Ch. 6: Guidance Document for Using FAIR

(FCRR & FDOE)

MDCPS Office Academics, Accountability & School Improvement
2013-2014

Florida Assessments for Instruction in Reading (FAIR)

FAIR is:

- A K-2 assessment system administered to individual students 3 times a year, with electronic scoring, Adobe AIR version, and Progress Monitoring and Reporting Network (PMRN) reports linked to instructional resources.

- A 3-12 computer-based system where students take the assessments 3 times a year. Several tasks are adaptive. PMRN reports are available, linked to instructional resources.

FAIR assesses students on each of the critical elements and skills that are known to lead to success in reading. These are skills that can be assessed, and the data generated guides instruction across all RtI tiers. Instead of assessment and instruction functioning as two different aspects of learning, with the FAIR, both are brought together with teacher-friendly and technology-enhanced tools. Key elements of FAIR are:

- Primary-grade assessment targets early reading skills, and includes Vocabulary & Comprehension
- Assesses standards in K-12
- Monitors progress across periods
- Results (PRS/FSP) predict end of year performance on standardized tests (SESAT, SAT & FCAT)
- Diagnostic inventories (BDI & TDI) are linked to Florida standards and provide information for guiding instruction
- Reading comprehension & oral reading fluency data are derived from passages that are equated for difficulty, to allow for accurate progress monitoring, and comparison of student performance
- Comprehension passages in Grades 3-12 are adaptive and allows for better alignment and instructional fit for students

What is assessed in FAIR K-2?

K-2 "Big Picture" Map	
Broad Screen/Progress Monitoring Tool (BS/PMT) **ALL students**	• Letter Naming & Sounds • Phonemic Awareness • Word Reading (Grade 1 & 2; AP 3 in K)
Broad Diagnostic Inventory (BDI) **ALL students** **SOME students for Vocabulary**	• Listening Comprehension • Reading Comprehension • Vocabulary (AP 1 & AP 3) • Spelling (2nd Grade)
Targeted Diagnostic Inventory (TDI) **SOME students/SOME tasks**	• K= 9 tasks • 1st = 8 tasks • 2nd = 6 tasks
Ongoing Progress Monitoring (OPM) **SOME students**	• K-2nd Grade: TDI tasks • 1-2nd Grade: ORF

FAIR Target Passages are also identified for each benchmark period in Grades 1st & 2nd:

Target RC Passages for Grades 1 and 2 (BDI)

Grade Level	Target Passage	Passage Number	Passage Title
1st	AP 1	1	Sam the Pig
		2	Read with Me
	AP 2	3	Chores
		4	Cake
	AP 3	5	A New Ball Game
		6	Spiders are Arachnids
2nd		1	The Best Time of Year
	AP 1	2	My Sister Looks Funny
		3	Our Cat Tom
	AP 2	4	The Butterflies are Coming
	AP 3	5	Bombs Away
		6	The Great Sphinx of Giza

ter for Reading Research

6

What are the Targeted Diagnostic Skills assessed in K-2?

K-2 Targeted Diagnostic Inventory (TDI) Map

Kindergarten	• Print Awareness • Letter name and sound knowledge • Phoneme Blending • Phoneme Deletion Word Parts/Initial • Letter Sound Connection Initial • Letter Sound Connection Final • Word Building –Initial Consonants • Word Building –Final Consonants • Word Building –Medial Vowels
First Grade	• Letter Sound Knowledge • Phoneme Blending • Phoneme Deletion Initial • Phoneme Deletion Final • Word Building –Consonants • Word Building –Vowels • Word Building –CVC /CVCe • Word Building –Blends
Second Grade	• Phoneme Deletion Initial • Phoneme Deletion Final • Word Building –Consonants • Word Building –CVC /CVCe •Word Building –Blends & Vowels • Multisyllabic Word Reading

What is assessed in FAIR 3-12?

