

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

Produced by the SASC Test Evaluation Committee (STEC)

June 2025

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 where assessors can continue to use them while identifying a replacement. A revised list which takes account of any changes to tests listed is published in June each year.

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 Report Format in conjunction with 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.

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"> • Expressive Language • Receptive Language 	<p>For SASC Guidance click here.</p> <p>Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.</p>

					Note: Not all tests cover the entire age range.
Receptive and Expressive Language	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson 2014	Oral Language Composite is made up of: <ul style="list-style-type: none"> • Associational Fluency • Listening Comprehension • Oral Expression 	For SASC Guidance click here .
Receptive and Expressive Language	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK}) UK Norms	4:00 – 25:11 (UK Norms) 26.00 + (US Norms)	Pearson Assessment 2017	Oral Expression is made up of: <ul style="list-style-type: none"> • Expressive Vocabulary • Oral Word Fluency • Sentence Repetition Listening Comprehension includes 2 subtests: <ul style="list-style-type: none"> • Receptive Vocabulary • Oral Discourse Comprehension Oral Expression and Listening Comprehension can be combined to form the Oral Language Composite	For SASC Guidance click here . Note: These subtests should not be used or reported as separate stand-alone single subtests. Note: These 2 subtests should not be used or reported as separate stand-alone single subtests.
Receptive and Expressive Language	Wide Range Intelligence Test (WRIT) US Norms	4:00 – 85:11	Pearson Assessment 2000	Vocabulary	The WRIT will be withdrawn from this list on 1st January 2026. There will be a grace period of 12 calendar months after this date for

					<p>continuing to use the WRIT. The grace period will end on 31st December 2026.</p> <p>This test can be combined with the Verbal Analogies subtest to form the Verbal Ability Composite.</p>
Receptive Language	British Picture Vocabulary Scale: Third Edition (BPVS3) UK Norms	3:00 – 16:11	Pearson 2011	Understanding of single words	Under review for removal from test list at the end of May 2026 due to age of test.
Receptive Language	Test of Dyslexia (TOD) US Norms	6:00 – 89:11 5:00 – 9.03	Western Psychological Services 2024	TOD-C Vocabulary Composite is made up of: <ul style="list-style-type: none"> • Picture Vocabulary • Listening Vocabulary TOD-E: Picture Vocabulary	For SASC Guidance click here .
Receptive Language	Woodcock-Johnson IV Tests of Oral Language: UK and Ireland Edition (WJ IV OL) US Norms but content adapted for UK	2:00 – 90.11 +	Riverside Insights 2014	Picture Vocabulary	For SASC Guidance click here .
Listening Comprehension Listening comprehension is a subset of receptive language	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Listening Comprehension Composite is made up of: <ul style="list-style-type: none"> • Words and Sentences • Passages 	For SASC Guidance click here .

<p>Listening Comprehension Listening comprehension is a subset of receptive language</p>	<p>Oral Passage Understanding Scale (OPUS) US Norms</p>	5:00 – 21:11	Western Psychological Services 2016	Consists of 17 passages divided into six Item Sets.	Awaiting publication of guidance – see SASC website for details.
<p>Listening Comprehension Listening comprehension is a subset of receptive language</p>	<p>TAPS-4: A Language Processing Skills Assessment US Norms</p>	5:00 – 21:11	Academic Therapy Publications 2018	<p>Listening Comprehension Index is made up of:</p> <ul style="list-style-type: none"> • Processing Oral Directions, • Auditory Comprehension, • Auditory Figure-Ground, (supplemental) 	For SASC Guidance click here .
<p>Listening Comprehension Listening comprehension is a subset of receptive language</p>	<p>Woodcock Johnson Tests of Oral Language (WJIV OL) US Norms</p>	2:00 – 90.11 +	Riverside Insights 2014	<p>Listening Comprehension Cluster is made up of:</p> <ul style="list-style-type: none"> • Oral Comprehension • Understanding directions 	For SASC Guidance click here .
<p>Listening Comprehension Listening comprehension is a subset of receptive language</p>	<p>Woodcock Reading Mastery Tests: Third Edition (WRMT-III) US Norms</p>	4:06 – 79:11	Pearson Assessment 2011	Listening Comprehension (6 years to adults)	Under review for removal from test list at the end of May 2026 due to age of test.

Expressive Language	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Expressive Communication Composite is made up of: <ul style="list-style-type: none"> • Oral Fluency • Oral Expression • Oral Production 	For SASC Guidance click here .
Expressive Language	Expressive Vocabulary Test: Third Edition (EVT-3) 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 here .
Expressive Language	Test of Adolescent/Adult Word Finding: Second Edition (TAWF-2) US Norms	12:00 – 80:11	PRO-ED, Inc 2015	Single-word expressive language tests to assess word finding problems in adolescents and adults.	
Verbal Reasoning	British Ability Scales: Third Edition (BAS3) <i>Psychologists Only</i> UK Norms	3:00 – 17:11	GL Assessment 2011	Verbal ability is made up of <ul style="list-style-type: none"> • Verbal Similarities • Word definitions 	BAS3 has been co-normed with the York Assessment of Reading for Comprehension Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Reasoning	Cognitive Assessment System- Second Edition (CAS2) US Norms	5:00 – 18:11	PRO-ED, Inc 2014	Verbal Content is made up of scores from three subtests: <ul style="list-style-type: none"> • Verbal-Spatial Relations • Receptive Attention • Sentence Questions 	For SASC Guidance click here . Note that the verbal content supplemental scale score might be used in order to report verbal reasoning. Where this is reported, it should be explained that the verbal content scale of the CAS reflects verbal

					reasoning skills with minimal reliance on acquired vocabulary knowledge.
Verbal Reasoning	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe 2021	Verbal Reasoning Factor is made up of : <ul style="list-style-type: none"> • Naming Categories • Naming Opposites 	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Verbal Reasoning	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	Verbal Intelligence Index is made up of: <ul style="list-style-type: none"> • Guess What • Verbal Reasoning 	For SASC Guidance click here .
Verbal Reasoning	Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK) Psychologists Only UK Norms	16:00 – 90:11	Pearson Assessment 2010	Verbal Comprehension is made up of: <ul style="list-style-type: none"> • Similarities • Vocabulary • Information, • Comprehension (supplementary) 	Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Reasoning	Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II) Psychologists Only US Norms	6:00 – 90:11	Pearson Assessment 2011	Verbal Ability is made up of: <ul style="list-style-type: none"> • Vocabulary • Similarities 	Under review for removal from test list at the end of May 2026 due to age of test.

