

Authors	N	M (SD) age (yrs) at implant	M (SD) age (yrs) at test	M (SD) duration of use (yrs)	Assessment/task	M (SD) ^a	Statistical analyses	Primary finding	r ^a
Ching et al. (2014)	62	NR	“soon after turning 5 years of age”	NR	WJ-III DRB: Letter name knowledge Word Identification Word Attack	13.3 (15) 103.4 (103.5), 115.5 (110.5)	Multiple regression	Earlier implantation associated only with Word Identification	NR
Sarant et al. (2015)	44	1.51 (0.72)	8.72 (0.24)	NR	WIAT-II: Mathematics Reading Writing	85.52 (16.72), 91.70 (17.25), 96.66 (16.48)	Correlation, Multiple regression	Earlier implantation associated only with higher reading scores; difference eliminated when other factors controlled	-.09 -.31 -.07

Note. NR = not reported; PIAT = Peabody Individual Achievement Test–Revised; WRMT = Woodcock Reading Mastery Test; TORC = Test of Reading Comprehension; WJ-III DRB = Woodcock-Johnson III Diagnostic Reading Battery; WIAT-II = Wechsler Individual Achievement Test–Second Edition.
^aMultiple Ms (SDs) listed correspond to the order of assessments/tasks; multiple correlation coefficients listed correspond to the order of primary findings.

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