

# SpLD Test Evaluation Committee

## Pre-16 List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLDs) (Revised June 2023)

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

### Important Note

The Department for Education’s evidence requirements for applications for Disabled Student Allowances (DSA) no longer places a lower age limit on a student’s diagnostic assessment report. A diagnostic assessment that meets SASC guidelines, produced by a specialist teacher assessor with an APC or a practitioner psychologist registered with the HCPC, can be submitted as evidence for DSA whatever the age of the individual when the assessment was administered.

It should, therefore, be borne in mind that current diagnostic assessments of pre-16s may be submitted as evidence for DSA at some point in the future. The tests within this list meet STEC’s criteria for use in pre-16 diagnostic assessments of SpLDs. The list should be used by practitioners (psychologists and assessors with APCs) undertaking pre-16 diagnostic SpLDs assessments from June 2020 onwards.

The content and format of the *Pre-16 List of Suitable Tests for the Assessment of Specific Learning Difficulties (SpLD)* reflects the latest SASC Report Format, and is intended to be used in conjunction with that Report Format.

STEC produces Guidance on newly reviewed tests to highlight some of the strengths of the tests and things to consider when 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; and
- read the FAQs section of this *Pre-16 List*.

Notification of any available Guidance will be found in the Comments/Guidance column on the *Pre-16 List*. The Guidance is published on the SASC website list of: [Assessment Test Guidance](#).

# Frequently Asked Questions

## 1. What is STEC?

The SpLD Test Evaluation Committee 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.

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

- to ensure that use and selection of tests is evidence based and follows best practice;
- to promote quality and consistency in assessment across all age groups;
- to ensure that tests used provide valid reliable evidence in support of diagnostic decisions.

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

## 2. How does STEC select tests?

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

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

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

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

### 3. What age and educational range does the list cover?

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

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

It is considered good practice to use the most recent edition of a test or battery. However, older editions of tests can be used for 2 calendar years after the year of publication of the most recent edition of the test. There will be a note in the comments column of the list stating the date after which the previous edition will no longer be able to be used in a diagnostic assessment of SpLDs.

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

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

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

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

Cognitive Profile
Ability/Reasoning
Memory
Phonological Processing – Phonological Awareness, Phonological Memory, Rapid Naming
Processing Speed
Motor Coordination
Attainment
Reading
Spelling
Writing
Mathematics
Sense of Number
Supplementary tests that meet standardisation criteria

It is **not** expected that any given assessment will include tests from every section of the *Pre-16 List* or that every test within a battery will be used.

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

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

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

NB: Some suppliers may restrict sales of certain tests, supplying them to schools but not to independent assessors.

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

Under normal circumstances tests should be selected from the *Pre-16 List* for the purpose of diagnostic assessments for SpLDs when working with children **aged under the age of 16**.

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

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

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

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

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

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

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

## COGNITIVE PROFILE: ABILITY/REASONING

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#)

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>British Ability Scales: Third Edition (BAS3)</b> Psychologists Only UK Norms	3:0 – 17:11	GL Assessment 2011	Test of ability (verbal, nonverbal and spatial) with co-normed measures of single word reading, spelling, number skills, working memory (visual, verbal) and information processing speed.
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> Psychologists Only UK Norms	5:0 – 20:11 (Tests of Phonological Awareness, and Psychomotor Skills are only standardised up to 10:11)	Hogrefe 2021	For SASC Guidance click <a href="#">here</a> .
<b>Raven's 2 Progressive Matrices</b> See FAQ 7 re Qualification Levels Pan European Norms	4:0 – 69.11	Pearson Assessment 2018	Non-verbal test of general cognitive ability. Is available in digital form, but cannot be administered remotely.
<b>Snijders-Oomen Non-Verbal Intelligence Test (SON-R 6-40)</b> See FAQ 7 re Qualification Levels European Norms	6:0 – 40:11	Hogrefe Ltd 2011	Visual subtests which explore reasoning through analogies, categorisation, recreating mosaics and completing interrupted patterns.
<b>Test of Nonverbal Intelligence: Fourth Edition (TONI-4)</b> See FAQ 7 re Qualification Levels US Norms	6:0- 89:11	PRO-ED, Inc 2010	Test of non-verbal intelligence, aptitude, abstract reasoning and problem solving using visual stimuli. As this is a matrices style test with no test of verbal reasoning, assessors using TONI-4 will need to use additional instruments to evaluate verbal ability.