Verbal Reasoning	Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V^{UK}) Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	Verbal Comprehension is made up of: <ul style="list-style-type: none"> • Similarities • Vocabulary • Information (supplementary) • Comprehension (supplementary) 	
Verbal Reasoning	Wide Range Intelligence Test (WRIT) US Norms	4:00 – 85:11	Pearson Assessment 2000	Verbal Analogies	The WRIT will be withdrawn from this list on 1st January 2026. There will be a grace period of 12 calendar months after this date for continuing to use the WRIT. The grace period will end on 31st December 2026. This test can be combined with the Vocabulary subtest to form the Verbal Ability Composite .
Verbal Reasoning	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90.11 +	Riverside Insights 2014	Comprehension – Knowledge Cluster is made up of: <ul style="list-style-type: none"> • General Information: <ul style="list-style-type: none"> ○ Where ○ What • Oral Vocabulary: <ul style="list-style-type: none"> ○ Synonyms ○ Antonyms 	For SASC Guidance click here .
Phonological Awareness	Comprehensive Test of Phonological Processing 2 (CTOPP2)	4:00 – 24:11	PRO-ED, Inc 2013	Phonological Awareness Composite is made up of: <ul style="list-style-type: none"> • Elision 	

	US Norms			<ul style="list-style-type: none"> • Blending Words • Phoneme Isolation <p>Alternative Phonological Awareness Composite is made up of:</p> <ul style="list-style-type: none"> • Blending Nonwords • Segmenting Nonwords 	
Phonological Awareness	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Phonological Awareness tests include: <ul style="list-style-type: none"> • Phonemic Awareness (Rhyming, Blending, Segmenting and Manipulation) • Positioning Sounds 	For SASC Guidance click here .
Phonological Awareness	Intelligence and Development Scales Second Edition (IDS-2) 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 here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Phonological Awareness	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson 2014	Phonological Processing subtest covering: Blending, Rhyming, Sound Matching, Deleting Sounds, Segmenting.	For SASC Guidance click here .

Phonological Awareness	Phonological Assessment Battery (PhAB2) Primary UK Norms	5:00 – 11:11	GL Assessment 2014	Phonological Awareness includes tests of: <ul style="list-style-type: none"> • Alliteration and Rhyme, • Blending, • Spoonerisms, • Phoneme Segmentation, • Phoneme Deletion. 	No composite score is provided.
Phonological Awareness	TAPS-4: A Language Processing Skills Assessment US Norms	5:00 – 21:11	Academic Therapy Publications 2018	Phonological Processing Index is made up of: <ul style="list-style-type: none"> • Word Discrimination • Phonological Deletion • Phonological Blending • Syllabic Blending (supplemental) 	For SASC Guidance click here .
Phonological Awareness	Test of Dyslexia (TOD) US Norms	6:00 – 89:11 5:00 – 9.03	Western Psychological Services 2024	TOD-C - Phonological Awareness Composite is made up of: <ul style="list-style-type: none"> • Phonological Manipulation – includes two subtests: Substitution and Deletion • Blending • Segmenting TOD-E has an Early Phonological Composite which is made up of:	For SASC Guidance click here .

				<ul style="list-style-type: none"> • Rhyming • Early Segmenting 	
Phonological Awareness	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90.11+	Riverside Insights 2014	Phonological Processing subtest consists of 3 parts: Word Access, Word Fluency, Substitution	For SASC Guidance click here .
Phonological Awareness	Woodcock Johnson Tests of Oral Language (WJ IV OL) US Norms	2:00 – 90.11+	Riverside Insights 2014	<p>Phonetic Coding Cluster is made up of:</p> <ul style="list-style-type: none"> • Segmentation • Sound Blending <p>There is an additional phonological awareness subtest of Sound Awareness which consists of two parts: Rhyming and Deletion.</p>	For SASC Guidance click here .
Non-Verbal Reasoning	British Ability Scales: Third Edition (BAS3) <i>Psychologists Only</i> UK Norms	3:00 – 17:11	GL Assessment 2011	<p>Non-Verbal ability is made up of:</p> <ul style="list-style-type: none"> • Matrices • Quantitative Reasoning 	Under review for removal from test list at the end of May 2026 due to age of test.
Non-Verbal Reasoning	Cognitive Assessment System- Second Edition (CAS2) US Norms	5:00 – 18:11	PRO-ED, Inc 2014	<p>Non-Verbal Content is made up of:</p> <ul style="list-style-type: none"> • Matrices • Figure Memory • Planned Codes 	For SASC Guidance click here . Note that the non verbal content supplemental scale score might be used in order to report non verbal reasoning. Where this is reported, it should be explained that the non verbal content scale of the

