test 3<sup>rd</sup> Edition UK (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Spelling	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Spelling</b>	<b>Wechsler Individual Achievement Test 3<sup>rd</sup> Edition UK -T (WIAT-III<sup>UK</sup>-T)</b> UK Norms	4:00 – 25:11	Pearson Assessment 2018	Spelling	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Spelling</b>	<b>Wide Range Achievement Test version 5 (WRAT5)</b> US Norms	5:00 – 85:11	Pearson Assessment 2017	Spelling	For SASC Guidance click <a href="#">here</a> .
<b>Graded Single-Word Spelling</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK and Ireland Edition (WJ IV ACH)</b> US Norms	2:00 – 90:11	Riverside Insights 2014	Spelling (includes tests of prewriting and individual letter writing up to age 7:05)	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.

<b>Graded Single-Word Spelling</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Spelling</b>  Use with Spelling of Sounds in Additional tests that could be used to further investigate orthographic skills.  These subtests form the <b>Spelling Skills Cluster</b> .	For SASC Guidance click <a href="#">here</a> .
<b>Additional tests that could be used to further investigate Spelling</b>	<b>Feifer Assessment of Writing (FAW)</b> US Norms	4:00 – 22:11	PAR, Inc 2020	Homophone Spelling	For SASC Guidance click <a href="#">here</a> .
<b>Additional tests that could be used to further investigate Orthographic Skills</b>	<b>Test of Orthographical Competence 2<sup>nd</sup> Edition (TOC-2)</b> US Norms	8:00 – 24:11	PRO-ED, Inc 2023	Six individual subtests: <ul style="list-style-type: none"> <li>• Punctuation,</li> <li>• Abbreviations,</li> <li>• Sight Spelling,</li> <li>• Homophone Spelling,</li> <li>• Word Scramble,</li> <li>• Letter Choice.</li> </ul>	For SASC Guidance click <a href="#">here</a> .  This test yields 5 composites.
<b>Additional tests that could be used to further investigate Orthographic Skills</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C Orthographic Processing Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Letter and Word Choice (TOD-S)</li> <li>• Word Pattern Choice (TOD-C)</li> </ul>	For SASC Guidance click <a href="#">here</a> .

<b>Additional tests that could be used to further investigate Orthographic Skills</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:00 +	Riverside Insights 2014	Letter Pattern Matching	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Additional tests that could be used to further investigate Orthographic Skills</b>	<b>Woodcock-Johnson V Achievement (Extended): UK and Ireland Edition (WJ V ACH)</b> US Norms but content adapted for UK	3:00 – 90:11 +	Riverside Insights 2025	<b>Spelling of Sounds</b>  Use with Spelling in the Graded Single-Word Spelling. These subtests form the <b>Spelling Skills Cluster</b> .	For SASC Guidance click <a href="#">here</a> .
<b>Prose Writing</b>	<b>Academic Achievement Battery (AAB)</b> US Norms	4:00 – 85:11	PAR, Inc 2014	Written Composition (15 mins) (this test does not provide a standard score for speed of writing but is marked on various areas concerning the quality of composition)	For SASC Guidance click <a href="#">here</a> .
<b>Prose Writing</b>	<b>Detailed Assessment of Speed of Handwriting 2 (DASH-2)</b> UK, Australia and New Zealand Norms	8:00 – 25:11	Pearson 2024	Free Writing (10 minutes) Provides a standard score for speed of writing	For SASC Guidance click <a href="#">here</a> .

<b>Prose Writing</b>	<b>Feifer Assessment of Writing (FAW)</b> US Norms	4:00 – 22:11	PAR, Inc 2020	<b>Compositional Writing Index</b> is made up of: <ul style="list-style-type: none"> <li>• Expository writing (5 minutes) (this test does not provide a standard score for speed of writing but is marked on various areas concerning the quality of composition)</li> <li>• Story Mapping (5 minutes) (this test does not provide a standard score for speed of writing but is marked on various areas concerning the quality of composition)</li> <li>• Copy Editing</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Prose Writing</b>	<b>Kaufman Test of Educational Achievement 3<sup>rd</sup> Edition (KTEA3)</b> US Norms	4:00 – 25:11	Pearson 2014	Written Expression	For SASC Guidance click <a href="#">here</a> .
<b>Prose Writing</b>	<b>Wechsler Individual Achievement Test 3<sup>rd</sup> Edition UK (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson 2017	Essay Composition (10 minutes) (this test does not provide a standard score for speed of writing but is marked on various areas concerning the quality of composition)	For SASC Guidance click <a href="#">here</a> .

<b>Additional Tests which could be used to analyse Writing</b>	<b>Detailed Assessment of Speed of Handwriting 2 (DASH-2)</b> UK, Australia and New Zealand Norms	8:00 – 25:11	Pearson 2024	<b>Additional tasks include:</b> <ul style="list-style-type: none"> <li>• Copy Best</li> <li>• Alphabet Writing</li> <li>• Copy Fast</li> </ul> There is an additional task of Graphic Speed	For SASC Guidance click <a href="#">here</a> .
<b>Additional Tests which could be used to analyse Writing</b>	<b>Feifer Assessment of Writing (FAW)</b> US Norms	4:00 – 22:11	PAR, Inc 2020	<b>Graphomotor Index:</b> is made up of: <ul style="list-style-type: none"> <li>• Alphabet Tracing Fluency</li> <li>• Motor Sequencing</li> <li>• Copying Speed</li> <li>• Motor Planning</li> </ul>	For SASC Guidance click <a href="#">here</a> . The tests of the Graphomotor Index may help to tease apart difficulties relating to motor skills
<b>Additional Tests which could be used to analyse writing (Sentence Writing)</b>	<b>Kaufman Test of Educational Achievement 3<sup>rd</sup> Edition (KTEA3)</b> US Norms	4:00 – 25:11	Pearson 2014	Writing Fluency	For SASC Guidance click <a href="#">here</a> .
<b>Additional Tests which could be used to analyse writing (Sentence Writing)</b>	<b>Wechsler Individual Achievement Test 3<sup>rd</sup> Edition UK (WIAT-III<sup>UK</sup>)</b> UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson 2017	Sentence Composition composite is made up of: Sentence Combining Sentence Building	For SASC Guidance click <a href="#">here</a> .
<b>Additional Tests which could be used to analyse writing (Sentence Writing)</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK and Ireland Edition (WJ IV ACH)</b> UK Norms	2:00 – 90:11	Riverside Insights 2014	<b>Written Expression Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Writing Samples</li> <li>• Sentence Writing Fluency</li> </ul>	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>