<b>Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II)</b> Psychologists Only US Norms	6:0 – 90:11	Pearson Assessment 2011	Test of verbal and visual abilities with 4 subtests: Vocabulary, Similarities, Block Design, and Matrix Reasoning.
<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> Psychologists Only UK Norms	6:0 – 16:11	Pearson Assessment 2014	4 scales: Verbal Comprehension (Similarities, Vocabulary, Information, Comprehension); Visual Spatial (Block Design, Visual Puzzles) Fluid Reasoning (Matrices reasoning, Picture Concepts, Figure Weights, Arithmetic); Working Memory (Digit Span, Picture Span, Letter-Number Sequencing); Processing Speed (Symbol Search, Coding, Cancellation).
<b>Wechsler Nonverbal Scale of Ability (WNV)</b> Psychologists Only US Norms	4:0 – 21:11	Pearson Assessment 2006	Designed to be used with individuals who are not English-language proficient or have other language considerations. 6 subtests: Matrices, Object Assembly, Coding, Recognition, Spatial Span, Picture Arrangement.
<b>Wide Range Intelligence Test (WRIT)</b> See FAQ 7 re Qualification Levels US Norms	4:0 -85:11	Pearson Assessment 2000	Verbal Ability (Verbal Analogies, Vocabulary) and Visual Ability (Matrices, Diamonds).
<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> See FAQ 7 re Qualification Levels US Norms	2 - 90+	Riverside Insights 2014	For SASC Guidance click <a href="#">here</a> .

## COGNITIVE PROFILE: MEMORY

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#)

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>British Ability Scales: Third Edition (BAS3)</b> Psychologists Only UK Norms	3:0 – 17:11	GL Assessment 2011	Measures visual and verbal working memory.
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> Psychologists Only UK Norms	5:0 – 20:11 (Tests of Phonological Awareness, and Psychomotor Skills are only standardised up to 10:11)	Hogrefe Ltd 2021	For SASC Guidance click <a href="#">here</a> .
<b>TAPS-4: A Language Processing Skills Assessment</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 21:11	Academic Therapy Publications 2018	For SASC Guidance click <a href="#">here</a> .
<b>Test of Information Processing Skills (TIPS)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 80:0 and older	Academic Therapy Publications 2009	Measures instant and delayed recall of sequential and non-sequential information presented visually and aurally, and with interference from other tasks.
<b>Test of Memory and Learning: Second Edition (TOMAL-2)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 59:11	Pearson Assessment 2007	16 subtests measuring visual memory and verbal memory. 3 Core Indexes - Verbal Memory, Nonverbal Memory & Composite Memory; 6 Supplementary Indexes - Verbal Delayed Recall; Attention/Concentration; Sequential Recall; Free Recall; Associative Recall; Learning.

<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> Psychologists Only US Norms	6:0 – 16:11	Pearson Assessment 2014	Working Memory (Digit Span, Picture Span, Letter-Number Sequencing):
<b>Wide Range Assessment of Memory &amp; Learning: Second Edition (WRAML2)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 90:11	Pearson Assessment 2003	6 core subtests measuring Verbal Memory, Visual Memory and Attention/Concentration; 2 optional delay recall subtests; 4 optional recognition subtests; 3 optional memory subtests.
<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> See FAQ 7 re Qualification Levels US Norms	2 - 90+	Riverside Insights 2014	For SASC Guidance click <a href="#">here</a> .



