

3 – 12 FAIR Score Types

BS/PMT – Reading Comprehension	<ul style="list-style-type: none"> • FCAT Success Probability (FSP) - Color- coded • Percentile • Standard Score • Lexile[®] Measure and Lexile Range • Developmental Ability Score and Ability Range • FCAT Cluster Area Scores
TDI – Maze	<ul style="list-style-type: none"> • Percentile • Standard Score • Adjusted Maze Score
TDI – Word Analysis	<ul style="list-style-type: none"> • Percentile • Standard Score • Developmental Ability Score (WAAS)
OPM - (Ongoing Progress Monitoring)	<ul style="list-style-type: none"> • RC – Developmental Ability Score, Ability Range, Cluster Scores • Maze – Adjusted Maze Score • ORF (3rd – 5th) Adjusted Fluency Score

FCAT Success Probability (FSP)

- The FSP score is calculated based on the BS/PMT performance and prior year FCAT.
- The FSP score predicts a student’s chance of scoring at or above Level 3 on the FCAT at the end of the year.
- A probability is the relative possibility that an event will occur or is likely to occur.
- A .40 means that we expect this student to have a 40% chance of scoring at or above Level 3 at the end of the year on the FCAT.
 - The PMRN Reports have already converted the probability score into a percentage so you will see .40 reported as 40%

Percentile Rank

- Percentile Rank is a score given on Reading Comprehension, Maze and Word Analysis.
- Percentile ranks are derived scores that are used to rank one student’s performance in relation to a specific group (i.e., grade level peers).
- On the Florida Assessments for Instruction in Reading, the specified group was a representative sample of Florida students.
- Percentile rank is NOT a percentage score identifying how many items were answered correctly.

Standard Score

- Standard Score is a score given on Reading Comprehension, Maze and Word Analysis.
- Standard Scores are derived scores that allow comparison of raw scores by putting them on the same distribution.
- It indicates how far a particular score is from an assessment's average. It is used to compare one student’s performance to the performance of other students his/her grade.
- On the Florida Assessment for Instruction in Reading, the comparison group was a representative sample of Florida students.

Lexile[®] Measure and Lexile Range

- Lexile scores are calculated on the Reading Comprehension Task of the BS/PMT.
- The Lexile Measure represents a person's reading ability on the Lexile scale.
- This score can be used with a text Lexile in order to help predict how well a reader should comprehend a text at a specific Lexile level
- Range of Lexiles: BR-2000L (BR = Beginning Reader)
- The Lexile Range reported on FAIR is -100 and + 50 of the Lexile Measure.

Developmental Ability Score and Ability Range

- A Developmental Ability Score and Ability Range will be given on Reading Comprehension and Word Analysis (WAAS) tasks. These two scores will also be calculated on RC – Ongoing Progress Monitoring (OPM).
- 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 3rd grade level to 10th grade level, and the ability score identifies where, along that interval of ability (3rd to 10th) the student falls.
- The best use of the ability score is to track a student's development on the Word Analysis or Reading Comprehension task. Theoretically, this score should increase each time the student takes the test, if the student is growing at an acceptable rate
 - (Note: In the coming years as we gather comprehensive data from around the state, we will begin to learn what to expect in the way of changes in these scores from fall, to winter, to spring, or even across grades.)
- The Developmental Ability Score ranges from 100 – 1000 with a mean of 500.
- The Ability Range score is the standard error around the Developmental Ability Score.

FCAT Cluster Area Scores

- Cluster Area scores are calculated on the Reading Comprehension (RC) Task of the BS/PMT and RC – Ongoing Progress Monitoring (OPM).
- Each question on the Reading Comprehension passages is categorized into one of the four cluster areas:
 - Words and Phrases in Contexts
 - Main idea, Plot and Purpose
 - Comparisons and Cause/Effect
 - Reference and Research
- Based on the student's performance on the Reading Comprehension, he/she will receive a score of:
 - High (80th -99th percentile)
 - Medium (30th -79th percentile)
 - Low (Below 30th percentile)
 - Not enough information
- The questions in the Reading Comprehension task and therefore the Cluster Area Scores are passage specific. The passage difficulty level differs based on student performance so teachers should interpret these scores considering the adaptive nature of the assessment. The goal should be to help the student achieve sufficiently strong overall reading ability to allow the student to be tested on grade level passages within the adaptive framework.

Adjusted Maze Score

- The Adjusted Maze score is calculated on the TDI – Maze and OPM – Maze.
- The score reported is measured in items correct per three minutes. This score represents the student’s average performance across the two grade level passages. [Please note: this is not the same thing as a fluency score reported in words correct per minute (WCPM)]
- Adjusted Maze Scores are adjusted in two ways:
 - For the amount of time it took the student to take the measure
 - For differences in difficulty of individual passages to allow for comparison across passages.
- We can use this score to compare a student’s performance across assessment periods.

Adjusted Fluency

- Adjusted Fluency is the score that will be reported in the PMRN for Ongoing Progress Monitoring - Oral Reading Fluency passages (ORF) for grades 3-5.
- Adjusted fluency is a way to report students’ performance on an ORF task that makes the difficulty across the passages equal.
- This allows for the comparison of one student’s fluency score on passages throughout the year by putting them on the same continuum. Let’s look at an example.
Regular fluency score:
 - Student A reads Passage 1 and receives a fluency score of 47 wcpm as calculated on Student Score Sheet
 - Student A reads Passage 2, 20 instructional days later, and receives a fluency score of 49 wcpm as calculated in Student Score Sheet
- If we looked at these scores as they are, it appears the two scores indicate Student A has not increased much in fluency, but because Passage 2 is a different passage and could be more or less difficult, we can not say for sure.
- If we look at the Adjusted Fluency scores (only examples, not real data):
 - Passage 1 = 33 wcpm
 - Passage 2 = 50 wcpm
- We can now say that when we “equated” the passages for difficulty, Student A read more words correctly on Passage 2 than Passage 1.
- We can use this score to compare student performance across the year to measure incremental word reading growth.