



Florida Assessments for Instruction in Reading, Aligned to the Florida Standards in English/Language Arts

FAIR–FS

Grades K - 2

Grades 3 – 12



FCRR
FLORIDA CENTER for READING RESEARCH

The FAIR-FS is a comprehensive system designed to:

- Predict students' literacy success and, for those found to be at risk:
- To diagnose weaknesses, and
- Set instructional objectives.
- Because FAIR-FS is administered 3 times per year, it can be used to monitor growth in literacy skills for the purposes of revising instructional objectives.

Development of the **FAIR-FS**





Components of Reading Comprehension

- Word Recognition
- Language Comprehension (vocabulary knowledge; syntactic knowledge)
- World Knowledge
- Motivation
- Cognitive Abilities (e.g., working memory, executive functions)



Background and Research Foundation for FAIR-FS

- Explicit instruction in the alphabetic principle
- Alphabetic principle + meaning = comprehension
- Importance of oral language skills
- Efficiency (maximize amount of valid info/minimize testing time)
- Alignment to LAFS



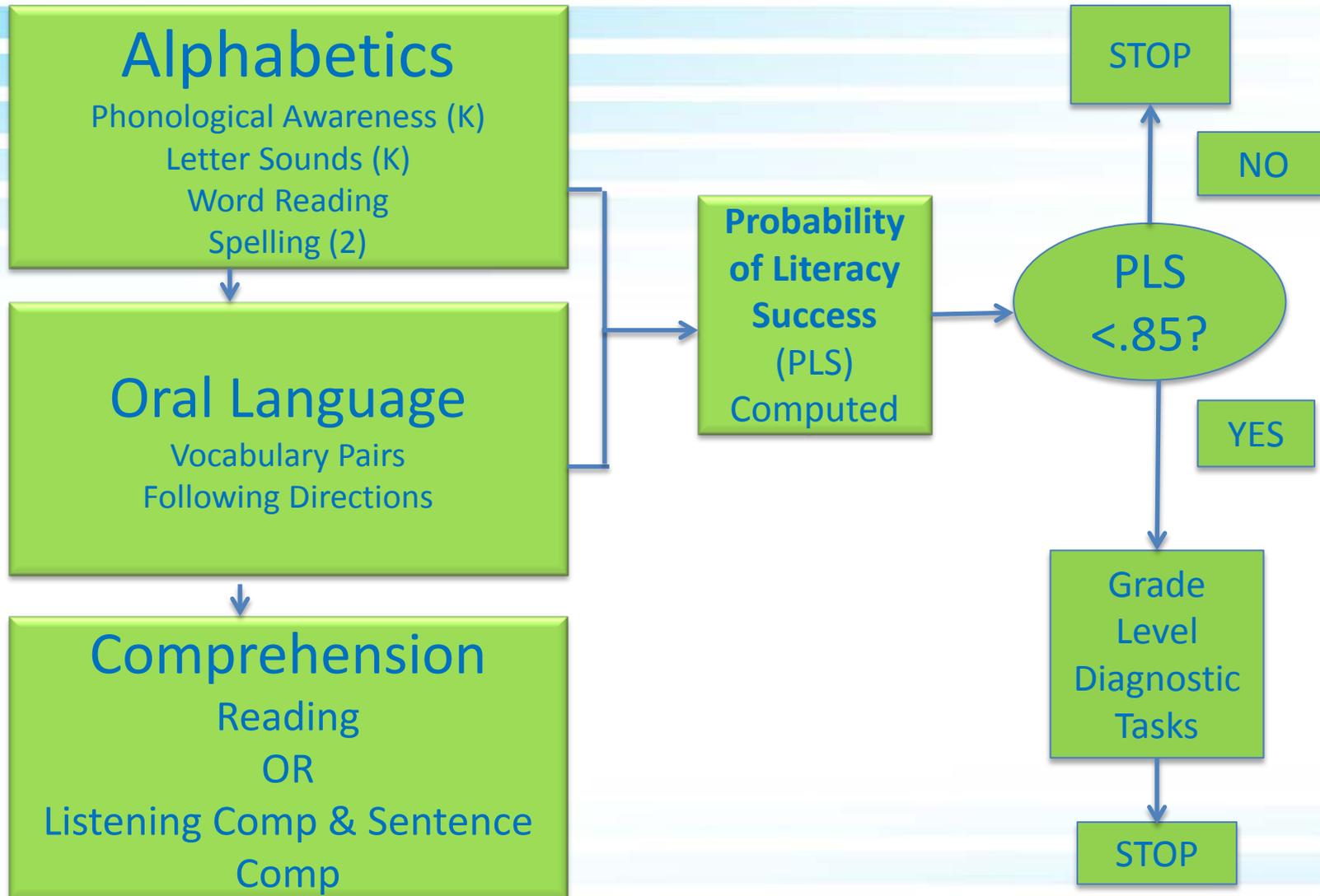
Efficiency & Reliability

- The FAIR-FS utilizes Computer Adaptive functionality to:
 - Maximize the amount of information provided
 - Maximize reliability (and thus validity)
 - Minimize testing time
- Item Response Theory vs. Classical Test Theory
 - Reduces the number of items
 - Increases the reliability

Grades K-2 FAIR-FS Administration



Flow of Tasks



What's New?

FAIR '09

FAIR-FS

Format

1-on-1 with EST or AIR
Requires paper test kit

1-on-1 with computer adaptive delivery
Offline AIR format also available

Tasks

Limited number of items & tasks

Items targeted to student's ability
More oral language tasks

Comprehension

6 grade level passages per grade

26 passages available, spanning a wider
difficulty range

Score Types

Provides probability of reading success

Also measures growth in important skills

Diagnostics

17 tasks to target instruction

17 tasks administered on computer,
eliminates need for paper test kit

Screening Tasks

- Screening tasks are administered 1-on-1 and fall into 3 types:



- 1. Student and Teacher Task:** Both the assessor and student see the screen, but only the teacher uses the mouse (e.g. LS)
or
- 2. Student Task:** Both see the screen, but the student uses the mouse (e.g. FD)



- 3. Teacher Task:** Only the assessor sees the screen and uses the mouse (e.g. PA)