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

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22.](#)

\*Rapid Naming also overlaps with processing speed

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 24:11	Pearson Assessment 2013	Phonological Awareness ((Elision, Blending Words, and Sound Matching for 4-6:11 and Elision, Blending Words, Phoneme Isolation for 7:0-24:11); Phonological Memory (Memory for Digits, Nonword Repetition for 4:0-24:11); Rapid Symbolic Naming (Rapid Digit Naming, Rapid Letter Naming for 7:0-24:11); Rapid Non-Symbolic Naming Composite Score (Rapid Color Naming, Rapid Object Naming for 4:0-6:11); Alternate Phonological Awareness (Blending Nonwords, Segmenting Nonwords for 7:0 -24:11).
<b>Feifer Assessment of Reading (FAR)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 21:11	PAR, Inc 2015	Includes some appropriate phonological subtests.  For SASC Guidance click <a href="#">here.</a>
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> Psychologists Only UK Norms	5:0 – 20:11 (Tests of Phonological Awareness, and Psychomotor Skills are only standardised up to 10:11)	Hogrefe Ltd 2021	For SASC Guidance click <a href="#">here.</a>

<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 25:11	Pearson Assessment 2014	Includes some appropriate phonological subtests.  For SASC Guidance click <a href="#">here</a>
<b>Phonological Assessment Battery (PHAB2) Primary</b> See FAQ 7 re Qualification Levels UK Norms	5:0 – 11	GL Assessment 2014	Phonological Awareness (Alliteration, Rhyme, Blending, Spoonerisms, Non-Word Reading, Phoneme Segmentation, Phoneme Deletion) Phonological Memory (Phonological Working Memory) Rapid Naming and Word Retrieval (Picture Naming, Digit Naming, Fluency –retrieval of phonological information from long-term memory.
<b>Rapid Automatized Naming and Rapid Alternating Stimulus Test (RAN/RAS)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 18:11	PRO-ED, Inc 2005	Timed naming of letters, numbers, objects, colours, and of alternating stimuli (e.g., letters and numbers, or letters, numbers and colours).
<b>TAPS-4: A Language Processing Skills Assessment</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 21:11	Academic Therapy Publications 2018	For SASC Guidance click <a href="#">here.</a>
<b>Test of Information Processing Skills (TIPS)</b> See FAQ 7 re Qualification Levels US Norms	5:0- 80:00 and older	American Therapy Publications 2009	Verbal and written generation of word lists to test semantic fluency.

<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> See FAQ 7 re Qualification Levels US Norms	2 - 90+	Riverside Insights 2014	For SASC Guidance click <a href="#">here.</a>
<b>Woodcock Johnson Tests of Oral Language (WJIV OL)</b> See FAQ 7 re Qualification Levels US Norms	2:0-90+	Riverside Insights 2014	

## COGNITIVE PROFILE: PROCESSING SPEED

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#)

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> <b>Psychologists Only</b> UK Norms	5:0 – 20:11 (Tests of Phonological Awareness, and Psychomotor Skills are only standardised up to 10:11)	Hogrefe Ltd 2021	For SASC Guidance click <a href="#">here</a> .
<b>Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V<sup>UK</sup>)</b> <b>Psychologists Only</b> UK Norms	6:0 – 16:11	Pearson Assessment 2014	Processing Speed (Symbol Search, Coding, Cancellation).
<b>Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG)</b> <b>See FAQ 7 re Qualification Levels</b> US Norms	2 - 90+	Riverside Insights 2014	For SASC Guidance click <a href="#">here</a> .