<p><b>Additional Tests which could be used to analyse writing (Sentence Writing)</b></p>	<p><b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms</p>	<p>3:00 – 90:11 +</p>	<p>Riverside Insights 2025</p>	<p><b>Sentence Writing Accuracy</b></p> <p>Use with Spelling in the Graded Single-Word Spelling. These subtests form the <b>Basic Writing Skills</b>.</p>	<p>For SASC Guidance click <a href="#">here</a>.</p>
<p><b>Additional Tests which could be used to analyse writing (Sentence Writing)</b></p>	<p><b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms</p>	<p>3:00 – 90:11 +</p>	<p>Riverside Insights 2025</p>	<p><b>Written Expression Cluster</b> is made up of:</p> <ul style="list-style-type: none"> <li>• Sentence Writing Fluency</li> <li>• Written Language Samples</li> </ul>	<p>For SASC Guidance click <a href="#">here</a>.</p>

## ATTAINMENT – Mathematics:

*Assessing the level of mathematics attainment can provide an initial indicator of difficulties in mathematics learning. Where persistence and severity of mathematics difficulties seem marked, this may signal the possibility of a specific learning difficulty in mathematics.*

Areas of assessment:

- Basic calculations.
- Graded computation.
- General mathematics attainment.
- Mathematics reasoning.
- Problem solving.

**Choosing tests in this section can depend on the emerging focus of the assessment. Where a comprehensive, holistic assessment of mathematics difficulties is required, this will include standardised measures of:**

- Standardised **timed test(s) of basic calculation** to cover +, -,  $\times$ ,  $\div$  as appropriate to the age and level of the individual will assess the automaticity of written responses.
- A written untimed **test of graded computation** will explore the individual's current levels across the four operations to see how far they can advance and to consider their approaches.
- **General mathematics attainment:** a general maths assessment that includes progression will ascertain the individual's current level of attainment in maths and their potential ceiling.
- **Mathematics reasoning and problem solving**, including word problems, will explore whether the difficulties are related to number, or mathematical terminology, or language more generally. This may or may not be included in tests of general maths attainment assessment as listed above. Consideration should be given to whether a selected standardised test assesses reasoning and whether additional qualitative assessment is required.

**This section could also include:**

- Standardised measures of **specific areas** of maths (e.g. geometry, algebra) to determine the impact across different areas of maths.
- **Informal and/or qualitative assessments of mathematics:** informal assessments may be used to supplement standardised assessments to compare performance in different contexts and to fill gaps not already assessed or where further information is needed.

**Please also note:** low scores or poor performance on tests carried out in this section cannot be used as sole evidence of a specific mathematics difficulty/dyscalculia. Other measures of numerical processing would need to be included and analysed alongside a history of difficulty. Refer to sections of testing below: **Numerical Cognition and Visual-Spatial Processing.**

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
<b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	<ul style="list-style-type: none"> <li>• Addition fluency</li> <li>• Subtraction fluency</li> </ul>	For SASC Guidance click <a href="#">here</a> . ( <b>Note:</b> FAM screener does not include fluency tests) The tests differ from timed tests in other batteries.  The fluency tests are oral and assess verbal arithmetic processing. The knowledge tests are written papers and assess an individual’s ability to apply basic calculation knowledge.
		8:00 – 21:11		<ul style="list-style-type: none"> <li>• Multiplication fluency</li> <li>• Division fluency</li> </ul>	
		4:00 – 21:11		<ul style="list-style-type: none"> <li>• Addition knowledge</li> <li>• Subtraction knowledge</li> </ul>	
		8:00 – 21:11		<ul style="list-style-type: none"> <li>• Multiplication knowledge</li> <li>• Division knowledge</li> </ul>	

<b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Maths Fluency	For SASC Guidance click <a href="#">here</a> . One subtest covering four operations.
<b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)	<b>Test of Basic Arithmetic &amp; Numeracy Skills (TOBANS)</b> UK Norms	7:05 – 11:05	Oxford University Press 2016	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Addition with carry</li> <li>• Subtraction</li> <li>• Subtraction with carry</li> <li>• Multiplication</li> </ul>	For SASC Guidance click <a href="#">here</a> . Breaks down addition and subtraction to within ten and bridging ten, which provides further evidence. No division. Test is no longer available to purchase.
<b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)	<b>Wechsler Individual Achievement Test: Third Edition UK (WIAT-III<sup>UK</sup>)</b> UK Norms	6:00 – 25:11 (UK Norms) US norms up to 50:11	Pearson Assessment 2017	<ul style="list-style-type: none"> <li>• Maths Fluency - Addition</li> <li>• Maths Fluency - Subtraction</li> </ul>	For SASC Guidance click <a href="#">here</a> . No test of division
8:00 – 25:11 (UK Norms) US norms up to 50:11	<ul style="list-style-type: none"> <li>• Maths Fluency - Multiplication</li> </ul>				

<p><b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)</p>	<p><b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> US Norms but content adapted for UK</p>	<p>2:00 – 90:11</p>	<p>Riverside Insights 2014</p>	<p>Math Fluency</p>	<p>For SASC Guidance click <a href="#">here</a>. One mixed subtest of addition, subtraction and multiplication presented in vertical format. Although there is no age-restriction, would not be appropriate for younger learners. <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b></p>
<p><b>Basic Calculation (timed)</b> (may include: +, -, x, ÷)</p>	<p><b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms</p>	<p>3:00 – 90:11 +</p>	<p>Riverside Insights 2025</p>	<p>Math Facts Fluency Use with Calculation in Graded Computation (written, timed/untimed). These subtests form the <b>Math Calculation Skills Cluster</b>.</p>	<p>For SASC Guidance click <a href="#">here</a>.  This test does not include questions in the area of Division</p>