Screening Tasks

- All directions, practice items, & items delivered via audio
- Each task computer-adaptive
 - Reduces administration time & frustration by only administering items targeted to individual student's ability level
- Screening can be administered over several sessions if needed
 - If a task is started, ensure that task is completed before ending the session

Alphabetics

Section 1

	Kindergarten			First Grade			Second Grade		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Letter Sounds	✓	✓							
Phonological Awareness	✓	✓	✓						
Word Reading			✓	✓	✓	✓	✓	✓	✓
Spelling							✓	✓	✓

Letter Sounds

- Letter Sounds & Phonological Awareness most predictive in Kindergarten
- Student sees both uppercase and lowercase letters & pronounces sound (consonant, short vowel sound, common consonant digraph)
- Each student will respond to between 5 and 29 sounds
- Teacher marks correct/incorrect

Time estimate	1 minute
Directions	“You will see some letters on the screen. “Tell me the sound the letter makes.”
Practice item	None
Prompt	If student provides the long vowel sound, say to the student “That’s one sound that letter can make, tell me a different one.” If the student produces the correct short vowel sound, mark it as correct.
Report output	Letter Sounds Ability Score and Percentile Rank

Letter Sounds

Bb



Phonological Awareness

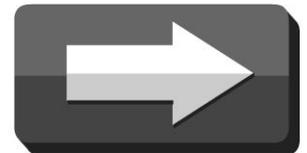
- Letter Sounds & Phonological Awareness most predictive in Kindergarten
- Student hears an audio file pronounce a word that has been broken into parts/phonemes
- Teacher marks correct/incorrect

Time estimate	1 minute
Directions	Listen as I say some words. If I say pig...tail, I know the word is pigtail.
Practice item	“What would the word be if I say cup... cake?” If correct, say: “Yes, the word is cupcake.”
Report output	Phonemic Awareness Ability Score and Percentile Rank

Phonological Awareness

Listen as I say some words.
If I say /pig/ /tail/, I know the word is pigtail.
What would the word be if I say

/cup/ /cake/



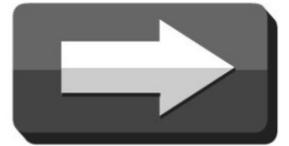
Word Reading

- Single word decoding for grades 1 and 2; also available for Kindergarten students at AP3
- One at a time, words appear on the screen for the student to pronounce; teacher indicates if the student correctly read the word (not timed)
- Computer-adaptive format allows for a wide variety of difficulty for words