## TESTS FOR EXPLORING MOTOR COORDINATION

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

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI)</b> See FAQ 7 re Qualification Levels US Norms	2:0-100:11	Pearson Assessment 2010	Updated norms for 2-18 years. Norms for 19 - 100 years have not been updated in the Sixth Edition.
<b>Detailed Assessment of Speed of Handwriting (DASH)</b> See FAQ 7 re Qualification Levels UK Norms	9:0 – 16:11	Pearson Assessment 2007	The subtests examine fine motor and precision skills (Graphic Speed), the speed of producing well known symbolic material (Alphabet Writing), the ability to alter speed of performance on two tasks with identical content (Copy Best and Copy Fast) and free writing competency (10-minute Free Writing).
<b>Developmental Test of Visual Perception Adolescent and Adult (DTVP-A:2)</b> See FAQ 7 re Qualification Levels US Norms	11:0 – 79:11	PRO-ED, Inc 2021	The previous edition (Developmental Test of Visual Perception - Adolescent and Adult DTVP-A) can be used in assessments until the end of December 2023.  For SASC Guidance click <a href="#">here</a> .

<p><b>Developmental Test of Visual Perception, Third Edition (DTVP-3)</b></p> <p>See FAQ 7 re Qualification Levels</p> <p>US Norms</p>	<p>4:0-12:11</p>	<p>PRO-ED, Inc 2013</p>	<p>For SASC Guidance click <a href="#">here.</a></p>
<p><b>Intelligence and Development Scales Second Edition (IDS-2)</b></p> <p>Psychologists Only</p> <p>UK Norms</p>	<p>5:0 – 20:11 (Tests of Phonological Awareness, and Psychomotor Skills are only standardised up to 10:11)</p>	<p>Hogrefe Ltd 2021</p>	<p>For SASC Guidance click <a href="#">here.</a></p>

## ATTAINMENT: READING

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#).

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Academic Achievement Battery (AAB)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 85:11	PAR, Inc 2014	For SASC Guidance click <a href="#">here</a> .
<b>Feifer Assessment of Reading (FAR)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 21:11	PAR, Inc 2015	For SASC Guidance click <a href="#">here</a> .
<b>Gray Oral Reading Tests: Fifth Edition (GORT5)</b> See FAQ 7 re Qualification Levels US Norms	6:0 – 23:11	PRO-ED, Inc 2012	Oral reading of a series of short passages. Measures Rate, Accuracy, Fluency and Comprehension.
<b>Gray Silent Reading Tests (GSRT)</b> See FAQ 7 re Qualification Levels US Norms	7:0 – 25:11	PRO-ED, Inc 2000	Silent reading of a series of short passages. Measures Comprehension.
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> Psychologists Only UK Norms	5:0 – 20:11 (but not all tests cover this entire range)	Hogrefe Ltd 2021	Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.  For SASC Guidance click <a href="#">here</a> .
<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 25:11	Pearson Assessment 2014	For SASC Guidance click <a href="#">here</a> .

<b>Single Word Reading Test (SWRT)</b> See FAQ 7 re Qualification Levels UK Norms	6:00 – 16:11	GL Assessment 2007	Sold to schools. Also to independent assessors as part of YARC Primary / Secondary (2007).
<b>Test of Silent Word Reading Fluency: Second Edition (TOSWRF2)</b> See FAQ 7 re Qualification Levels US Norms	6:3 – 24:11	PRO-ED, Inc 2014	Students are presented with rows of words with no spaces appear between the word. Students are given 3 minutes to draw a line between the boundaries of as many words as possible. 4 parallel forms.
<b>Test of Word Reading Efficiency: Second Edition (TOWRE-2)</b> See FAQ 7 re Qualification Levels US Norms	6:0 – 24:11	PRO-ED, Inc 2011	Timed measures of fluency in reading real and nonsense words. 4 parallel forms.
<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> The qualification level for this battery has changed to B UK Norms*	4:0 – 25:11 (UK Norms)*	Pearson Assessment 2017	For SASC Guidance *and further information on age range and norms for this test click <a href="#">here</a> .
<b>Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III<sup>UK-T</sup>)</b> See FAQ 7 re Qualification Levels UK Norms	4:00 – 25:11	Pearson Assessment 2018	For SASC Guidance click <a href="#">here</a> .
<b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 85+	Pearson Assessment 2017	For SASC Guidance click <a href="#">here</a> .
<b>Woodcock Reading Mastery Tests: Third Edition (WRMT-III)</b> See FAQ 7 re Qualification Levels US Norms	4:6 – 79:11	Pearson Assessment 2011	Measures Accuracy, Oral Reading Fluency, Word Attack, Word Comprehension and Passage Comprehension. Two parallel forms.