Graded Computation (written, timed/untimed)	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Calculation	For SASC Guidance click <a href="#">here</a> . Starter questions relate to early number, rather than computation. <b>Note: This is delivered within a time limit.</b> Includes some problem-solving questions
Graded Computation (written, untimed)	Basic Number Screening Test: Fifth Edition (BNST5) UK Norms	5:07 – 14:11	Hodder Education 2022	Operations +/- Operations x/÷	For SASC Guidance click <a href="#">here</a> . Also includes additional questions on number/place value/fractions.
Graded Computation (written, untimed)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Math Computation	For SASC Guidance click <a href="#">here</a> .
Graded Computation (written, untimed)	Key Maths 3 UK UK Norms	6:00 – 16:11	Pearson Assessment 2014	<ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> <li>Multiplication &amp; Division</li> </ul>	Starting points are related to score on numeracy sub-test <b>The manual and record forms are still available to purchase but the easels are no longer available.</b>
Graded Computation (written, untimed)	Wechsler Individual Achievement Test: Third Edition UK (WIAT-III <sup>UK</sup> ) US Norms	4:00 – 25:11 (UK Norms) US norms up to 50:11	Pearson Assessment 2017	Numeracy	For SASC Guidance click <a href="#">here</a> . Numeracy – also includes other aspects of maths including algebra, geometry.

Graded Computation (written, untimed)	Woodcock-Johnson IV Tests of Achievement: UK & Ireland Edition (WJ IV ACH) US Norms but content adapted for UK	2:00 – 90:11	Riverside Insights 2014	Calculation	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
Graded Computation (written, untimed)	Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH) US Norms	3:00 – 90:11 +	Riverside Insights 2025	Calculation  Use with Math Facts Fluency in Basic Calculation (timed) (may include: +, -, x, ÷). These subtests form the <b>Math Calculation Skills Cluster</b> .	For SASC Guidance click <a href="#">here</a> .
Graded Computation (written, timed)	Wide Range Achievement Test: Fifth Edition (WRAT5) US Norms	5:00 – 85:11+ US Norms	Pearson Assessment 2017	Math Computation	For SASC Guidance click <a href="#">here</a> . <b>NB: This is delivered within a time limit.</b> Includes some problem-solving questions.
General Mathematics Attainment and Problem-Solving	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Reasoning	For SASC Guidance click <a href="#">here</a> .

<b>General Mathematics Attainment and Problem-Solving</b>	<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson Assessment 2014	Maths Concepts & Applications	For SASC Guidance click <a href="#">here</a> .
<b>General Mathematics Attainment and Problem-Solving</b>	<b>Wechsler Individual Achievement Test: Third Edition UK (WIAT-III<sup>UK</sup>)</b> US Norms	4:00 – 25:11 (UK Norms) US norms up to 50:11	Pearson Assessment 2017	Maths Problem Solving	For SASC Guidance click <a href="#">here</a> .
<b>General Mathematics Attainment and Problem-Solving</b>	<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> US Norms but content adapted for UK	2:00 – 90:11	Riverside Insights 2014	Applied Problems	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>General Mathematics Attainment and Problem-Solving</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Applied Problems  Use with Math Problem Identification in Mathematical Reasoning and Problem-solving. These subtests form the <b>Math Problem Solving Cluster</b> .	For SASC Guidance click <a href="#">here</a> .

<b>Mathematical Reasoning and Problem-solving</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Equation Building subtest	For SASC Guidance click <a href="#">here</a> . This test is a multiple-choice test of problem solving to identify the correct equation.
<b>Mathematical Reasoning and Problem-solving</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe 2021	Logical Mathematical Reasoning	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. <b>Note:</b> Not all tests cover the entire age range.
<b>Mathematical Reasoning and Problem-solving</b>	<b>Key Maths 3 UK</b> UK Norms	6:00 – 16:11	Pearson Assessment 2014	Basic concepts <ul style="list-style-type: none"> <li>• Foundations of problem-solving</li> <li>• Applied problem-solving</li> </ul>	Includes some problem-solving questions Provides a composite. <b>The manual and record forms are still available to purchase but the easels are no longer available.</b>
<b>Mathematical Reasoning and Problem-solving</b>	<b>Woodcock-Johnson V Achievement (Standard): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Math Problem Identification</b>  Use with Applied Problems in General Mathematics Attainment and Problem-Solving. These subtests form the <b>Math Problem Solving Cluster</b> .	For SASC Guidance click <a href="#">here</a> .

Other sub-tests that could be considered for additional information					
Other sub-tests that could be considered for additional information	Key Maths 3 UK UK Norms	6:00 – 16:11	Pearson Assessment 2014	<ul style="list-style-type: none"> <li>• Algebra</li> <li>• Geometry</li> <li>• Measurement</li> <li>• Data Handling</li> </ul>	When combined with numeracy subtest can be used to derive a composite score for <b>Basic concepts</b> . Includes some problem-solving and reasoning questions. <b>The manual and record forms are still available to purchase but the easels are no longer available.</b>
Other sub-tests that could be considered for additional information	Key Maths 3 UK UK Norms	6:00 – 16:11	Pearson Assessment 2014	Mental Arithmetic	Combines with written Addition & Subtraction and Multiplication & Division papers to provide an operations composite score. <b>The manual and record forms are still available to purchase but the easels are no longer available.</b>

# COGNITIVE PRESENTATION: Speed of Processing and Retrieval

*Speeded tests of processing and retrieval can be used to gain information about the individual's ability to perform relatively simple, repetitive cognitive tasks quickly and accurately. Processing speed can impact reading, spelling or numerical fluency.*

## **Areas of assessment:**

- Rapid Automatised or symbolic naming.
- Coding, symbol search and cancellation tasks.
- Retrieval fluency.
- Orthographic processing.
- Visual-motor speed.