The 3-12 "Big Picture" Map		
Broad Screen/Progress Monitoring Tool (BS/PMT) **Appropriate for ALL students**	•	Reading Comprehension (RC)
Broad Diagnostic Inventory (BDI) **SOME students**	• •	Mazes Word Analysis (WA)
OPM Informal Diagnostic Toolkit (Toolkit) **SOME students**	• • • • •	Phonics Screening Inventory Oral Reading Fluency Academic Word Inventory Lexile Passages Scaffolded Discussion Templates

The Use of FAIR

Grades K-2
FAIR as the Screening Diagnostic Tool: Assessment Period (AP) 1

Broad Screen (BS)
The BS in kindergarten through second grade is comprised of multiple empirically supported predictors of reading success. The screen is designed to identify students who are not likely to be successful on the end of year outcome. The 40th percentile on the SESAT (K) or SAT-10 (grade 1 and 2) is the cut point for grade level performance. The Broad Screen provides schools with the Probability of Reading Success (PRS) score which predicts a student's percent chance of being at or above grade level by the end of the year based on the performance for that assessment period (AP) and time of year. The PRS can be used descriptively to compare class, school, or district level performance from one AP to the next.

Broad Diagnostic Inventory (BDI)

The BDI consists of the following:
- **Comprehension**: explicit/implicit questions, story grammar, situation models that increase in difficulty over grades
  - *Listening Comprehension* (K)
  - *Reading Comprehension*: scores for accuracy, fluency or words correct per minute (Grades 1 & 2)
- **Expressive Vocabulary**: measures a student's breadth and depth of vocabulary / indicates the need for vocabulary instruction.

- o In this task the student is asked to label objects, actions, or attributes and is prompted in cases where an answer requires further precision
  - Group Administered-**Spelling** (Grade 2): students' phonological and orthographic knowledge of words.

The word "broad" is used to indicate that these two measures are potentially relevant to all students in grades K-2. Students are placed into instructional-level passages based on performance on a Word Placement List that has been linked empirically to 90% accuracy in the passages. This allows for decoding to be controlled so that reading comprehension can be assessed.

Additionally, there are procedures for Kindergarten students to be placed in reading comprehension passages at AP 3 and for non-readers in Grades 1 and 2 to be placed in listening comprehension.

Both the vocabulary and spelling tasks produce a statement of the student's relative performance compared to a representative sample of students in Florida at the same grade level.

Targeted Diagnostic Inventory (TDI)

The TDI allows the teacher to follow up with students at low or moderate probabilities of success (PRS) by administering diagnostic tasks that cover the range of developmental reading skills at each grade. A criterion of 80% accuracy is expected to demonstrate mastery.

- **Kindergarten**: (optional Print Awareness task), Phonemic Blending/ Deletion/ Letter-Sound Connection & Word Building tasks.
- **Grade 1**: Phoneme Deletion & Word Building tasks
- **Grade 2**: Word Building tasks

FAIR as the Progress Monitoring Tool

Assessment Periods (APs) 2 & 3

Scores to consider when determining student progress from AP to AP and towards recommended end of year reading goals are:

- **Broad Screen/PRS**. Ask:
  - *Is the probability of reading success increasing towards end of year goals?*

- **Broad Diagnostic Inventory/BDI**. Ask:
  - *Are the LC, RC, Target Passage, # of questions correct, accuracy & fluency scores increasing towards end of year goals?*
- **Targeted Diagnostic Inventory/TDI**. Ask:
  - *Are students showing mastery (ME) in increasingly complex tasks along the early reading continuum?*
  - *Are the tasks in which students scored below expectations (BE) changing to met expectations (ME)?*

To further analyze progress from AP to AP, it is essential to look at the median scores and the distribution of these scores to compare one AP to the next. A school can look at the School/Class Progress Reports to examine the distribution to determine if there was an increase in the median score and/or if the distribution shifted to the right, with more students demonstrating higher scores (example below)

A district wide analysis of previous year FAIR data in Miami-Dade County Public Schools has been conducted to provide district median scores and average response rates by grade level. This data is reflected in the RtI Guide Chapter 8: Appendix D "Data for Goal Setting & Response Evaluation (http://rti.dadeschools.net/pdfs/RtI_Guide/Ch8-school-site_year_at_a_glance.pdf).