					<p>CAS includes the following four elements:</p> <ul style="list-style-type: none"> • Reasoning, • A visual-spatial component • Opportunities to see if a learner would use strategies when solving a problem • Minimal language requirements
Non-Verbal Reasoning	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe 2021	<p>Abstract Reasoning Factor is made up of:</p> <ul style="list-style-type: none"> • Matrices Completion • Matrices Odd One Out 	<p>For SASC Guidance click here.</p> <p>Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2.</p> <p>Note: Not all tests cover the entire age range.</p>
Non-Verbal Reasoning	Raven’s 2 Progressive Matrices Pan European Norms	4:00 – 69:11	Pearson Assessment 2019		<p>For SASC Guidance click here.</p> <p>Available in digital form but cannot be administered remotely.</p>
Non-Verbal Reasoning	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	<p>Non- Verbal Intelligence Index is made up of:</p> <ul style="list-style-type: none"> • Odd Item Out • What’s Missing 	<p>For SASC Guidance click here.</p>

Non-Verbal Reasoning	Snijders-Oomen Non-Verbal Intelligence Test (SON-R 6-40) European Norms	6:00 – 40:11	Hogrefe Ltd 2011	4 subtests: <ul style="list-style-type: none"> • Analogies • Categories • Mosaics • Patterns 	Under review for removal from test list at the end of May 2026 due to age of test.
Non-Verbal Reasoning	Test of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Reasoning Composite is made up of: <ul style="list-style-type: none"> • Picture Analogies • Geometric Analogies 	For SASC Guidance click here .
Non-Verbal Reasoning	Test of Nonverbal Intelligence: Fourth Edition (TONI-4) US Norms	6:00 – 89:11	PRO-ED, Inc 2010	60 items	Under review for removal from test list at the end of May 2026 due to age of test.
Non-Verbal Reasoning	Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK) Psychologists Only UK Norms	16:00 – 90:11	Pearson Assessment 2010	Perceptual Reasoning is made up of: <ul style="list-style-type: none"> • Block Design • Matrix Reasoning • Visual Puzzles • Optional: Figure Weights and Picture Completion 	Under review for removal from test list at the end of May 2026 due to age of test.
Non-Verbal Reasoning	Wechsler Abbreviated Scale of Intelligence: Second Edition (WASI-II) Psychologists Only US Norms	6:00 – 90:11	Pearson Assessment 2011	Visual Ability is made up of: <ul style="list-style-type: none"> • Block Design • Matrix Reasoning. 	Under review for removal from test list at the end of May 2026 due to age of test.
Non-Verbal Reasoning	Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V^{UK}) Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	Fluid Reasoning and Visual Spatial Perceptual Reasoning is made up of: <ul style="list-style-type: none"> • Matrix Reasoning • Figure Weights • Block Design 	

				<ul style="list-style-type: none"> • Visual Puzzles • Optional subtest of Picture Concepts 	
Non-Verbal Reasoning	Wide Range Intelligence Test (WRIT) US Norms	4:00 – 85:11	Pearson Assessment 2000	Visual Ability Composite is made up of: <ul style="list-style-type: none"> • Matrices • Diamonds 	The WRIT will be withdrawn from this list on 1 st January 2026. There will be a grace period of 12 calendar months after this date for continuing to use the WRIT. The grace period will end on 31 st December 2026.
Non-Verbal Reasoning	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90.11 +	Riverside Insights 2014	Fluid Reasoning Cluster is made up of: <ul style="list-style-type: none"> • Number Series • Concept Formation 	For SASC Guidance click here .

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)
Graded Single-Word Reading (untimed)	Academic Achievement Battery (AAB) 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 here .
Graded Single-Word Reading (untimed)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Letter and Word Recognition	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Single Word Reading Test (SWRT) UK Norms	6:00 – 16.11	GL Assessment 2007	Single Word Reading	Under review for removal from test list at the end of May 2026 due to age of test. Sold to schools. Also, to independent assessors as part of YARC Primary / Secondary (2007).

Graded Single-Word Reading (untimed)	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11 5:00 – 9.03	Western Psychological Services 2024	TOD-C Basic Skills Reading Composite should be used which is made up of: <ul style="list-style-type: none"> • Irregular Word Reading • Pseudoword Reading TOD-E Letter and Sight Word Recognition	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK}) UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Word Reading	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III^{UK}-T) UK Norms	4:00 – 25:11	Pearson Assessment 2018	Word Reading	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Wide Range Achievement Test: Fifth Edition (WRAT5) US Norms	5:00 – 85.11 +	Pearson Assessment 2017	Word Reading	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Woodcock-Johnson IV Tests of Achievement: UK & Ireland Edition (WJ IV ACH) US Norms	2:00 – 90.11 +	Riverside Insights 2014	Letter-Word Identification	For SASC Guidance click here .
Graded Single-Word Reading (untimed)	Woodcock Reading Mastery Tests: Third Edition (WRMT-III) US Norms	4:06 – 79:11	Pearson Assessment 2011	Letter Identification (4:06 to 6:11) Word Identification (6:00 to 79:11)	Under review for removal from test list at the end of May 2026 due to age of test.

Non-word Reading (untimed)	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Nonsense Word Decoding	For SASC Guidance click here .
Non-word Reading (untimed)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Nonsense Word Decoding	For SASC Guidance click here .
Non-word Reading (untimed)	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11 5:00 – 9.03	Western Psychological Services 2024	TOD-C Pseudoword Reading This test should be combined with the Irregular Word Reading test to form the TOD-C Basic Reading Skills Composite. TOD-E Sounds and Pseudowords	For SASC Guidance click here .
Non-word Reading (untimed)	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK}) UK Norms	4:00 – 25:11 (UK Norms) 26:00 + (US Norms)	Pearson Assessment 2017	Pseudoword Reading	For SASC Guidance click here .
Non-word Reading (untimed)	Woodcock-Johnson IV Tests of Achievement: UK & Ireland Edition (WJ IV ACH) US Norms	2:00 – 90.11 +	Riverside Insights 2014	Word Attack	For SASC Guidance click here .
Non-word Reading (untimed)	Woodcock Reading Mastery Tests: Third Edition (WRMT-III) US Norms	4:06 – 79:11	Pearson Assessment 2011	Word Attack	Under review for removal from test list at the end of May 2026 due to age of test.