## **This section will include:**

- Measures of rapid automatised (or symbolic) naming (RAN), i.e. the ability to retrieve accurately well-known phonological responses (e.g. names of letters, numbers, objects, colours) fluently from long-term memory in response to a visual stimulus. RAN tasks are a measure of processing speed (the ability to perform relatively simple repetitive cognitive tasks quickly, accurately and fluently).
- Whilst it could be relevant to test RAN in an assessment focusing primarily on mathematics, assessors may use their discretion as to whether to include it.

## **This section could also include:**

- Coding, symbol search and cancellation tasks, i.e. the ability to accurately and fluently scan and identify or copy symbolic content from a stimulus.
- Retrieval fluency tasks, semantic or phonological, i.e. the ability to retrieve, quickly and fluently, vocabulary, knowledge or categories of words in response to a stimulus.
- Tests of orthographic processing.
- Visual-motor speed tasks, i.e. the ability to correctly search and/or reach for or mark a visual stimulus.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factor/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

NOTE 3: Tests that can be used to examine orthographical skills are provided within the **Attainment: Spelling** section of the list.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Rapid Automated Naming (RAN)	Cognitive Assessment System Second Edition (CAS2) US Norms	5:00 – 18:11	PRO-ED Inc 2014	Speed/Fluency Scale	For SASC Guidance click <a href="#">here</a> . This is a supplemental scale which is calculated from the first two trials of the Expressive Attention subtest.

<b>Rapid Automatised Naming (RAN)</b>	<b>Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2)</b> US Norms	4:00 – 24:11	Pearson Assessment 2013	<b>Rapid Non-Symbolic Naming composite</b> (ages 4:00-6:11 only) is made up of: <ul style="list-style-type: none"> <li>• Rapid Colour Naming</li> <li>• Rapid Object Naming</li> </ul> <b>Rapid Symbolic Naming composite</b> (ages 7:00-24:11) is made up of: <ul style="list-style-type: none"> <li>• Rapid Digit Naming</li> </ul> Rapid Letter Naming	
<b>Rapid Automatised Naming (RAN)</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Rapid Number Naming	For SASC Guidance click <a href="#">here</a> .
<b>Rapid Automatised Naming (RAN)</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	RAN: Objects and Letters (4:00 – 7:11) RAN: Objects and Stencils (8:00 – 21:11)	For SASC Guidance click <a href="#">here</a> .
<b>Rapid Automatised Naming (RAN)</b>	<b>Kaufman Test of Educational Achievement 3<sup>rd</sup> Edition (KTEA-3)</b> US Norms	4:00 – 25:11	Pearson 2014	Object Naming Facility Letter Naming Facility	For SASC Guidance click <a href="#">here</a> .
<b>Rapid Automatised Naming (RAN)</b>	<b>Phonological Awareness Battery, second edition (PhAB2)</b> UK Norms	5:00 – 11:11	GL Assessment 2014	Picture Naming Digit Naming	

<b>Rapid Automated Naming (RAN)</b>	<b>Rapid Automated Naming and Rapid Alternating Stimulus Test (RAN/RAS)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2005	Objects Colours Numbers Letters 2 Set (Letters and Numbers) 3 Set (Letters, Number, Colours)	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>
<b>Rapid Automated Naming (RAN)</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	Speeded Naming Task <ul style="list-style-type: none"> <li>• 2 tasks (dogs and cats, trees and cars) ( 3:00 – 5:11)</li> <li>• 2 tasks (common objects, geometric shapes) (6:00 – 94:11)</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Rapid Automated Naming (RAN)</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11  5:00 – 9:03	Western Psychological Services 2024	<b>TOD-C: Rapid Automated Naming composite</b> is made up of: <ul style="list-style-type: none"> <li>• Rapid Letter Naming,</li> <li>• Rapid Number and Letter Naming</li> </ul> <b>TOD-E: Early Rapid Number and Letter Naming</b>	For SASC Guidance click <a href="#">here</a> .
<b>Rapid Automated Naming (RAN)</b>	<b>Woodcock- Johnson Tests of Oral Language (WJ IV OL)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Rapid Picture Naming	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>

<b>Rapid Automatised Naming (RAN)</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>RAN-Reading Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Rapid Picture Naming</li> <li>• Rapid Letter Naming</li> <li>• Rapid Phoneme Naming</li> </ul>	For SASC Guidance click <a href="#">here.</a>
<b>Rapid Automatised Naming (RAN)</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>RAN-Math Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Rapid Number Naming</li> <li>• Rapid Quantity Naming</li> </ul>	For SASC Guidance click <a href="#">here.</a>
<b>Rapid Automatised Naming (RAN)</b>	<b>Woodcock Reading Mastery Tests: Third Edition (WRMT-III)</b> US Norms	4:06 – 79:11	Pearson Assessment 2011	Rapid Automatic Naming	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>
<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	<b>Processing Speed factor</b> is made up of: <ul style="list-style-type: none"> <li>• Parrots</li> <li>• Boxes</li> </ul>	For SASC Guidance click <a href="#">here.</a>  Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	<b>Speeded Picture Search:</b> <ul style="list-style-type: none"> <li>• 2 tasks (Sad Face, Happy Face) (3:00 – 5:11)</li> <li>• 2 tasks (House, Abstract Design) (6:00 – 94:11)</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Wechsler Adult Intelligence Scale: Fourth Edition UK (WAIS-IV<sup>UK</sup>)</b> Psychologists Only UK Norms	16:00 – 90:11	Pearson Assessment 2010	<b>Processing Speed</b> is made up of: <ul style="list-style-type: none"> <li>• Symbol Search (Visual perceptual and discrimination Processing)</li> <li>• Coding (includes visuo and fine motor coordination)</li> <li>• Optional: Cancellation - visual perceptual scanning skills)</li> </ul>	Test will be reviewed in May 2027 due to age of test.
<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	<b>Processing Speed</b> is made up of: <ul style="list-style-type: none"> <li>• Symbol Search (Visual perceptual and discrimination Processing)</li> <li>• Coding (includes visuo and fine motor coordination)</li> <li>• Optional: Cancellation - visual perceptual scanning skills)</li> </ul>	

