

How does DAS-II NU School-Age compare?



The Differential Ability Scales™–II Normative Update School-Age (DAS–II™ NU School-Age) provides insight into how a child processes information and supports selection of appropriate interventions and/or recommendations for the classroom and home. This individually administered test helps when assessing the cognitive abilities that are important to learning. DAS-II can be used when identifying learning and intellectual disabilities and when appraising the cognitive ability of deaf or hard-of-hearing children.

While updated school-age norms and new scoring technology are certainly exciting, the DAS–II NU School-Age has *many* added features and benefits.

View a side-by-side comparison of the evolution of the DAS–II and the benefits you’ll enjoy with this normative update.

Features	DAS-II	DAS-II Normative Update School-Age
Delivery mode	Paper-and-pencil Scoring assistant	Paper-and-pencil NEW: Q-global scoring, reporting, and digital assets
Admin Time	Core battery 45–60 minutes Diagnostic subtests 30 minutes	No change
Age Groups	2:6–17:11	No change
Forms	2 batteries: Early Years for 2:6–6:11 School-Age for ages 7:0–17:11 Note: Ages 5:0–8:11 can take either battery based on clinical need	No change: Early Years (2:6–6:11) Updated: School-Age (7:0–17:11)
Scores/Norms	Ability score Item and subtest raw scores Subtest <i>T</i> scores Cluster scores (standard scores) Composite scores (standard scores) Percentile ranks Standard errors of measurement (<i>SEMs</i>) Confidence intervals (subtest, cluster, composite) Age equivalents Discrepancy analysis (subtest, cluster, composite) Ability-achievement discrepancy and pattern of strengths and weaknesses comparisons Base rates	Early Years: no change NEW: School-Age scores Subtest <i>T</i> scores Cluster scores (standard scores) Composite scores (standard scores) <i>SEMs</i> Percentile ranks Confidence intervals (subtest, cluster, composite) Discrepancy analysis (subtest, cluster, composite) Ability-achievement discrepancy and pattern of strengths and weaknesses comparisons for KTEA™-3 Base rates

Features	DAS-II	DAS-II Normative Update School-Age
Subtests	20 subtests	No change
Clinical Studies	Intellectually gifted Intellectual disability (mild to moderate severity) Reading disorder Reading and written expression disorder Mathematics disorder Attention-deficit/hyperactivity disorder (ADHD) ADHD and learning disorder Expressive language disorder Mixed receptive-expressive language disorder Limited English proficiency Developmental risk Deaf or hard of hearing (communicate with American Sign Language [ASL])	NEW: Intellectually gifted Mild intellectual disability Autism spectrum disorder with language impairment Updated: Reading disorder Reading and written expression disorder Mathematics disorder ADHD ADHD and learning disorder Expressive language disorder Mixed receptive-expressive language disorder English learners Deaf or hard of hearing (communicate with ASL)
Validity Studies	Retest DAS™ WISC®-IV WPPSI®-III Bayley-III® WJ® III WIAT®-II (linked with this for ability achievement discrepancy) KTEA™-II BBCS-4:R Ready to Learn	NEW: DAS™-II KBIT™-2 Revised PPVT™-5/EVT™-3 WRAML3 Updated: Retest KTEA™-3 WISC®-IV WJ III