<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> See FAQ 7 re Qualification Levels US Norms but content adapted for UK	2:0-90+	Riverside Insights 2014	For SASC Guidance click <a href="#">here.</a>
<b>York Assessment of Reading for Comprehension (Early Years and Primary) (YARC)</b> See FAQ 7 re Qualification Levels UK Norms	4:0-7:11 (Early years) 5:0-11:11 (Primary)	GL Assessment 2009	Letter/sound knowledge, Word recognition, Phoneme awareness, Decoding (reading accuracy), Fluency (reading rate), Text comprehension (literal and inferential)
<b>York Assessment of Reading for Comprehension (Secondary) (YARC)</b> See FAQ 7 re Qualification Levels UK Norms	11:0-16:11	GL Assessment 2009	Decoding (reading accuracy), Fluency (reading rate), Text (passage reading) comprehension (literal and inferential).

## ATTAINMENT: SPELLING

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#)

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Academic Achievement Battery (AAB)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 85:11	PAR, Inc 2014	For SASC Guidance click <a href="#">here.</a>
<b>Feifer Assessment of Writing (FAW)</b> See FAQ 7 re Qualification Levels US Norms	4-22	PAR Inc 2020	For SASC Guidance click <a href="#">here.</a>
<b>Intelligence and Development Scales Second Edition (IDS-2)</b> Psychologists Only UK Norms	5:0 – 20:11 (but not all tests cover this entire range)	Hogrefe Ltd 2021	Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.  For SASC Guidance click <a href="#">here.</a>
<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 25:11	Pearson Assessment2 014	For SASC Guidance click <a href="#">here.</a>
<b>Helen Arkell Spelling Test: Version 2 (HAST-2)</b> See FAQ 7 re Qualification Levels UK Norms	5:0 - Adult	Helen Arkell Dyslexia Centre 2012	Accuracy in single word spelling. Two parallel forms.

<b>Wechsler Individual Achievement Test: Third Edition (WIAT-III<sup>UK</sup>)</b> The qualification level for this battery has changed to B UK Norms*	4:0 – 25:11 (UK Norms)*	Pearson Assessment 2017	For SASC Guidance *and further information on age range and norms for this test click <a href="#">here.</a>
<b>Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III<sup>UK-T</sup>)</b> See FAQ 7 re Qualification Levels UK Norms	4:0 – 25:11	Pearson Assessment 2018	For SASC Guidance click <a href="#">here.</a>
<b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 85:11	Pearson Assessment 2017	For SASC Guidance click <a href="#">here.</a>
<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> See FAQ 7 re Qualification Levels US Norms but content adapted for UK	2:0 - 90:11	Riverside Insights 2014	For SASC Guidance click <a href="#">here.</a>

## ATTAINMENT: WRITING

For information on the range and type of tests to include in each section of an assessment, please see the [Pre-16 Report Format updated-May 22](#).

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Academic Achievement Battery (AAB)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 85:11	PAR, Inc 2014	For SASC Guidance click <a href="#">here</a> .
<b>Detailed Assessment of Speed of Handwriting (DASH)</b> See FAQ 7 re Qualification Levels UK Norms	9:0 – 16:0	Pearson Assessment 2007	The subtests examine fine motor and precision skills (Graphic Speed), the speed of producing well known symbolic material (Alphabet), the ability to alter speed of performance on two tasks with identical content (Copy Best and Copy Fast) and free writing competency (10-minute Free Writing).
<b>Feifer Assessment of Writing (FAW)</b> See FAQ 7 re Qualification Levels US Norms	4-22	PAR Inc 2020	For SASC Guidance click <a href="#">here</a> .
<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 25:11	Pearson Assessment 2014	For SASC Guidance click <a href="#">here</a> .