Time estimate	Less than 1 minute
Directions	“Let’s see if you can read some words one at a time. Try to read each word and do the best you can.”
Practice item	None. If the student misses the first 7 words, the computer will automatically move to the next task.
Prompt	Encourage the student to take a guess if he/she is spending too much time on one word.
Report output	Word Reading Ability Score and Percentile Rank

Word Reading

the



Spelling

(Grade 2 only)

- Students will hear a word and will type to spell/sound-out the word
- To reduce frustration, this task will be computer adaptive, limiting the number of words that are too easy or too difficult
- Students will be administered a minimum of five words and a maximum of 20 words
- Score report will include student's misspellings and a guide for analyzing errors will be available in the administration manual

Time estimate	3 minutes
Directions	"I want you to spell some words. Listen carefully as each word and sentence are played aloud. Some of the words will be easy and some may be hard. Do your best to spell each word correctly."
Practice item	None; Test will discontinue if the first 7 words are misspelled.
Report output	Spelling Ability Score and Percentile Rank; Student's misspellings

Spelling

Spell the word

the



Vocabulary Pairs

- Requires students to match words that are semantically related (more reliable than expressive measures at this age)
- Student hears words pronounced and clicks the words that go together
- Some easier items have pictures

Time estimate	2 minutes
Directions	“Look at the boxes with words on the screen. Two of these go together. I will name each one and you will click on the two that go together best.”
Practice item	“Listen carefully as I name each one: book, toothbrush, toothpaste. Which two go together best?”
Report output	Vocabulary Pairs Ability Score and Percentile Rank

Vocabulary Pairs

Click the two that go together best

BLUE

TRIANGLE

YELLOW



Audio: *"Listen carefully as I name each one: blue, triangle, yellow. Which two go together best?"*



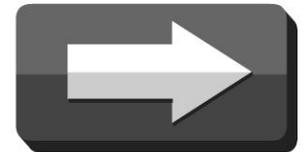
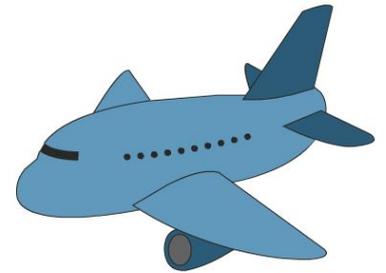
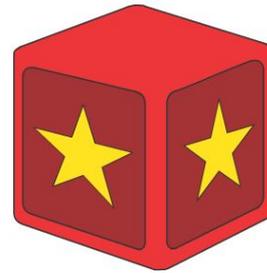
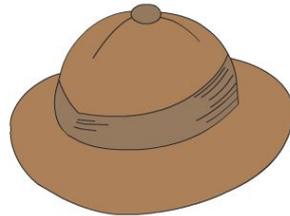
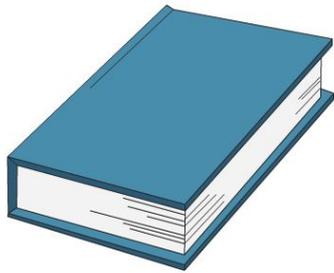


Following Directions

- Student hears a sentence with directions (may be single or multi-step) and responds by selecting or moving objects on the screen
- This type of attentional task has been found to be predictive of oral language abilities*

Time estimate	2 minutes
Directions	“Look at the pictures on the screen. You will hear a sentence and I want you to click the item named.”
Practice item	Let’s try one. Click the book. This time I want you to click the pictures in the order you hear them. Click the heart, then click the plane. For this item, you will have to move a picture. Let’s try one. Put the cat on the line.”
Report output	Following Directions Ability Score and Percentile Rank

Following Directions



Audio: "Click on the book, then click on the plane."



Listening Comprehension

(Grade K only)

- Screening task scores will be used to identify a passage of appropriate difficulty
- Passages are informational and narrative
- Five comprehension questions per passage (three explicit and two inferential)

Time estimate	5 minutes
Directions	(Listening Comprehension) “Listen while I read __(title)__. When I’m finished, I will ask you a few questions. Ready? Listen carefully.”
Practice item	None
Report output	Listening Comprehension Ability Score and Percentile Rank

Listening Comprehension

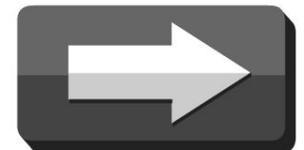
How does the story describe the grandparents' house? Name two details from the story.

