## FAIR-FS is designed to measure skills of reading to guide instructional decision-making for individuals and groups of students. It is not an outcome score!

**Four Tasks:**

1. Word Recognition

2. Vocabulary Knowledge

3. Reading Comprehension

4. Syntactic Knowledge

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**FAIR-FS** **Cheat Sheet**

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## Questions to ask when reviewing FAIR-FS results:

## Which important reading skills are strengths and weaknesses for students?

## What skills should be targeted for instruction in order to improve students’ reading comprehension?

## Have our students made progress since the beginning of the school year?

## What is the likelihood that student(s) will reach end-of-year expectations?

## Questions to ask when reviewing FAIR results:

**Four types of reports:**

**School Level Reports** ---**Class Level Reports**

**Teacher Level Reports** --- **Student Level Reports**

To view reports in the PMRN, you must use the drop-down menus in the Active Header Menu (AHM) to display information on the Report

Drop-down menus **must be selected from left to right** in order of row to generate Reports (i.e. the top row drop-down menus must be selected from left to right, followed by the second row drop-down menus, etc.)

* The “Show Report” button must be clicked to generate the report
* Active drop-down menus contain black text
* Inactive drop-down menus contain grey text
* Once all active drop-down menus have been selected, Users must click the “Show Report” button
* Reports may be printed by selecting the “Print \_\_\_\_\_ Report” button
* Users may access the Report Legend by clicking the “Report Legend” button
  + Report Legends contain a visual representation of each Report element, followed by a description of each element



**Class Reports:**

The class report shows how individual students performed within each class period.

* It shows percentile ranks for each student for each task.

Percentile Ranks

|  |  |  |  |
| --- | --- | --- | --- |
| **WRT** | **VKT** | **RCT** | **SKT** |
| **96th** | **36th** | **12th** | **45th** |

* Below the 30th is a red flag for intervention.

Ability Score

|  |  |  |  |
| --- | --- | --- | --- |
| **WRT** | **VKT** | **RCT** | **SKT** |
| **838 (641)** | **556 (592)** | **460 (604)** | **630 (641)** |

* The ability score (in parentheses) is the average for the grade level in the state of Florida.
* **This is the score that is most sensitive to growth.**

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**Student Reports:**

The student report breaks down each task specifically to the individual student.

* The Bar Graph shows the percentile rank for each task for the individual student.
* The Box and Whisker Graph shows the student’s ability score. The colored boxes represent the middle 50% of students in the state on that task. The bottom is the 25th percentile. The top is the 75Th percentile. The line is at the 50th percentile.
* The dot for the Box and Whisker Graph represents your student’s score.
* **The goal is to increase the ability score.**

**Teacher Reports:**

The Teacher Report shows how your students performed as a whole.

* Click on the square with the + and it will divide your students into each of your class periods.

Median Percentile Rank

|  |  |  |  |
| --- | --- | --- | --- |
| **WRT** | **VKT** | **RCT** | **SKT** |
| **64th** | **29th** | **31st** | **10th** |
| **105** | **105** | **92** | **48** |

* The letters at the top represent the task.
* The numbers are the percentile ranking for your class as a whole. So this class outperformed 63 percent of the classes taking the Word Recognition Task in the state of Florida.
* The number below is the actual number of students tested.
* **Warning:** If your class, as a whole, scores below the 30th percentile on any task, you need to look at your overall instruction/curriculum and make some changes.

Mean Ability Score

|  |  |  |  |
| --- | --- | --- | --- |
| **WRT** | **VKT** | **RCT** | **SKT** |
| **717 (663)** | **600 (650)** | **553 (640)** | **610 (695)** |
| **105** | **105** | **92** | **48** |

* The ( ) shows the average score for the state of Florida for that particular task.