These data charts allow schools to review district average response rates as well as minimum positive response rates by grade levels. These rates along with grade level standards can guide schools during the gap analysis and goal setting process during Problem Identification of the 4-step problem solving process.

Analyzing Progress at the Student Level

Ongoing Progress Monitoring: OPM tasks consist of multiple probes that represent the tasks in the *Targeted Diagnostic Inventory* that can be administered in between Fall (AP 1), Winter (AP 2), and Spring (AP 3) assessment periods to provide more frequent monitoring of student progress. These K-2 FAIR scores between AP1-AP2-AP3 allow us to consider whether students or groups of students are closing the gap and reaching the goals set by the school's RtI problem solving team.

The skills assessed at each AP are progressively more difficult, and therefore multiple data (i.e. OPM) points should be considered when looking descriptively at progress for individual students. These data points, along with the PRS score, provide useful information for teachers when determining the progress that has occurred and for planning instruction to meet the needs of all students.

Guiding questions for teachers when determining individual student progress:

☐ For students with a PRS of 84% or below on previous AP:

✓ Was there an increase in the PRS score?

☐ For students with a PRS of 85% or higher on previous AP:

✓ Did the student remain in the "green success zone"?

☐ Did the student read the target passage for that AP (or a more difficult passage) with improved fluency and accuracy (wcpm and percent accuracy), and answer more comprehension questions correctly when compared to the previous AP?

☐ If the student did not read the target passage, did the student read a more difficult passage at the current AP compared to the previous AP with improved fluency and accuracy (wcpm and percent accuracy) and answer more comprehension questions correctly?

If the Targeted Diagnostic Inventory (TDI) was administered:

☐ Did the student improve performance on the TDI tasks (more responses correct)?
☐ Was the student administered additional TDI tasks due to meeting expectations on prior TDI tasks?

If Oral Reading Fluency (ORF) Ongoing Progress Monitoring was administered:

☐ Did the adjusted fluency score increase towards end of year of year goal (60 wcpm for first grade, 90 wcpm for second grade)

These questions in K-2 will help determine if there is an improvement from one AP to the next. The School Progress Report, Class Status Report, Cumulative Report, Class TDI Report, and the Student Score Detail Report are the PMRN Reports that provide the information needed to respond to the questions above. These reports will help teachers analyze the data to determine the progress made by each of their students, and plan instruction accordingly.

FAIR as an Indicator of Outcome Assessments

End of Year

FAIR can be used to determine general progress in the overall reading process during one particular school year. As a caution, schools and teachers should not use FAIR as the sole determining factor for determining grade level proficiency and placement for the upcoming school year; classroom-based formative assessments and student work should be considered strongly when determining grade level proficiency and promotion to the next grade level.

Here are some recommendations for determining if a student is proficient or meeting grade level reading standards by the end of the school year for each grade level K-2:

Kindergarten
☐ 85% or higher on the BS/PMT (Green Success Zone)
☐ Responded to 4 or 5 out of 5 questions correctly on the Listening Comprehension or Reading Comprehension task
☐ If Vocabulary was administered, scored in the average range (40th-60th percentile)

1st Grade
☐ 85% or higher on the BS/PMT (Green Success Zone)
☐ Read the target passage for AP3 with fluency (60 wcpm) and accuracy (95% or above), and responded to most (4 or 5 out of 5) questions correctly
☐ If Vocabulary was administered, scored in the average range (40th-60th percentile)

2nd Grade
- ☐ 85% or higher on the BS/PMT (Green Success Zone)
- ☐ Read the target passage for AP3 with fluency (90 wcpm) and accuracy (95% or above), and responded to most (4 or 5 out of 5) questions correctly
- ☐ If Vocabulary was administered, scored in the average range (40th–60th percentile)
- ☐ Consider Spelling percentile – scored in the average range (40th–60th percentile)

In summary, *FAIR was designed to inform instruction.* FAIR data are just one part of the puzzle. Teachers also bring important information from their daily instruction that must be considered when making important decisions about students' levels of proficiency.