Acceptable Responses

Two-story house; (Giant) front porch; (Wooden) swing

Unacceptable Responses

Big





Reading Comprehension

- Screening task scores (i.e., PLS) will be used to identify a passage the student is likely to decode
- Passages are informational and narrative
- The teacher will start a timer (on the computer) and mark miscues in order to capture fluency
- Five comprehension questions per passage (three explicit and two inferential)

Time estimate	5 minutes
Directions	(Reading Comprehension) “I would like you to read out loud for me. When you’re done, I’ll ask you some questions about what you read. Read carefully and I will use my stopwatch to tell how long it takes. The title of the story is __ (title) __.”
Practice item	None
Report output	Reading Comprehension Ability Score and Percentile Rank

Reading Comprehension (Teacher Passage Screen)

Neil Armstrong: The First Man to Walk on the Moon

Can you imagine what it would be like to fly in a spacecraft to the moon? Can you imagine what it would be like to walk on the moon's surface? Brave American astronauts have traveled to the moon. An astronaut named Neil Armstrong was the first man to walk on the moon. Neil Armstrong commanded a spacecraft that landed on the moon on July 20, 1969. The name of the

Click the Start Time button to begin

Start Time

Directions

Reading Comprehension (Teacher Passage Screen)

Neil Armstrong: The First Man to Walk on the Moon

Can you **imagine** what it **would** be like to fly in a **spacecraft** to the moon? Can you imagine what it would be like to walk on the moon's surface? Brave American astronauts have traveled to the moon. An astronaut named Neil Armstrong was the first man to walk on the moon. Neil Armstrong commanded a spacecraft that landed on the moon on July 20, 1969. The name of the

Time is running: 6s

Stop Time

Directions

Continue



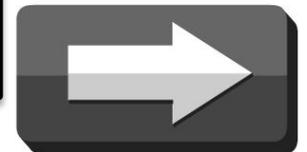
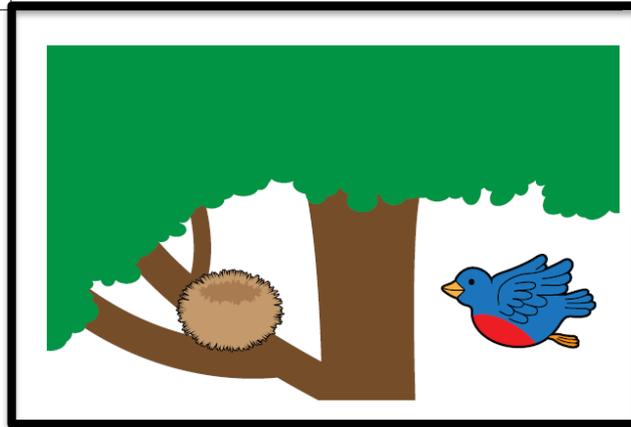
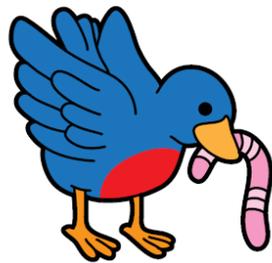
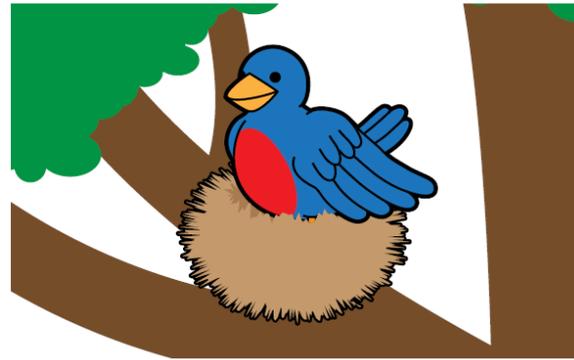
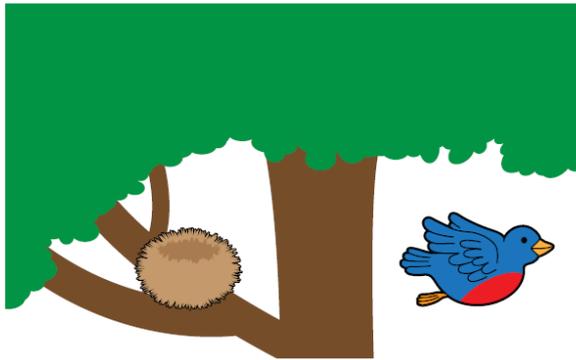
Sentence Comprehension