Speeded Sight-word Reading (timed)	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Isolated Word Reading Fluency Irregular Word Reading Fluency	For SASC Guidance click here .
Speeded Sight-word Reading and Non-word Decoding (timed)	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Single Word Reading Single Non-Word Reading	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Speeded Sight-word reading and Non-word Decoding (timed)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Word Recognition Fluency Decoding Fluency	For SASC Guidance click here .
Speeded Sight-word reading and Non-word Decoding (timed)	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Decoding Efficiency Composite is made up of: <ul style="list-style-type: none"> • Rapid Irregular word Reading • Rapid Pseudoword Reading 	For SASC Guidance click here .
Speeded Sight-word reading and Non-word Decoding (timed)	Test of Word Reading Efficiency: Second Edition (TOWRE-2) US Norms	6:00 – 24:11	PRO-ED, Inc 2012	Total Word Reading Efficiency Index is made up of: <ul style="list-style-type: none"> • Sight Word Efficiency 	4 parallel forms.

				<ul style="list-style-type: none"> Phonemic Decoding Efficiency 	
Reading Comprehension of Continuous Prose (silent and aloud)	Adult Reading Test: Second Edition (ART2) UK Norms	16:00 – 64:00	Ann Arbor Publishers 2016	Reading Comprehension, silent and aloud	
Reading Comprehension of Continuous Prose (silent)	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Silent Reading Fluency: Comprehension and Silent Reading Fluency: Rate	For SASC Guidance click here.
Reading Comprehension of Continuous Prose (aloud)	Gray Oral Reading Tests: Fifth Edition (GORT-5) US Norms	6:00 – 23:11	PRO-ED, Inc 2012	Oral Reading Index is made up of: <ul style="list-style-type: none"> Reading Rate Reading Accuracy Reading Fluency Reading Comprehension 	2 parallel forms
Reading Comprehension of Continuous Prose (aloud)	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Reading Comprehension	For SASC Guidance click here. Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.

Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Reading Comprehension	For SASC Guidance click here .
Reading Comprehension of Continuous Prose (silent)	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Silent Reading Efficiency	For SASC Guidance click here .
Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK}) UK Norms	4:00 – 25:11 (UK Norms) 26.00 + (US Norms)	Pearson Assessment 2017	Reading Comprehension	For SASC Guidance click here .
Reading Comprehension of Continuous Prose (silent - but can read aloud if the individual prefers this)	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK-T}) UK Norms	4:00 – 25:11	Pearson Assessment 2018	Reading Comprehension	For SASC Guidance click here .
Reading Comprehension (aloud)	York Assessment of Reading for Comprehension (Early)	4:00 – 7:11 (Early years) 5:00 – 11:11 (Primary)	GL Assessment 2009	Reading Comprehension	Under review for removal from test list at the end of May 2026 due to age of test.

	Years and Primary) (YARC) UK Norms				
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	Under review for removal from test list at the end of May 2026 due to age of test.
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 here.
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 here.
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 here.
Continuous Prose Reading to examine Reading	Wechsler Individual Achievement Test: Third Edition (WIAT-III^{UK})	4:00 – 25:11 (UK Norms)	Pearson Assessment 2017	Oral Reading Fluency: includes standardised	For SASC Guidance click here.

Speed, Accuracy and Fluency	UK Norms	26.00 + (US Norms)		measures of accuracy, speed and overall fluency	
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Wechsler Individual Achievement Test: Third Edition UK for Teachers (WIAT-III^{UK}-T) 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 here .
Continuous Prose Reading to examine Reading Speed, Accuracy and Fluency	Woodcock-Johnson IV Tests of Achievement: UK & Ireland Edition (WJ IV ACH) US Norms	2:00 – 90.11 +	Riverside Insights 2014	Oral Reading	For SASC Guidance click here . This test does not cover reading speed or reading fluency.
Additional tests to examine Reading Speed (sentences)	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Silent Reading Fluency	For SASC Guidance click here .
Additional tests to examine Alphabetic Knowledge/ Letter - Sound Correspondence	Tests of Dyslexia - Early (TOD-E) US Norms	5.00 – 9.03	Western Psychological Services 2024	Letter and Sound Knowledge	For SASC Guidance click here .

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	Academic Achievement Battery (AAB) 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 here .
Graded Single-Word Spelling	Feifer Assessment of Writing (FAW) US Norms	4:00 – 22:11	PAR, Inc 2020	Isolated Word Spelling	For SASC Guidance click here .
Graded Single-Word Spelling	Helen Arkell Spelling Test 2 (HAST-2) UK Norms	5:00 – Adult	Helen Arkell Dyslexia Centre 2012	Single word spelling	2 parallel forms
Graded Single-Word Spelling	Intelligence and Development Scales 2nd Edition (IDS2) UK Norms	5:00 – 20:11	Hogrefe 2021	Spelling	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of

					enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Graded Single-Word Spelling	Kaufman Test of Educational Achievement 3rd Edition (KTEA3) US Norms	4:00 – 25:11	Pearson 2014	Spelling	For SASC Guidance click here .
Graded Single-Word Spelling	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Spelling Composite should be used which is made up of: <ul style="list-style-type: none"> • Regular Word Spelling • Irregular Word Spelling 	For SASC Guidance click here .
Graded Single-Word Spelling	Wechsler Individual Achievement Test 3rd Edition UK (WIAT-III^{UK}) UK Norms	4:00 – 25:11 (UK Norms) 26.00 + (US Norms)	Pearson Assessment 2017	Spelling	For SASC Guidance click here .
Graded Single-Word Spelling	Wechsler Individual Achievement Test 3rd Edition UK -T (WIAT-III^{UK}-T) UK Norms	4:00 – 25:11	Pearson Assessment 2018	Spelling	For SASC Guidance click here .
Graded Single-Word Spelling	Wide Range Achievement Test version 5 (WRAT5) US Norms	5:00 – 85:11	Pearson Assessment 2017	Spelling	For SASC Guidance click here .
Graded Single-Word Spelling	Woodcock-Johnson IV Tests of Achievement:	2:00 – 90:11	Riverside Insights 2014	Spelling (includes tests of prewriting and individual	For SASC Guidance click here .