<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	<b>Cognitive Processing Speed Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Letter-Pattern Matching</li> <li>• Pair Cancellation.</li> </ul>	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Coding, Symbol Search and Cancellation tasks</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Cognitive Processing Speed Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Number-Pattern Matching</li> <li>• Letter-Pattern Matching</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Retrieval Fluency</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Verbal Fluency 2 timed trials	For SASC Guidance click <a href="#">here</a> .
<b>Retrieval Fluency</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Listing Words	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Retrieval Fluency</b>	<b>Phonological Awareness Battery, second edition (PhAB2)</b> UK Norms	5:00 – 11:11	GL Assessment 2014	Semantic Fluency	

<b>Retrieval Fluency</b>	<b>Test of Information Processing Skills (TIPS)</b> US Norm	5:00 – 90:11	American Therapy Publications 2009	Semantic Fluency <ul style="list-style-type: none"> <li>word lists are generated orally within one-minute spans,</li> <li>word lists are written within one-minute spans.</li> </ul>	Test will be reviewed in May 2027 due to age of test.
<b>Retrieval Fluency</b>	<b>Test of Retrieval Efficiency (TORE)</b> UK Norms	13:00 – 18.11	Real Group Limited 2025	<b>Total Retrieval Fluency</b> is made up of: <ul style="list-style-type: none"> <li>After</li> <li>Before</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Retrieval Fluency</b>	<b>Woodcock Johnson Tests of Oral Language (WJ IV OL)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Retrieval Fluency	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Retrieval Fluency</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Retrieval Fluency Cluster</b> is made up of: <ul style="list-style-type: none"> <li>Semantic Word Retrieval</li> <li>Phonemic Word Retrieval</li> </ul>	For SASC Guidance click <a href="#">here</a> .

<b>Visual-Motor Speed</b>	<b>Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI)</b> US Norms	2:00 – 100:11	Pearson Assessment 2010	Beery VMI And two supplemental subtests of <ul style="list-style-type: none"> <li>• Visual Perception</li> <li>• Motor Coordination</li> </ul>	<b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>
<b>Visual-Motor Speed</b>	<b>Detailed Assessment of Speed of Handwriting, Second Edition (DASH-2)</b> UK Norms	8:00 – 25:11	Pearson Assessment 2024	Graphic Speed	For SASC Guidance click <a href="#">here</a> .
<b>Visual-motor speed</b>	<b>Developmental Test of Visual Perception Adolescent and Adult (DTVP-A:2)</b> US Norms	11:00 – 79:11	PRO-ED, Inc 2021	Visual-motor Search Visual-motor Speed	For SASC Guidance click <a href="#">here</a> .
<b>Visual-motor speed</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Visual Motor Skills Tasks (Task 1 Drawing between lines Task 2: Copying Images, Task 3: Completing Mirror Images).	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

# COGNITIVE PRESENTATION: Memory and Attention

*Problems in verbal working memory, phonological short-term memory, attention and planning can be present in individuals with specific and developmental difficulties. All these cognitive skills are important in mathematics, reading, and writing composition at word, sentence and text level. Verbal working memory is of particular importance in multi-step calculation processes where interim information and solutions must be held in mind. Attentional skills usually correlate with mathematics performance and inhibitory control/information filtering/shifting is important to mathematics development.*

## **Areas of assessment:**

- Verbal working memory.
- Phonological short-term memory.
- Inhibitory control.
- Shifting attention.

## **This section will include:**

- Measures of verbal working memory: the ability to maintain and manipulate/transform verbal information in working memory to complete tasks e.g. digits backwards, letters backwards, digits sequencing tasks, or digits or letters forward combined with digits or letters backwards.
- **And** (where concerns are literacy based), measures of phonological short-term memory: the ability to identify accurately, retain briefly, and repeat sequences of speech sound e.g. digits forward, letters forward, non-word repetition tasks.

## **This section could also include:**

- Measures of visual working memory (tests to examine this area are listed in the visual-spatial section of the test list).
- Observational or standardised measures of attention, i.e. shifting (the ability to switch attention between mental sets, tasks or strategies) and inhibitory control/inhibition (the ability to inhibit a dominant response or resist interference).
- Qualitative observations of the ability to filter information effectively to make decisions and solve problems.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

NOTE 3: Some of the tests under verbal working memory may also examine aspects of phonological short-term memory. Assessors are advised to consult test manuals for further information.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Verbal Working Memory	<b>British Ability Scales: Third Edition (BAS3)</b> Psychologists Only UK Norms	3:00 – 17:11	GL Assessment 2011	Recall of Digits Forwards Recall of Digits Backwards	Test will be reviewed in May 2027 due to age of test.
Verbal Working Memory	<b>Cognitive Assessment System Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED Inc 2014	<b>Working Memory Supplemental Scale</b> is made up of: <ul style="list-style-type: none"> <li>• Verbal Spatial Relations</li> <li>• Sentence Repetition (5:00 – 7:11) or Sentence Questions (8:00 – 18:11)</li> </ul>	For SASC Guidance click <a href="#">here</a> . This is a supplemental scale which is calculated from subtest scores obtained from the 4 PASS (Planning, Attention, Simultaneous, Successive) areas assessed in this test.