(Grades K and 1 only)

- Student hears a sentence and clicks the one picture (out of four) that best fits the sentence
- Syntactic abilities and listening comprehension at the sentence level is found to be an important predictor of reading comprehension*

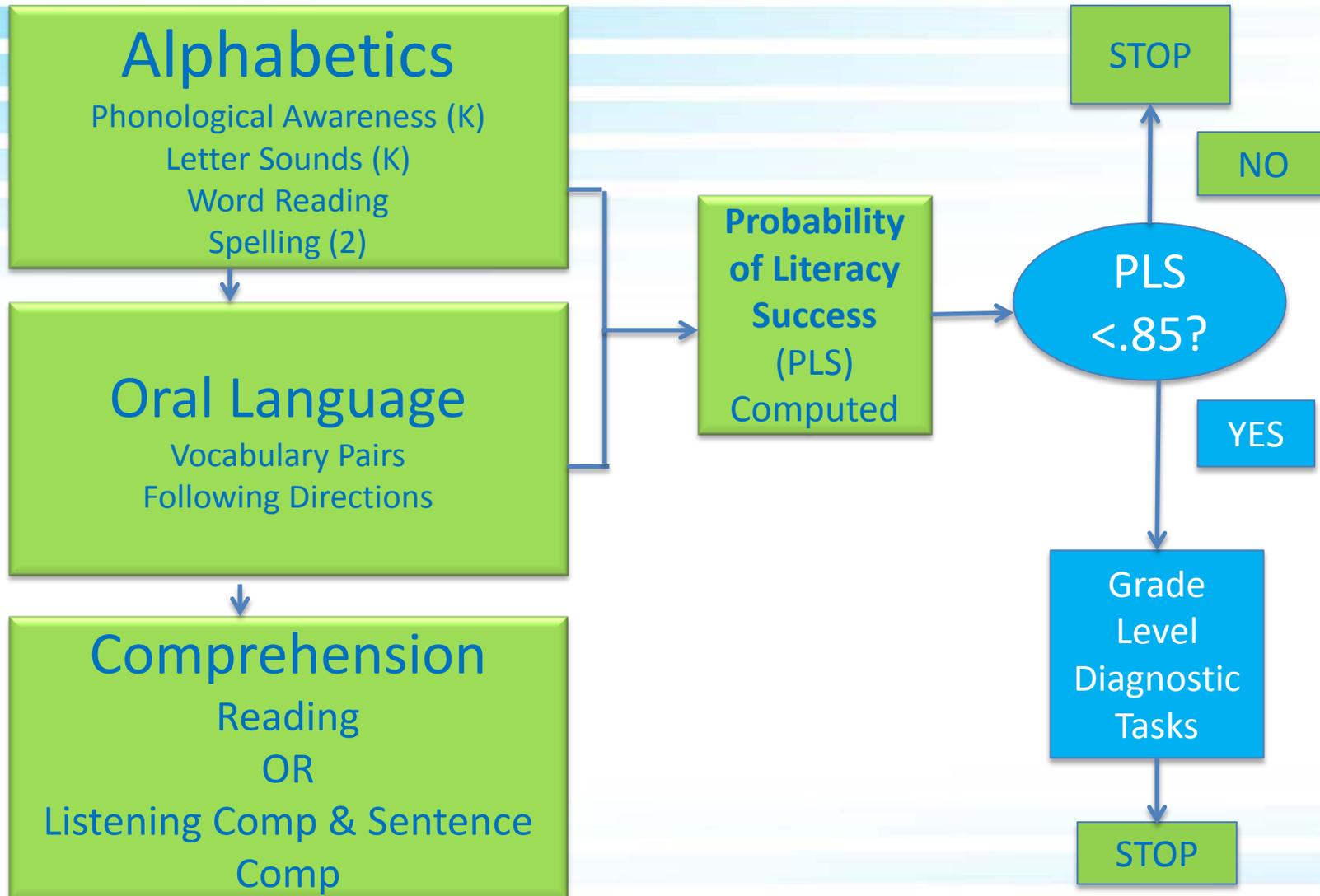
Time estimate	2 minutes
Directions	“Look at the pictures on the screen. You will hear a sentence and I want you to click the picture that best goes with the sentence.”
Practice item	“Click on The baby is crying.”
Report output	Sentence Comprehension Ability Score and Percentile Rank

Sentence Comprehension



Audio: "Click on: The bird is flying toward the nest."