	UK and Ireland Edition (WJIV ACH) US Norms			letter writing up to age 7:05)	
Additional tests that could be used to further investigate Spelling	Feifer Assessment of Writing (FAW) US Norms	4:00 – 22:11	PAR, Inc 2020	Homophone Spelling	For SASC Guidance click here .
Additional tests that could be used to further investigate Orthographic Skills	Test of Orthographical Competence 2nd Edition (TOC-2) US Norms	8:00 – 24:11	PRO-ED, Inc 2023	Six individual subtests: <ul style="list-style-type: none"> • Punctuation, • Abbreviations, • Sight Spelling, • Homophone Spelling, • Word Scramble, • Letter Choice. 	For SASC Guidance click here . This test yields 5 composites.
Additional tests that could be used to further investigate Orthographic Skills	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C Orthographic Processing Composite is made up of: <ul style="list-style-type: none"> • Letter and Word Choice (TOD-S) • Word Pattern Choice (TOD-C) 	For SASC Guidance click here .
Additional tests that could be used to further investigate Orthographic Skills	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:00 +	Riverside Insights 2014	Letter Pattern Matching	For SASC Guidance click here .

Prose Writing	Academic Achievement Battery (AAB) 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 here .
Prose Writing	Detailed Assessment of Speed of Handwriting 2 (DASH-2) 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 here .
Prose Writing	Feifer Assessment of Writing (FAW) US Norms	4:00 – 22:11	PAR, Inc 2020	Compositional Writing Index is made up of: <ul style="list-style-type: none"> • 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) • 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) • Copy Editing 	For SASC Guidance click here .
Prose Writing	Kaufman Test of Educational	4:00 – 25:11	Pearson 2014	Written Expression	For SASC Guidance click here .

	Achievement 3rd Edition (KTEA3) US Norms				
Prose Writing	Wechsler Individual Achievement Test 3rd Edition UK (WIAT-III^{UK}) 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 here .
Additional Tests which could be used to analyse Writing	Detailed Assessment of Speed of Handwriting 2 (DASH-2) UK, Australia and New Zealand Norms	8:00 – 25:11	Pearson 2024	Additional tasks include: <ul style="list-style-type: none"> • Copy Best • Alphabet Writing • Copy Fast There is an additional task of Graphic Speed	For SASC Guidance click here .
Additional Tests which could be used to analyse Writing	Feifer Assessment of Writing (FAW) US Norms	4:00 – 22:11	PAR, Inc 2020	Graphomotor Index: is made up of: <ul style="list-style-type: none"> • Alphabet Tracing Fluency • Motor Sequencing • Copying Speed • Motor Planning 	For SASC Guidance click here . The tests of the Graphomotor Index may help to tease apart difficulties relating to motor skills
Additional Tests which could be used to analyse writing (Sentence Writing)	Kaufman Test of Educational Achievement 3rd Edition (KTEA3) US Norms	4:00 – 25:11	Pearson 2014	Writing Fluency	For SASC Guidance click here .

Additional Tests which could be used to analyse writing (Sentence Writing)	Wechsler Individual Achievement Test 3rd Edition UK (WIAT-III^{UK}) 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 here .
Additional Tests which could be used to analyse writing (Sentence Writing)	Woodcock-Johnson IV Tests of Achievement: UK and Ireland Edition (WJ IV ACH) UK Norms	2:00 – 90:11	Riverside Insights 2014	Written Expression Cluster is made up of: <ul style="list-style-type: none"> • Writing Samples • Sentence Writing Fluency 	For SASC Guidance click here .

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)
Basic Calculation (timed) (may include: +, -, x, ÷)	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	<ul style="list-style-type: none"> • Addition fluency • Subtraction fluency 	For SASC Guidance click here . (Note: FAM screener does not include fluency tests) The tests differ from timed tests in other batteries.
		8:00 – 21:11		<ul style="list-style-type: none"> • Multiplication fluency • Division fluency 	
		4:00 – 21:11		<ul style="list-style-type: none"> • Addition knowledge • Subtraction knowledge 	
		8:00 – 21:11		<ul style="list-style-type: none"> • Multiplication knowledge • Division knowledge 	
					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.

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

Graded Computation (written, untimed)	Academic Achievement Battery (AAB) US Norms	4:00 – 85:11	PAR, Inc 2014	Calculation	For SASC Guidance click here . Starter questions relate to early number, rather than computation.
Graded Computation (written, untimed)	Basic Number Screening Test: Fifth Edition (BNST5) UK Norms	5:07 – 14:11	Hodder Education 2022	Operations +/- Operations x/÷	Awaiting publication of guidance – see SASC website for details. 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 here .
Graded Computation (written, untimed)	Key Maths 3 UK UK Norms	6:00 – 16:11	Pearson Assessment 2014	<ul style="list-style-type: none"> Addition & Subtraction Multiplication & Division 	Starting points are related to score on numeracy sub-test The manual and record forms are still available to purchase but the easels are no longer available.
Graded Computation (written, untimed)	Wechsler Individual Achievement Test: Third Edition UK (WIAT-III ^{UK}) US Norms	4:0 – 25:11 (UK Norms) US norms up to 50:11	Pearson Assessment 2017	Numeracy	For SASC Guidance click here . 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	Computation	For SASC Guidance click here .