<p><b>Test of Written Language: Fourth Edition (TOWL4)</b>  See FAQ 7 re  Qualification Levels  US Norms</p>	<p>9:0 - 17:11</p>	<p>PRO-ED, Inc 2007</p>	<p>7 subtests. Vocabulary (writing sentences that incorporate given words,) Spelling (writing sentences from dictation), Punctuation (writing sentences from dictation), Logical Sentences (editing illogical sentences so they make sense), Sentence Combining (integrating the meaning of short sentences into a single sentence), Contextual Conventions (writing a story–evaluated for orthography and grammar), and Story Composition (writing a story – evaluated for vocabulary, plot, prose, character development and interest)</p>
<p><b>Woodcock-Johnson IV Tests of Achievement UK &amp; Ireland Edition (WJ IV ACH)</b>  See FAQ 7 re  Qualification Levels  US Norms but content adapted for UK</p>	<p>2:0 - 90+</p>	<p>Riverside Insights 2014</p>	<p>For SASC Guidance click <a href="#">here.</a></p>

## ATTAINMENT: MATHEMATICS

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

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Academic Achievement Battery (AAB)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 85:11	PAR Inc 2014	For SASC Guidance click <a href="#">here</a> .
<b>Feifer Assessment of Mathematics (FAM)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 21:11	PAR, Inc 2016	For SASC Guidance click <a href="#">here</a> .
<b>Feifer Assessment of Mathematics (FAM) Screening Form</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 21:11	PAR, Inc 2016	For SASC Guidance click <a href="#">here</a> .
<b>Kaufman Test of Educational Achievement: Third Edition (KTEA-3)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – 25:11	Pearson Assessment 2014	For SASC Guidance click <a href="#">here</a> .
<b>Key Maths3<sup>UK</sup></b> See FAQ 7 re Qualification Levels UK UK Norms	6:0 - 16:11	Pearson Assessment	Includes a numeracy subtest that uses dot arrays, pictures, counting, and numbers to explore subitising, symbolic and non-symbolic magnitude comparisons, and ordering and basic addition.

<b>Test of Basic Arithmetic and Numeracy Skills (TOBANS)</b> See FAQ 7 re Qualification Levels UK Norms	7:05-11:05	Oxford University Press 2012	For SASC Guidance click <a href="#">here.</a>
<b>Wechsler Individual Achievement Test:Third Edition UK (WIAT-III<sup>UK</sup>)</b> The qualification level for this battery has changed to B UK Norms*	4:0 – 25:11 (UK Norms*)	Pearson Assessment 2017	UK norms go up to 25.11 For SASC Guidance *and further information on age range and norms for this test click <a href="#">here.</a>
<b>Wide Range Achievement Test: Fifth Edition (WRAT5)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 85:0 +	Pearson Assessment 2017	For SASC Guidance click <a href="#">here.</a>
<b>Woodcock-Johnson IV Tests of Achievement: UK &amp; Ireland Edition (WJ IV ACH)</b> See FAQ 7 re Qualification Levels US Norms but content adapted for UK	2:0 - 90:11	Riverside Insights 2014	For SASC Guidance click <a href="#">here.</a>

## TESTS/SCREENERS FOR EXPLORING SENSE OF NUMBER

N.B: This is not a list of tests to be used to measure maths attainment. It is a list which can be used *in addition to* attainment tests (listed in Attainment: Mathematics above) to explore sense of number. It is essential that the [SASC Guidance on Assessment of Dyscalculia and Maths Difficulties](#) is read to understand when and why the tests below should be used for exploring sense of number.