<b>Verbal Working Memory</b>	<b>Cognitive Assessment System Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Successive Scale</b> is made up of: <ul style="list-style-type: none"> <li>• Word Series</li> <li>• Sentence Repetition (5:00 – 7:11) or Sentence Questions (8:00 – 18:11)</li> <li>• Visual/Digit Span</li> </ul>	For SASC Guidance click <a href="#">here</a> .  Note: These subtests should not be used or reported as separate stand-alone single subtests.
<b>Verbal Working Memory</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Numeric Capacity	For SASC Guidance click <a href="#">here</a> .  This is an individual subtest for digits forward only.
<b>Verbal Working Memory</b>	<b>Feifer Assessment of Reading (FAR)</b> US Norms	4:00 – 21:11	PAR, Inc 2015	Word Recall	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Working Memory</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	<b>Auditory short-term memory factor</b> is made up of: <ul style="list-style-type: none"> <li>• Digit and letter span</li> <li>• Mixed digit and letter span</li> </ul>	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Verbal Working Memory</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	Verbal Memory	For SASC Guidance click <a href="#">here</a> .

<b>Verbal Working Memory</b>	<b>TAPS-4: A Language Processing Skills Assessment</b> US Norms	5:00 – 21:11	Academic Therapy Publications 2018	<b>Auditory Memory Index</b> is made up of: <ul style="list-style-type: none"> <li>• Number Memory Forward</li> <li>• Word Memory</li> <li>• Sentence Memory</li> <li>• Number Memory Reversed (Supplemental)</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Working Memory</b>	<b>Tests of Dyslexia (TOD)</b> US Norms	6:00 – 89:11	Western Psychological Services 2024	<b>TOD-C Auditory Working Memory Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Word Memory</li> <li>• Letter Memory</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Working Memory</b>	<b>Test of Information Processing Skills (TIPS)</b> US Norms	5:00 – 80:11	Academic Therapy Publications 2009	Visual and Auditory Modality Delayed Recall Semantic Fluency	<b>Test will be reviewed in May 2027 due to age of test.</b>
<b>Verbal Working Memory</b>	<b>Test of Memory and Learning Second Edition (TOMAL-2)</b> US Norms	5:00 – 59:11	Pearson 2007	<ul style="list-style-type: none"> <li>• Digits forwards</li> <li>• Letter forwards</li> <li>• Digits backwards</li> <li>• Letters backwards</li> </ul> There is an additional subtest of: <ul style="list-style-type: none"> <li>• Memory for Stories</li> </ul>	With the Manual Imitation task (a visual sequential processing task with a manual element) these can form the <b>Attention/Concentration Index</b>
<b>Verbal Working Memory</b>	<b>Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK)</b> <b>Psychologists Only</b> UK Norms	16:00 – 90:11	Pearson Assessment 2010	<b>Working Memory Index</b> is made up of: <ul style="list-style-type: none"> <li>• Digit Span</li> <li>• Arithmetic</li> <li>• Letter-Number Sequencing</li> </ul>	<b>Test will be reviewed in May 2027 due to age of test.</b>

<b>Verbal Working Memory</b>	<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-VUK)</b> <i>Psychologists Only</i> UK Norms	6:00 – 16:11	Pearson Assessment 2014	<b>Working Memory Composite</b> is made up of: <ul style="list-style-type: none"> <li>• Digit Span</li> <li>• Picture Span</li> <li>• Letter-Number Sequencing</li> </ul>	
<b>Verbal Working Memory</b>	<b>Wechsler Memory Scale: Fourth UK Edition (WMS-IV UK)</b> <i>Psychologists Only</i> UK Norms	16:00 – 90:11	Pearson Assessment 2010	7 subtests, 6 of which are used to derive 5 Indices (Auditory Memory, Visual Memory, Visual Working Memory, Immediate Memory & Delayed Memory).	<b>Test will be reviewed in May 2027 due to age of test.</b>
<b>Verbal Working Memory</b>	<b>Wide Range Assessment of Memory and Learning Third Edition (WRAML-3)</b> <i>Psychologists Only</i> US Norms	5:00 – 90:11	Pearson 2021	Verbal Working Memory subtest	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Working Memory</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	<b>Short-term Working Memory Cluster</b> made up of: <ul style="list-style-type: none"> <li>• Verbal Attention</li> <li>• Numbers Reversed</li> </ul> There are additional subtests of: <ul style="list-style-type: none"> <li>• Story Recall</li> <li>• Memory for Words</li> </ul>	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>

<b>Verbal Working Memory</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Auditory Working Memory Capacity Cluster</b> is made up of: <ul style="list-style-type: none"> <li>• Verbal Attention</li> <li>• Numbers Reversed</li> </ul>	For SASC Guidance click <a href="#">here</a> .
<b>Verbal Working Memory</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Sentence Repetition  Use with Memory for Words in Phonological Short-term Memory. These subtests form the <b>Auditory Working Memory Span Cluster</b> .	For SASC Guidance click <a href="#">here</a> .
<b>Phonological Short-term Memory</b>	<b>Comprehensive Test of Phonological Processing 2 (CTOPP-2)</b> US Norms	4:00 – 24:11	Pearson 2013	<b>Phonological Memory composite</b> is made up of: <ul style="list-style-type: none"> <li>• Memory for digits</li> <li>• Nonword repetition</li> </ul>	
<b>Phonological Short-term Memory</b>	<b>Phonological Awareness Battery, second edition (PhAB2)</b> UK Norms	5:00 – 11:11	GL Assessment 2014	Phonological Working Memory (Nonword repetition)	
<b>Phonological Short-term Memory</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Nonword Repetition	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.