Grades 3-12

FAIR as the Screening & Diagnostic Tool

Assessment Period (AP) 1

The Broad Screen (BS)
(*Includes a broad diagnostic component*)

The *Broad Screen* assesses the type of complex reading comprehension that is measured by the FCAT. It is a computer-adaptive test that consists of passages that vary in genre, length, and difficulty across the grades in a pattern similar to the FCAT. The Broad Screen provides the following:

- A score called the **FCAT Success Probability** score (FSP) estimating the probability that a student will be successful when taking the FCAT reading test at the end of the school year – at Level 3 and above.

- A score called the **Reading Comprehension** percentile score (RC). This score is generated from passages that a student is asked to read silently. The student begins by reading a grade level passage, then responding to FCAT like questions. Depending on the performance of the first passage, the student may receive additional passages. Since FAIR is adaptive, the grade level may fluctuate depending on student performance.

- Data that can be used at the beginning of the year to identify students who may need additional instructional supports/ interventions.

- Data that can be used during the year to estimate growth in reading ability in response to instruction.

Targeted Diagnostic Inventory (TDI)

The *Maze* Task is one of two tasks that are part of the *Targeted Diagnostic Inventory* (TDI).

- Assesses the efficiency with which students can read grade-level text with a basic level of comprehension by selecting which of three words best complete cloze items embedded within the passage.

- It can be used to determine whether students with a relatively low probability of success on the FCAT (as determined by the Broad Screen tool) have difficulties with fundamental reading skills such as:
  o accuracy, fluency or basic text comprehension
  o If a school has additional Maze probes, they can also use them to monitor progress in text reading efficiency with struggling readers if they are receiving interventions focused on accuracy, fluency, and basic comprehension skills.

The *Word Analysis* Task is also part of the TDI. It is a computer adaptive test of spelling that assesses student knowledge of:

- phonological, orthographic, or morphological information required to accurately identify words in text.

- If students have a relatively low probability of success on the FCAT, this test can provide information about the strength of their fundamental word reading skills.

- Like the Maze task, this task can also monitor student growth in the word level knowledge and skill required to accurately identify words in text.

FAIR as the Progress Monitoring Tool

Assessment Periods (APs) 2 & 3

3-12 FAIR SCORES between AP1-AP2-AP3 allow us to consider whether students or groups of students are closing the gap and reaching the goals set by the school's RtI problem solving team. Scores to consider when determining student progress from AP to AP and towards recommended end of year reading goals are:

The *Reading Comprehension* (RC) percentile score
- This score can be used descriptively to compare class or school level performance from one assessment period (AP) to the next.

- Using the *Progress Report*, schools can examine if there was an increase in the median score and/or if the distribution shifted to the right with more students having higher RC percentile scores.
- The *School Progress Report* is the best report to use for this analysis because there can be multiple APs on one report.
- To look at the median and distribution for the RC percentile and other scores for just one AP, the *School Grade Summary Report* is the best report to use.

A district wide analysis of previous year FAIR data in Miami- Dade County Public Schools has been conducted to provide district median scores and average response rates by grade level. This data is reflected in the RtI Guide Chapter 8: Appendix D "Data for Goal Setting & Response Evaluation (http://rti.dadeschools.net/pdfs/RtI_Guide/Ch8-school-site_year_at_a_glance.pdf).

These data charts allow schools to review district average response rates as well as minimum positive response rates by grade levels. These rates along with grade level standards can guide schools during the gap analysis and goal setting process during Problem Identification of the 4-step problem solving process.

Analyzing Progress at the Student Level

The *Reading Comprehension* (RC) ability score, *Word Analysis* (WA) ability score, along with the *Adjusted Maze* score are the best scores to measure progress from one assessment period (AP) to the next because they have the same metric across time.

A developmental ability score is an estimate of the absolute level of a student's ability on the test and will increase as students move up the grades. It is an estimate of ability that can range from about the 3rd grade level to the 10th grade level, and the ability score identifies where, along that interval of ability (3rd to 10th), the student falls.

This is very similar to using FCAT's developmental scale score (DSS) rather than FCAT scale score for progress. The best use of the ability score is to track a student's development on the *Reading Comprehension* and *Word Analysis* tasks. The developmental ability score for these tasks ranges from 200 – 800 with a mean of 500.