Flow of Tasks



Task	Kindergarten	Grade 1	Grade 2
Print Awareness	✓		
Letter Name Knowledge	✓	✓	
Letter Sound Knowledge	✓ (AP3)	✓	
Phonological Blending		✓	
Letter Sound Connection – Initial Sounds	✓		
Letter Sound Connection – Final Sounds	✓		
Phonological Deletion – Parts and Sounds	✓		
Phonological Deletion – Initial		✓	✓
Phonological Deletion – Final		✓	✓
Word Building – Initial Consonants	✓		
Word Building – Final Consonants	✓		
Word Building – Consonants		✓	✓
Word Building – Vowels	✓	✓	
Word Building – CVC/CVCe		✓	✓
Word Building – Blends		✓	
Word Building – Blends & Vowels			✓
Multisyllabic Word Reading			✓

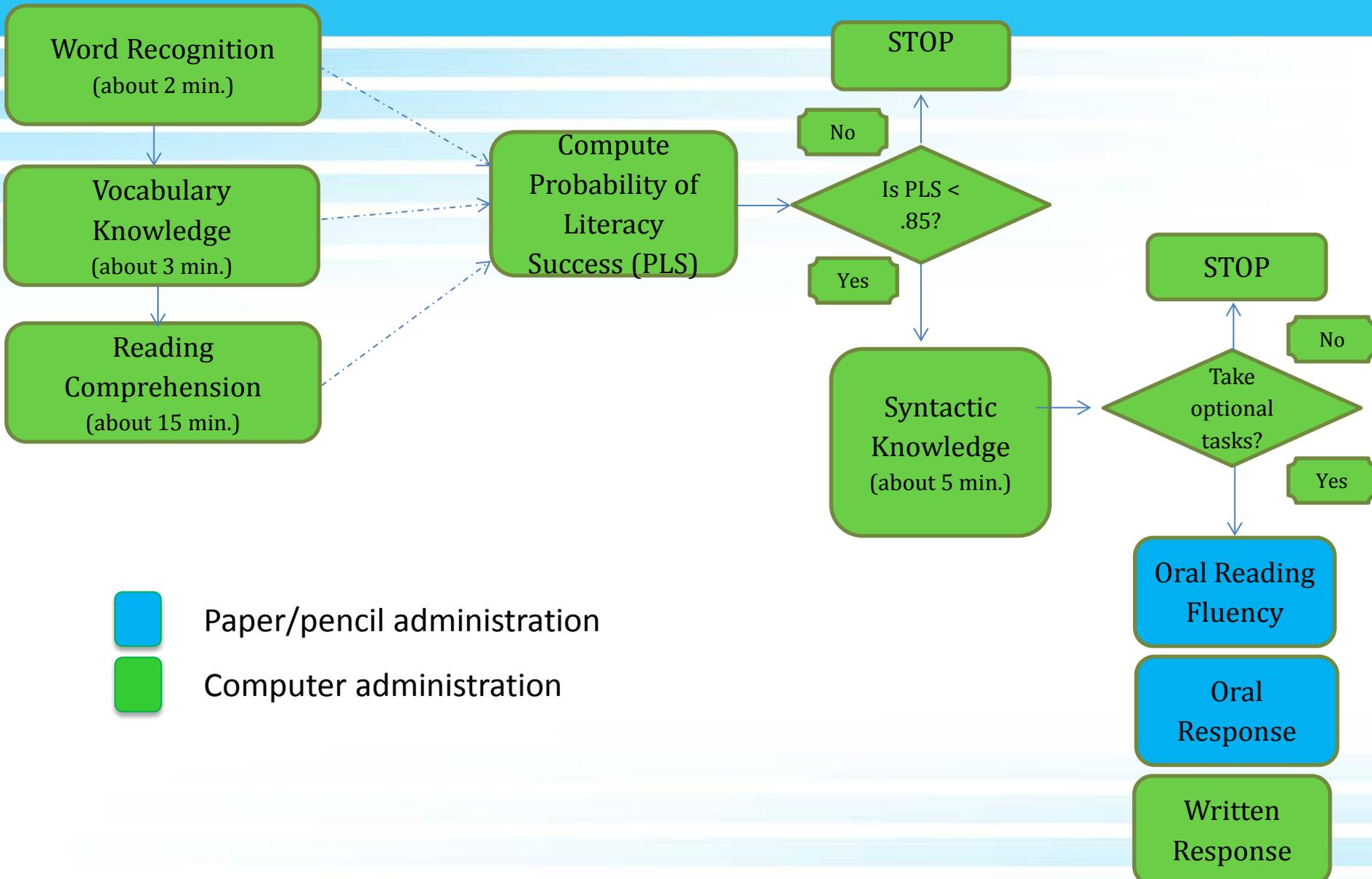


**FAIR-FS Grade 3 – 12
Administration**

How often is FAIR-FS administered?