<b>Phonological Short-term Memory</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Memory for Words</b>  Use with Sentence Repetition in Verbal Working Memory. These subtests form the <b>Auditory Working Memory Span Cluster.</b>	For SASC Guidance click <a href="#">here.</a>
<b>Phonological Short-term Memory</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Nonsense Word Repetition</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here.</a>
<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>British Ability Scales: Third Edition (BAS3)</b> <i>Psychologists Only</i> UK Norms	3:00 – 17:11	GL Assessment 2011	Pattern construction Recognition of pictures	Test will be reviewed in May 2027 due to age of test.
<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Cognitive Assessment System Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Attention Scale</b> is made up of: <ul style="list-style-type: none"> <li>Expressive Attention</li> <li>Number Detection</li> <li>Receptive Attention</li> </ul> (A minimum of 2 subtests must be administered for an <b>Attention Scale</b> score.	For SASC Guidance click <a href="#">here.</a> <i>Note: These subtests should not be used or reported as separate stand-alone single subtests.</i>

<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Cognitive Assessment System Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<b>Planning Scale</b> is made up of: <ul style="list-style-type: none"> <li>Planned codes</li> <li>Planned connections</li> <li>Planned number matching</li> </ul>	For SASC Guidance click <a href="#">here</a> . Note: These subtests should not be used or reported as separate stand-alone single subtests.
<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Developmental Test of Visual Perception– Adolescent and Adult, Second Edition (DTVP-A:2)</b> US Norms	11:00 – 79:11	PRO-ED, Inc 2021	Visual motor search	For SASC Guidance click <a href="#">here</a> .
<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> UK Norms	5:00 – 20:11	Hogrefe 2021	Divided attention Animal colours Drawing routes	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.
<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Letter pattern matching Number pattern matching Pair cancellation	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.

<b>Attention, Shifting and Inhibitory Control/Inhibition</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Animal-Number Sequencing</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .
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# COGNITIVE PRESENTATION: Numerical Cognition

*Performance on symbolic magnitude processing tests is strongly associated with mathematics achievement. Difficulties with specific mathematics language can impact on mathematics attainment.*

## Areas of assessment

- Magnitude comparison.
- Magnitude estimation.
- Counting.
- Sequencing/ordering numbers.
- Mastery of mathematics language.

## Where age-appropriate tests are available, this section will include:

- Measures of symbolic magnitude comparison: i.e. comparing the value of numbers expressed as digits.

Appropriate to age, **this section could also include** standardised measures of:

- Magnitude estimation: i.e. assigning numbers to stimuli to reflect their perceived magnitude.
- Counting.
- Sequencing/ordering numbers.
- Non-symbolic magnitude comparison (timed), i.e. the ability to perceive and estimate quantities without using language or symbols, like numbers.
- It may be appropriate to include standardised measures and/or qualitative observations and analysis of mastery of mathematics language. These measures can assess understanding of linguistic elements that have a mathematical meaning, e.g. number words, mathematics terminology etc.

Qualitative assessment and observations from maths attainment tests can be used to supplement standardised assessments or could replace them where standardised assessments are not available for or appropriate to a particular age group.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factor/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Symbolic Magnitude Comparison	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Number Comparison (timed)	For SASC Guidance click <a href="#">here</a> . Rises from single digit number to 4-digit and decimals and fractions.
Symbolic Magnitude Comparison	Test of Basic Arithmetic & Numeracy Skills (TOBANS) UK Norms	7:05 – 11:05	Oxford University Press 2016	Digit Comparison (timed)	For SASC Guidance click <a href="#">here</a> . Single digit. <b>Test is no longer available to purchase.</b>
Symbolic Magnitude Comparison	Woodcock-Johnson V Achievement (Extended): UK and Ireland Edition (WJ V ACH) US Norms	3:00 – 90:11 +	Riverside Insights 2025	Magnitude Comparison  Use with Number Sense in Other sub-tests that could be considered for additional information. These subtests form the <b>Number Concepts Cluster.</b>	For SASC Guidance click <a href="#">here</a> . Note: First 6 test items are non-symbolic

<b>Non-Symbolic Magnitude Processing including Estimation/ Comparison</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Object Counting, Perceptual Estimation	For SASC Guidance click <a href="#">here</a> .
<b>Non-Symbolic Magnitude Processing including Estimation/ Comparison</b>	<b>Test of Basic Arithmetic &amp; Numeracy Skills (TOBANS)</b> UK Norms	7:05 – 11:05	Oxford University Press 2016	Dot Comparison Dot Counting	For SASC Guidance click <a href="#">here</a> . Test is no longer available to purchase.
<b>Counting and Sequencing/ Ordering Numbers</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Forward Number Count Backward Number Count Sequences.	For SASC Guidance click <a href="#">here</a> .
<b>Counting and Sequencing/ Ordering Numbers</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90.00+	Riverside Insights 2014	Number series (included in fluid reasoning but can be used qualitatively)	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Counting and Sequencing/ Ordering Numbers</b>	<b>Woodcock-Johnson V Cognitive (Virtual Test Library): UK and Ireland Edition (WJ V COG VTL)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Number Series</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .

<b>Other sub-tests that could be considered for additional information</b>	<b>Feifer Assessment of Math (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Linguistic Maths concepts	For SASC Guidance click <a href="#">here.</a>
<b>Other sub-tests that could be considered for additional information</b>	<b>Woodcock-Johnson V Achievement (Extended): UK and Ireland Edition (WJ V ACH)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Number Sense</b>  Use with Magnitude Comparison in Symbolic Magnitude Comparison. These subtests form the <b>Number Concepts Cluster.</b>	For SASC Guidance click <a href="#">here.</a>

# COGNITIVE PRESENTATION: Visual-spatial processing

The processing of visual-spatial information enables us to make sense of what we see and to interact efficiently and appropriately with the world around us. It is crucial to our performance of everyday tasks in academic and workplace environments. The ability to store accurate spatial representations in memory and to marshal these when solving problems is important in the development of mathematical understanding and problem-solving. Mental rotation and visual working memory are particularly important in mathematics. Spatial skills impact across all areas of mathematics, not just shape and space. For example they are involved in spatial representations of numbers and concepts, aligning procedures and mental visualisation. Difficulties in visual-spatial processing skills can impact on reading and writing.

## Areas of assessment

Inclusion of any of the suggested areas of assessment in this section in a literacy-based assessment are at the discretion of the assessor. Guidance is given below for tests that should be included in a mathematics-based assessment. **In an assessment focusing primarily on mathematics, this section will include:**

- **Visual working memory:** The ability to temporarily maintain relational visual information for a current or imminent task.