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>Basic Number Screening Test: Fourth Edition</b> See FAQ 7 re Qualification Levels UK Norms	6:0-12:11	Hodder Education 2017	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<b>Dynamo Maths Developmental Dyscalculia Assessment</b> See FAQ 7 re Qualification Levels UK Norms	6:0-15:11 years	Jelly James Publishing Ltd 2015	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<b>Dyscalculia Screener</b> See FAQ 7 re Qualification Levels UK Developed in UK	6:0-14:11	GL Assessment	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<b>Feifer Assessment of Mathematics (FAM)</b> See FAQ 7 re Qualification Levels US Norms	4:0 – end of 21 <sup>st</sup> year	PAR, Inc 2016	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<b>KeyMaths3<sup>UK</sup></b> See FAQ 7 re Qualification Levels UK Developed in UK	6:0-16:11	Pearson Assessment 2014	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<b>Test of Basic Arithmetic and Numeracy Skills (TOBANS)</b> See FAQ 7 re Qualification Levels UK Norms	7:05- 11:05	Oxford University Press 2012	For SASC Guidance click <a href="#">here</a> .



<p><b>The Learning Framework in Number (LFIN). Pedagogical Tools for Assessment and Instruction / Maths Recovery Interview Schedules</b>  See FAQ 7 re  Qualification Levels  Developed in Australia</p>	2:0-10:11	Sage Publications Ltd 2018	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<p><b>More Trouble with Maths: A Compete Manual to Identify and Diagnose Mathematical Difficulties: Second Edition)</b>  See FAQ 7 re  Qualification Levels  UK Norms</p>	7:0- 59:11	Routledge 2017	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<p><b>More Trouble with Maths: A Compete Manual to Identify and Diagnose Mathematical Difficulties: Third Edition)</b>  See FAQ 7 re  Qualification Levels  UK Norms</p>	7:0- 59:11	Routledge 2020	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .
<p><b>Numeracy Screener</b>  See FAQ 7 re  Qualification Levels  Canadian Norms</p>	Grades 1-3 (UK equivalent Upper Year 1 – Year 4)	Numerical Cognition Laboratory 2013	For <i>Comparison of Tests of Sense of Number</i> click <a href="#">here</a> .

## SUPPLEMENTARY TESTS THAT MEET STANDARDISATION CRITERIA

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

TEST	AGE RANGE	PUBLISHER	COMMENTS
<b>British Picture Vocabulary Scale: Third Edition (BPVS3)</b> See FAQ 6 re Qualification Levels UK Norms	3:00 – 16:11	GL Assessment 2009	Test of receptive vocabulary.
<b>Expressive Vocabulary Test: Third Edition (EVT-3)</b>	2:6-90+	Pearson Assessment2 019	Test of expressive vocabulary and word retrieval based on words in Standard American English. For SASC Guidance click <a href="#">here</a> .
<b>Oral Passage Understanding Scale (OPUS)</b> See FAQ 7 re Qualification Levels US Norms	5:0 – 21:11	WPS 2016	Measures comprehension and recall when listening.
<b>Test of Adolescent/Adult Word Finding: Second Edition (TAWF-2)</b> See FAQ 7 re Qualification Levels US Norms	12:0 - 80:11	PRO-ED, Inc 2015	Single-word expressive language tests to assess word finding problems in adolescents and adults.

<p><b>Wordchains</b>  See FAQ 7 re  Qualification Levels  UK Norms</p>	7:0-18+	GL Assessment 1999	Two subtests: Letterchains and Wordchains. Students are presented with chains of letters or words, with no spaces between the letters or words. Students are given 90 seconds to draw a line between as many groups of similar letters as possible. Then 3 minutes to draw a line between as many words as possible. Useful where there are visual processing speed issues.
	<p>Wordchains is no longer being published. It will be withdrawn from this list at the end of December 2024.</p>		