- FAIR-FS was designed to be administered 3 times per year
 - Assessment period 1 (AP1) Fall
 - Assessment period 2 (AP2) Winter
 - Assessment period 3 (AP3) Spring

Flow of Tasks





What's New in 3 – 10?

FAIR Classic

FAIR-FS

Tasks

Reading Comprehension
Maze
Word Analysis

Word Recognition (WR)
Vocabulary Knowledge (VK)*
Syntactic Knowledge (SK)*
Reading Comprehension (RC)

RC Passage Placement

Starts with grade level passage

Ability in WR & VK determines initial passage

Probability of Success

Calculated based on RC & prior FCAT

Based on current RC, WR, & VK scores;
Predicts to SAT-10 reading comprehension

Additional tools (optional)

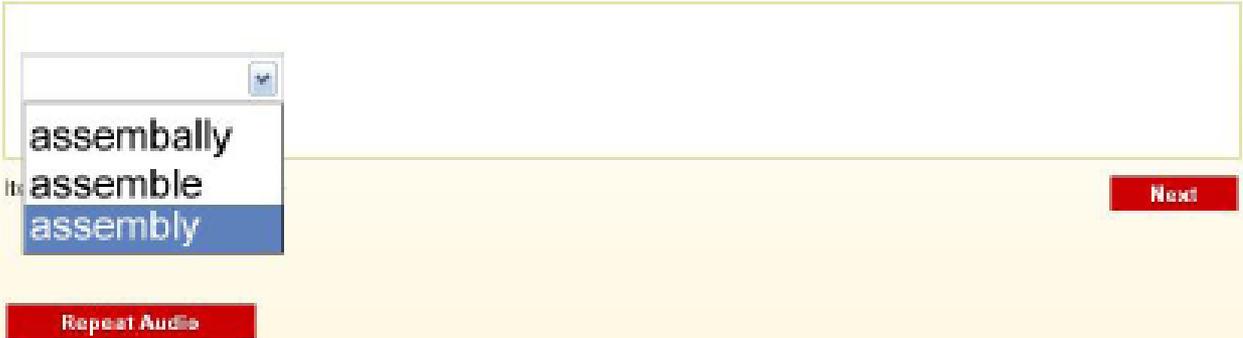
Ongoing progress monitoring
Discussion templates

Open Response Diagnostics
Ongoing progress monitoring still available

Word Recognition Task

Screen #1
Word Recognition
Task

Student L



assembly
assemble
assembly

Repeat Audio

Next



The student hears a word pronounced by the computer.



The student selects the word pronounced by the computer.

Vocabulary Knowledge

Screen #2
Vocabulary
Knowledge

Student L

In some states you can get a driver's
fourteen years old.

when you are
permission
permissive
permit



The student reads the sentence on the screen.



The student completes the sentence with 1 of 3 morphologically related words.

Reading Comprehension

Screen #3
Reading
Comprehension

- 1: What is the strongest evidence that studying the human genome contributed to the use of technology in the private sector?
- A: ELSI factors were against them.
 - B: The federal government kept all of the technology.
 - C: Grants were given for innovative research in biotechnology.
 - D: There was plenty of press coverage of cloning and genetic engineering.
- 2: According to the article, the Human Genome Project was the first “large scientific undertaking to address potential ELSI implications arising from project data.” From this statement the reader can

View Passage Only

Done



The student reads the passage, then clicks to show the questions. Questions & passage can be viewed simultaneously.



The student selects the correct response to the question.

Diagnostic: Syntactic Knowledge

(Students with PLS $<.85$ will complete this task, optional if $>.85$)

Student L

Pizza is one of my favorite foods, we only get to eat
it on special occasions.

although
as
when

Done



The student hears the sentence read by the computer.



The student selects the word that best completes the sentence.