Graded Computation (written, untimed)	Wide Range Achievement Test: Fifth Edition (WRAT5) US Norms	5:00 – 85:11+ US Norms	Pearson Assessment 2017	Math Computation	NB: This is delivered within a time limit. 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 here .
General Mathematics Attainment and Problem-Solving	Kaufman Test of Educational Achievement: Third Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson Assessment 2014	Maths Concepts & Applications	For SASC Guidance click here .
General Mathematics Attainment and Problem-Solving	Wechsler Individual Achievement Test: Third Edition UK (WIAT-III^{UK}) US Norms	4:0 – 25:11 (UK Norms) US norms up to 50:11	Pearson Assessment 2017	Maths Problem Solving	For SASC Guidance click here .
General Mathematics Attainment and Problem-Solving	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	Applied Problems	For SASC Guidance click here .
Mathematical Reasoning and Problem-solving	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Equation Building subtest	For SASC Guidance click here . This test is a multiple-choice test of problem

					solving to identify the correct equation.
Mathematical Reasoning and Problem-solving	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe 2021	Logical Mathematical Reasoning	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Mathematical Reasoning and Problem-solving	Key Maths 3 UK UK Norms	6:00 – 16:11	Pearson Assessment 2014	Basic concepts <ul style="list-style-type: none"> • Foundations of problem-solving • Applied problem-solving 	Includes some problem-solving questions Provides a composite. The manual and record forms are still available to purchase but the easels are no longer available.
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"> • Algebra • Geometry • Measurement • Data Handling 	When combined with numeracy subtest can be used to derive a composite score for Basic concepts . Includes some problem-solving and reasoning questions. The manual and record forms are still available to purchase but the easels are no longer available.

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. The manual and record forms are still available to purchase but the easels are no longer available.
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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 Automatised Naming (RAN)	Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2) US Norms	4:00 – 24:11	Pearson Assessment 2013	Rapid Non-Symbolic Naming composite (ages 4:00-6:11 only) is made up of: <ul style="list-style-type: none"> • Rapid Colour Naming • Rapid Object Naming Rapid Symbolic Naming composite (ages 7:00-24:11) is made up of: <ul style="list-style-type: none"> • Rapid Digit Naming • Rapid Letter Naming 	
Rapid Automatised Naming (RAN)	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Rapid Number Naming	For SASC Guidance click here .

Rapid Automatised Naming (RAN)	Feifer Assessment of Reading (FAR) 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 here .
Rapid Automatised Naming (RAN)	Kaufman Test of Educational Achievement 3rd Edition (KTEA-3) US Norms	4:00 – 25:11	Pearson 2014	Object Naming Facility Letter Naming Facility	For SASC Guidance click here .
Rapid Automatised Naming (RAN)	Phonological Awareness Battery, second edition (PhAB2) UK Norms	5:00 – 11:11	GL Assessment 2014	Picture Naming Digit Naming	
Rapid Automatised Naming (RAN)	Rapid Automated Naming and Rapid Alternating Stimulus Test (RAN/RAS) US Norms	5:00 – 18:11	PRO-ED, Inc 2005	Objects Colours Numbers Letters 2 Set (Letters and Numbers) 3 Set (Letters, Number, Colours)	Under review for removal from test list at the end of May 2026 due to age of test.
Rapid Automatised Naming (RAN)	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	Speeded Naming Task <ul style="list-style-type: none"> • 2 tasks (dogs and cats, trees and cars) (3:00 – 5:11) • 2 tasks (common objects, geometric shapes) (6:00 – 94:11) 	For SASC Guidance click here .
Rapid Automatised Naming (RAN)	Tests of Dyslexia (TOD) US Norms	6:00 – 89:11	Western Psychological Services 2024	TOD-C: Rapid Automatised Naming composite is made up of: <ul style="list-style-type: none"> • Rapid Letter Naming, 	For SASC Guidance click here .

		5:00 – 9:03		<ul style="list-style-type: none"> Rapid Number and Letter Naming TOD-E: Early Rapid Number and Letter Naming	
Rapid Automatised Naming (RAN)	Woodcock- Johnson Tests of Oral Language (WJIV OL) US Norms	2:00 – 90:11+	Riverside Insights 2014	Rapid Picture Naming	For SASC Guidance click here .
Rapid Automatised Naming (RAN)	Woodcock Reading Mastery Tests: Third Edition (WRMT-III) US Norms	4:06 – 79:11	Pearson Assessment 2011	Rapid Automatic Naming	Under review for removal from test list at the end of May 2026 due to age of test.
Coding, Symbol Search and Cancellation tasks	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Processing Speed factor is made up of: <ul style="list-style-type: none"> Parrots Boxes 	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Coding, Symbol Search and Cancellation tasks	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	Speeded Picture Search: <ul style="list-style-type: none"> 2 tasks (Sad Face, Happy Face) (3:00 – 5:11) 2 tasks (House, Abstract Design) (6:00 – 94:11) 	For SASC Guidance click here .
Coding, Symbol Search and	Wechsler Adult Intelligence Scale:	16:00 – 90:11	Pearson Assessment 2010	Processing Speed is made up of:	Under review for removal from test list at the end of May 2026 due to age of test.

Cancellation tasks	Fourth Edition UK (WAIS-IV^{UK}) Psychologists Only UK Norms			<ul style="list-style-type: none"> • Symbol Search (Visual perceptual and discrimination Processing) • Coding (includes visuo and fine motor coordination) • Optional: Cancellation - visual perceptual scanning skills) 	
Coding, Symbol Search and Cancellation tasks	Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-V^{UK}) Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	Processing Speed is made up of: <ul style="list-style-type: none"> • Symbol Search (Visual perceptual and discrimination Processing) • Coding (includes visuo and fine motor coordination) • Optional: Cancellation - visual perceptual scanning skills) 	
Coding, Symbol Search and Cancellation tasks	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Cognitive Processing Speed Cluster is made up of: <ul style="list-style-type: none"> • Letter-Pattern Matching 	For SASC Guidance click here .