## And at least one of the following:

- **Spatial processing:** The ability to hold spatial relations in memory and use the information to carry out tasks effectively.
- **Mental imagery/visualisations** (qualitative analysis and informal observations only).
- **Mental rotation skills.**

## Assessors may also consider tests or qualitative observations of the following:

- **Non-verbal reasoning:** the ability to reason using visual items, such as symbols, patterns and pictures (tests examining this area can be found in the **Language and Reasoning** section of the test list).
- **General visual perception:** which could be very briefly explored if there were any concerns in the background information or during the assessment process, e.g. informal tests such as visual closure, form constancy, visual discrimination.
- **Miscellaneous visual processing skills:** visual matching tasks, visual digit span, visual attention span.

NOTE 1: Many tests comprise of subtests which can be combined to give an overall measure of the skill being tested – sometimes called a Composite score, a Cluster score, a Factor score or an Index score. These are often considered to be more reliable than an individual subtest result. In this test list some of the subtests listed are part of composites/clusters/factors/indexes. If these directly apply to the specific area being examined they are reported in the subtests column.

NOTE 2: For some tests, the way that they are constructed means that they should not be used or reported as separate stand-alone single subtests. If this is the case an additional comment is added to the Comments column.

Area Assessed	Test	Age Range	Publisher and Date of Publication	Subtests that could be used to examine this area:	Comments (including link to Guidance)
Visual Working Memory	<b>British Ability Scales: Third Edition (BAS3)</b> Psychologists only US Norms	3:00 – 17:11	GL Assessment 2011	Recall of objects	Test will be reviewed in May 2027 due to age of test.
Visual Working Memory	<b>Cognitive Assessment System-Second Edition (CAS2)</b> US Norms	5:00 – 18:11	PRO-ED, Inc 2014	Figure Memory	For SASC Guidance click <a href="#">here.</a>
Visual Working Memory	<b>Feifer Assessment of Mathematics (FAM)</b> US Norms	4:00 – 21:11	PAR, Inc 2016	Visual-Spatial Memory	For SASC Guidance click <a href="#">here.</a>
Visual Working Memory	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> US Norms	5:00 – 20:11	Hogrefe 2021	Shape Memory (named in manual as Visual Spatial Short-Term Memory)	For SASC Guidance click <a href="#">here.</a> Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.

<b>Visual Working Memory</b>	<b>Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2)</b> US Norms	3:00 – 94:11	PAR, Inc 2015	Non-Verbal Memory	For SASC Guidance click <a href="#">here</a> .
<b>Visual Working Memory</b>	<b>Test of Memory and Learning: Second Edition (TOMAL-2)</b> US Norms	5:00 – 59:11	PRO-ED, Inc 2007	Manual Imitation Abstract Visual Memory	Manual Imitation is part of the Attention and Concentration Index (ACI) when combined with DF, LF, DB, LB.
<b>Visual Working Memory</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Picture recognition	For SASC Guidance click <a href="#">here</a> . Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.
<b>Visual Working Memory</b>	<b>Woodcock-Johnson V Cognitive (Extended): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	<b>Visual-Working Memory</b> This is a single test and does not form part of a cluster.	For SASC Guidance click <a href="#">here</a> .
<b>Spatial Processing</b>	<b>Test of Memory and Learning: Second Edition (TOMAL-2)</b> US Norms	5:00 – 59:11	PRO-ED, Inc 2007	Visual Sequential Memory	

<b>Spatial Processing</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Spatial Relations	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>
<b>Spatial Processing</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Spatial Relations  Use with Block Rotation in Mental Rotation Skills. These subtests form the <b>Visual Processing Cluster.</b>	For SASC Guidance click <a href="#">here</a> .
<b>Mental Rotation Skills</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> US Norms	5:00 – 20:11	Hogrefe 2021	Rotated Shape Memory	For SASC Guidance click <a href="#">here</a> .  Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.  <b>Note:</b> Not all tests cover the entire age range.

<b>Mental Rotation Skills</b>	<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> US Norms	2:00 – 90:11+	Riverside Insights 2014	Block Rotation	For SASC Guidance click <a href="#">here</a> . <b>Note: Riverside Insights website states that the test will only be available for approximately 2 years following the publication of WJ V. Click <a href="#">here</a> for information.</b>
<b>Mental Rotation Skills</b>	<b>Woodcock-Johnson V Cognitive (Standard): UK and Ireland Edition (WJ V COG)</b> US Norms	3:00 – 90:11 +	Riverside Insights 2025	Block Rotation  Use with Spatial Relations in Spatial Processing. These subtests form the <b>Visual Processing Cluster</b> .	For SASC Guidance click <a href="#">here</a> .
<b>General Visual Perception</b>	<b>Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI)</b> US Norms	2:00 – 100:11	Pearson Assessment 2010	Visual Perception	Updated norms for 2 - 18 years. Norms for 19 - 100 years have not been updated in the Sixth Edition. <b>This test will no longer be included on the test list after 31<sup>st</sup> May 2028. This notice includes a grace period of 1 year from 31<sup>st</sup> May 2027.</b>
<b>General Visual Perception</b>	<b>Developmental Test of Visual Perception Adolescent and Adult (DTVP-A:2)</b> US Norms	11:00 – 79:11	PRO-ED, Inc 2021	Visual Closure Form Constancy	For SASC Guidance click <a href="#">here</a> .

<b>General Visual Perception</b>	<b>Developmental Test of Visual Perception, Third Edition (DTVP-3)</b> US Norms	4:00 – 12:11	PRO-ED, Inc 2013	Visual Closure Form Constancy	For SASC Guidance click <a href="#">here</a> . <b>Test will be reviewed in May 2027 due to age of test.</b>
<b>General Visual Perception</b>	<b>Intelligence and Development Scales: Second Edition (IDS-2)</b> US Norms	5:00 – 20:11	Hogrefe 2021	<b>Visual Processing Factor</b> is made up of: <ul style="list-style-type: none"> <li>• Shape Design</li> <li>• Washer Design</li> </ul>	For SASC Guidance click <a href="#">here</a> . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received