Optional Diagnostic Tasks

- Teacher has the option to administer these tasks to students after they have completed the Syntactic Knowledge Task
- Open response items allow teacher to analyze individual students' approach to answering questions
- Tasks are mostly teacher-administered and teacher-scored
- These scores are not entered in the PMRN

Scoring and Reports



Scoring and Reports

Important note:

Reports from FAIR-FS were designed to facilitate instructional decision making including, systems level problem-solving and data-based decision making.

FAIR-FS scores are not intended to be the sole data point in determining retention or special education determination



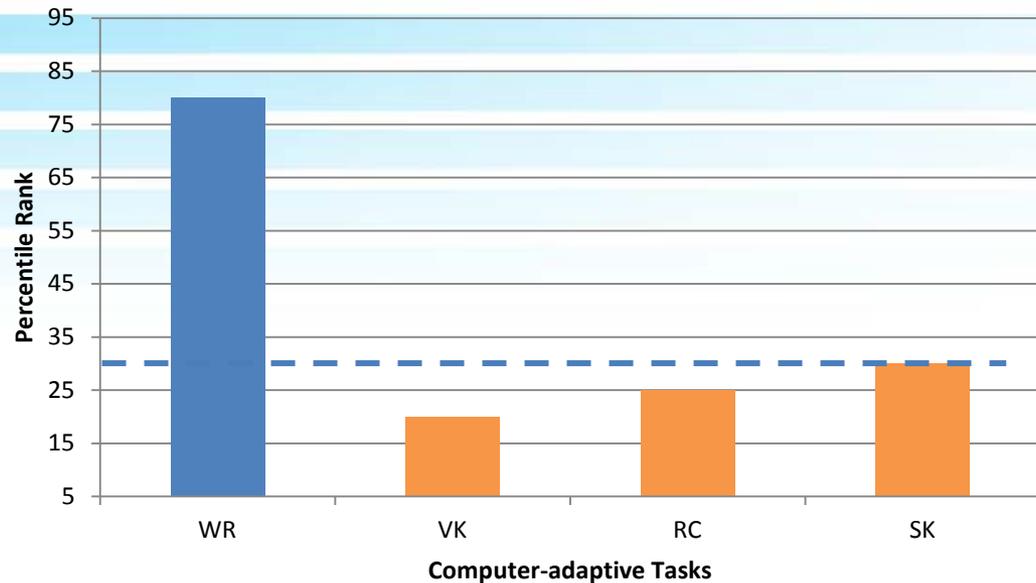
Score Reports will be available online

- Detailed reports for teachers and parents
 - Includes profile of student scores
- Graphs to show ability scores in relation to average scores for that grade level
- Computer adaptive tasks:
 - Ability scores
 - Percentile ranks
- Probability of Literacy Success

Score Types for Computer-Adaptive Tasks

Score type	What it reflects	What it does NOT reflect
Ability score	<ul style="list-style-type: none">• Quantifies a student's level of skill and reflects changes• Scale ranges from a minimal amount of skill to expert	<ul style="list-style-type: none">• Performance compared to other students• Grade-level performance
Percentile rank	<ul style="list-style-type: none">• Student's ability compared to other students in the same grade	<ul style="list-style-type: none">• Percentage of correct responses• Growth• Level of expected performance
Probability of Literacy Success	<ul style="list-style-type: none">• Likelihood the student will receive a passing score on end-of-year test	<ul style="list-style-type: none">• Growth• Previous year's end-of-year test score

Score Profile



WR= Word Recognition
VK = Vocabulary Knowledge
RC = Reading Comprehension
SK = Syntactic Knowledge

- Generally, a skill should be targeted for instruction when scoring below the 30th percentile
- The lower bars represent skills that are relative weaknesses for a student and higher bars indicate relative strengths



Informing Instruction

- Use the student's score profile and the classroom report to identify students and skills for supplemental instruction/intervention
 - Identify lower performing students from the classroom report
 - Determine instructional needs based on profiles of strengths and weaknesses:
 - Supplemental curriculum
 - Added emphasis on particular skills in small group*
 - Target skills that are relative weaknesses during center time**

For More Information

- Curriculum questions: contact your district reading office
- Technical questions:
 - See the FAIR-FS/PMRN Course (Coming Soon!)
 - Call or email the PMRN help desk
<http://www.fcrr.org/pmrn/pmrn.asp>
 - Content questions: contact Just Read, Florida! at 850-245-0503 <http://www.fldoe.org/>