					• Pair Cancellation.
Retrieval Fluency	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Verbal Fluency 2 timed trials	For SASC Guidance click here .
Retrieval Fluency	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Listing Words	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Retrieval Fluency	Kaufman Test of Educational Achievement 3rd Edition (KTEA3) US Norms	4:00 – 25:11	Pearson 2014	Associational Fluency	For SASC Guidance click here .
Retrieval Fluency.	Test of Information Processing Skills (TIPS) US Norm	5:00 – 90:11	American Therapy Publications 2009	Semantic Fluency <ul style="list-style-type: none"> • word lists are generated orally within one-minute spans, • word lists are written within one-minute spans. 	Under review for removal from test list at the end of May 2026 due to age of test.
Retrieval Fluency	Test of Retrieval Efficiency (TORE) UK Norms	13.00 – 18.11	Real Group Limited 2025	Total Retrieval Fluency is made up of: <ul style="list-style-type: none"> • After • Before 	Awaiting publication of guidance – see SASC website for details.

Retrieval Fluency	Woodcock Johnson Tests of Oral Language (WJIV OL) US Norms	2:00 – 90:11+	Riverside Insights 2014	Retrieval Fluency	For SASC Guidance click here .
Visual-Motor Speed	Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI) US Norms	2:00 – 100:11	Pearson Assessment 2010	Beery VMI And two supplemental subtests of <ul style="list-style-type: none"> • Visual Perception • Motor Coordination 	Under review for removal from test list at the end of May 2026 due to age of test.
Visual-Motor Speed	Detailed Assessment of Speed of Handwriting, Second Edition (DASH-2) UK Norms	8:00 – 25:11	Pearson Assessment 2024	Graphic Speed	For SASC Guidance click here .
Visual-motor speed	Developmental Test of Visual Perception Adolescent and Adult (DTVP-A:2) US Norms	11:00 – 79:11	PRO-ED, Inc 2021	Visual-motor Search Visual-motor Speed	For SASC Guidance click here .
Visual-motor speed	Intelligence and Development Scales Second Edition (IDS-2) 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 here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.

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	British Ability Scales: Third Edition (BAS3) Psychologists Only UK Norms	3:00 – 17:11	GL Assessment 2011	Recall of Digits Forwards Recall of Digits Backwards	Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Working Memory	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Numeric Capacity	For SASC Guidance click here . This is an individual subtest for digits forward only.
Verbal Working Memory	Feifer Assessment of Reading (FAR) US Norms	4:00 – 21:11	PAR, Inc 2015	Word Recall	For SASC Guidance click here .
Verbal Working Memory	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe Ltd 2021	Auditory short-term memory factor is made up of: <ul style="list-style-type: none"> Digit and letter span 	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of

				<ul style="list-style-type: none"> Mixed digit and letter span 	<p>enquiries they have received about IDS2.</p> <p>Note: Not all tests cover the entire age range.</p>
Verbal Working Memory	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	Verbal Memory	For SASC Guidance click here .
Verbal Working Memory	TAPS-4: A Language Processing Skills Assessment US Norms	5:00 – 21:11	Academic Therapy Publications 2018	<p>Auditory Memory Index is made up of:</p> <ul style="list-style-type: none"> Number Memory Forward Word Memory Sentence Memory Number Memory Reversed (Supplemental) 	For SASC Guidance click here .
Verbal Working Memory	Tests of Dyslexia (TOD) US Norms	6:00 – 89.11	Western Psychological Services 2024	<p>TOD-C Auditory Working Memory Composite is made up of:</p> <ul style="list-style-type: none"> Word Memory Letter Memory 	For SASC Guidance click here .
Verbal Working Memory	Test of Information Processing Skills (TIPS) US Norms	5:00 – 80:11	Academic Therapy Publications 2009	<p>Visual and Auditory Modality</p> <p>Delayed Recall</p> <p>Semantic Fluency</p>	Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Working Memory	Test of Memory and Learning Second Edition (TOMAL-2) US Norms	5:00 – 59:11	Pearson 2007	<ul style="list-style-type: none"> Digits forwards Letter forwards Digits backwards Letters backwards <p>There is an additional subtest of:</p>	With the Manual Imitation task (a visual sequential processing task with a manual element) these can form the Attention/Concentration Index

				<ul style="list-style-type: none"> • Memory for Stories 	
Verbal Working Memory	Wechsler Adult Intelligence Scale: Fourth Edition (WAIS-IV UK) Psychologists Only UK Norms	16:00 – 90:11	Pearson Assessment 2010	Working Memory Index is made up of: <ul style="list-style-type: none"> • Digit Span • Arithmetic • Letter-Number Sequencing 	Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Working Memory	Wechsler Intelligence Scale for Children: Fifth UK Edition (WISC-VUK) Psychologists Only UK Norms	6:00 – 16:11	Pearson Assessment 2014	Working Memory Composite is made up of: <ul style="list-style-type: none"> • Digit Span • Picture Span • Letter-Number Sequencing 	
Verbal Working Memory	Wechsler Memory Scale: Fourth UK Edition (WMS-IV UK) Psychologists Only 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).	Under review for removal from test list at the end of May 2026 due to age of test.
Verbal Working Memory	Wide Range Assessment of Memory and Learning Third Edition (WRAML-3) Psychologists Only US Norms	5:00 – 90:11	Pearson 2021	Verbal Working Memory subtest	For SASC Guidance click here .
Verbal Working Memory	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Short-term Working Memory Cluster made up of: <ul style="list-style-type: none"> • Verbal Attention • Numbers Reversed 	For SASC Guidance click here .