The best PMRN report to use for finding and interpreting these scores is the *Student Cumulative Report*.

Guiding questions for teachers when determining individual student progress:
- ☐ Did the RC ability score increase?
- ☐ Did the Adjusted Maze Score increase?
- ☐ Did the Word Analysis Ability Score (WAAS) increase?

FAIR as an Indicator of Outcome Assessments

End of Year

The FSP provided from FAIR is used to gauge the probability of passing FCAT with a Level 3 and above. Because it includes prior FCAT as well as current FAIR reading comprehension ability (a combination), schools must be aware that IT IS NOT the same as the other scores derived from the reading comprehension ability (i.e., percentile rank and Lexile).

- To answer the question "*What is the probability of passing FCAT at the end of the year*?" schools can use the FSP from AP2.

- To answer the question "*Has this student made progress in reading comprehension?*" use the reading comprehension ability score, and the FSP to describe proficiency from period to period to measure growth.

Because of these differences between FSP and the reading comprehension ability score, students' increases or decreases in ability scores may not be sufficient to result in a change in FSP. Students whose changes in ability scores do not result in changes in FSP need a support plan to ensure that they apply and generalize skills to new text structures.

Additional Considerations

Use of Ongoing Progress Monitoring to Improve Reading Instruction
(Prepared by the Florida Center for Reading Research: FCRR)

Within the RTI model that Florida has adopted to help plan instruction for all students, progress monitoring during the year is used to determine whether or not students are responding adequately to their current instructional environment. If their growth within their current environment is determined to be inadequate, they should experience an instructional change designed to increase their rate of progress.

Traditionally, students who are determined to be in need of more intensive interventions have their progress monitored more frequently because it is critical to identify an effective instructional environment as quickly as possible. Many teachers feel that student progress in intensive interventions should be monitored weekly, or even more frequently, in order to provide timely data on which to evaluate the effectiveness of their current instructional procedures.

However, there are different types and purposes for on-going progress monitoring (OPM), which call for a range in the frequency of administration (e.g., weekly, monthly). These factors associated with OPM are discussed in the following paragraphs.

Frequency of On-going Progress Monitoring (OPM)

This section is also outlined in Ch. 7: OPM/MDCSP RtI/MTSS Guide 2013-14.

Setting a reasonable interval for OPM actually depends on three pieces of information about the reading assessment being used:

1. How much growth on a given outcome (i.e., oral reading fluency) can be reasonably expected during a given interval of time?
2. How reliably does the assessment measure the outcome of interest?
3. How closely are the different probes of the ability equated for difficulty?

We will use oral reading fluency as an illustrative example. If normative data suggests that we can expect students in effective interventions to increase their rate of oral reading fluency by two words per week, how reliably can we detect that amount of growth by comparing performance on two passages given one week apart? Because measurement of oral reading fluency is not perfectly reliable, and since individual passage probes are typically not perfectly equated for difficulty, expected rates of growth are difficult to detect reliably across the interval of one week. Because of measurement error, a student's score can fluctuate up and down from one testing to the next in a way that makes growth difficult to detect over a short interval of time. Thus, *best practice usually requires that teachers observe performance trends across several weeks before making a decision about the effectiveness of the child's current instructional environment*.

Research recently conducted at the University of Washington by Joseph Jenkins and his colleagues (Jenkins, Graff, & Miglioretti, 2009) indicates that measuring growth with oral reading fluency probes once every 3 or 4 weeks produces just as reliable an estimate of growth over that period of time as averaging growth from weekly assessments. The findings appear robust, and they provide the possibility for a substantial savings of assessment time when using the RtI approach to guide early reading instruction. The research also showed that measurement accuracy could be improved if more than one probe was administered at each assessment period.

ORF probes administered every 3-4 weeks is just as reliable as a weekly ORF

In the **Florida Assessment for Instruction in Reading (FAIR***)* system, oral reading fluency passages have been empirically equated for difficulty, which substantially reduces the need to administer more than one passage at each assessment, since variability across passage difficulty is eliminated. Of course, measurement accuracy can be reduced if a student has an obviously bad "testing day", but that can be addressed by retesting the student under more favorable circumstances.