				There are additional subtests of: <ul style="list-style-type: none"> • Story Recall • Memory for Words 	
Phonological short-term memory	Comprehensive Test of Phonological Processing 2 (CTOPP-2) US Norms	4:00 – 24:11	Pearson 2013	Phonological Memory composite is made up of: <ul style="list-style-type: none"> • Memory for digits • Nonword repetition 	
Phonological short-term memory	Phonological Awareness Battery, second edition (PhAB2) UK Norms	5:00 – 11:11	GL Assessment 2014	Phonological Working Memory (Nonword repetition)	
Phonological Short-term Memory	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Nonword Repetition	For SASC Guidance click here .
Attention, Shifting and Inhibitory Control/Inhibition	British Ability Scales: Third Edition (BAS3) <i>Psychologists Only</i> UK Norms	3:00 – 17:11	GL Assessment 2011	Pattern construction Recognition of pictures	Under review for removal from test list at the end of May 2026 due to age of test.
Attention, Shifting and Inhibitory Control/Inhibition	Cognitive Assessment System- Second Edition (CAS2) US Norms	5:00 – 18:11	PRO-ED, Inc 2014	Attention Scale is made up of: <ul style="list-style-type: none"> • Expressive Attention • Number Detection • Receptive Attention (A minimum of 2 subtests must be administered for an Attention Scale score.	For SASC Guidance click here . Note: These subtests should not be used or reported as separate stand-alone single subtests.
Attention, Shifting and	Developmental Test of Visual Perception–	11:00 – 79:11	PRO-ED, Inc 2021	Visual motor search	For SASC Guidance click here .

Inhibitory Control/Inhibition	Adolescent and Adult, Second Edition (DTVP-A:2) US Norms				
Attention, Shifting and Inhibitory Control/Inhibition	Intelligence and Development Scales Second Edition (IDS-2) UK Norms	5:00 – 20:11	Hogrefe 2021	Divided attention Animal colours Drawing routes	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.
Attention, Shifting and Inhibitory Control/Inhibition	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90.11+	Riverside Insights 2014	Letter pattern matching Number pattern matching Pair cancellation	For SASC Guidance click here .

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 here . 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 here . Single digit. Test is no longer available to purchase.
Non-Symbolic Magnitude Processing including Estimation/Comparison	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Object Counting, Perceptual Estimation	For SASC Guidance click here .
Non-Symbolic Magnitude Processing including Estimation/Comparison	Test of Basic Arithmetic & Numeracy Skills (TOBANS) UK Norms	7:05 – 11.05	Oxford University Press 2016	Dot Comparison Dot Counting	For SASC Guidance click here . Test is no longer available to purchase.

Counting and Sequencing/Ordering Numbers	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Forward Number Count Backward Number Count Sequences.	For SASC Guidance click here.
Counting and Sequencing/Ordering Numbers	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90.00+	Riverside Insights 2014	Number series (included in fluid reasoning but can be used qualitatively)	For SASC Guidance click here.
Numerical Language	Feifer Assessment of Math (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Linguistic Maths concepts	For SASC Guidance click here.

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	British Ability Scales: Third Edition (BAS3) US Norms	3:00 – 17:11	GL Assessment 2011	Recall of objects	Under review for removal from test list at the end of May 2026 due to age of test.
Visual Working Memory	Cognitive Assessment System-Second Edition (CAS-2) US Norms	5::00 – 18:11	PRO-ED, Inc 2014	Figure Memory	For SASC Guidance click here .
Visual Working Memory	Feifer Assessment of Mathematics (FAM) US Norms	4:00 – 21:11	PAR, Inc 2016	Visual-Spatial Memory	For SASC Guidance click here .
Visual Working Memory	Intelligence and Development Scales Second Edition (IDS-2) US Norms	5:00 – 20:11	Hogrefe 2021	Shape Memory (named in manual as Visual Spatial Short-Term Memory)	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.

Visual Working Memory	Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) US Norms	3:00 – 94:11	PAR, Inc 2015	Non-Verbal Memory	For SASC Guidance click here.
Visual Working Memory	Test of Memory and Learning: Second Edition (TOMAL-2) 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.
Visual Working Memory	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Picture recognition	For SASC Guidance click here.
Spatial Processing	Test of Memory and Learning: Second Edition (TOMAL-2) US Norms	5:00 – 59:11	PRO-ED, Inc 2007	Visual Sequential Memory	
Spatial Processing	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Spatial Relations	For SASC Guidance click here.
Mental Rotation Skills	Intelligence and Development Scales Second Edition (IDS-2) US Norms	5:00 – 20:11	Hogrefe 2021	Rotated Shape Memory	For SASC Guidance click here. Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.

Mental Rotation Skills	Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG) US Norms	2:00 – 90:11+	Riverside Insights 2014	Block rotation	For SASC Guidance click here .
General Visual Perception	Beery-Buktenica Developmental Test of Visual-Motor Integration: Sixth Edition (Beery VMI) 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. Under review for removal from test list at the end of May 2026 due to age of test.
General Visual Perception	Developmental Test of Visual Perception Adolescent and Adult (DTVP-A:2) US Norms	11:00 – 79:11	PRO-ED, Inc 2021	Visual Closure Form Constancy	For SASC Guidance click here .
General Visual Perception	Developmental Test of Visual Perception, Third Edition (DTVP-3) US Norms	4:00 – 12:11	PRO-ED, Inc 2013	Visual Closure Form Constancy	For SASC Guidance click here .
General Visual Perception	Intelligence and Development Scales Second Edition (IDS-2) US Norms	5:00 – 20:11	Hogrefe 2021	Visual Processing Factor is made up of: <ul style="list-style-type: none"> • Shape Design • Washer Design 	For SASC Guidance click here . Hogrefe Ltd has a FAQ document on its website which covers a range of enquiries they have received about IDS2. Note: Not all tests cover the entire age range.