

**Florida Assessments for Instruction in Reading  
Aligned to the Language Arts Florida Standards**

**FAIR – FS**

**Grades 3 through 12**

**Administration Manual**

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## Overview

The *Florida Assessments for Instruction in Reading* aligned to the *Florida Standards* (FAIR-FS) are screening and diagnostic tools that provide reliable information to teachers. This information is intended to guide instructional decision-making for individuals and groups of students. The FAIR-FS is a comprehensive assessment system designed to accomplish three key goals:

- to predict students' literacy success
- to diagnose weaknesses for those found to be at risk
- to help teachers set instructional objectives

Because the FAIR-FS is administered three times a year, the results can be used to monitor growth in literacy skills and to set and revise instructional objectives.

The purpose of this administration manual is to provide a description of the development of the FAIR-FS Grades 3 through 12 (3-12), including the detailed procedures for administration and the strong empirical basis for its content.

### *Audience*

This administration manual provides a detailed orientation to the assessment content and answers a variety of questions that may be considered **by an advanced user** (e.g., literacy coach, district assessment coordinator, MTSS coordinator, school psychologist, etc.). Advanced users may also find a more in-depth description of the psychometrics of the assessment in the technical manual, available in August 2014.

Users looking for a more basic understanding of administration of the FAIR-FS may wish to skim this manual or refer to specific components of the online professional development course. Users looking for click-by-click directions on accessing the assessment system and FAIR-FS reports should reference your district's professional development resources and/or the online professional development courses.

### *Organization*

For several decades, educators and psychologists have posed questions like "What makes some students so successful in learning to read?" and "What are the essential building blocks to ensuring that *all* students learn how to read?" The FAIR-FS is a by-product of research designed to answer those broader questions. The FAIR-FS was not created to serve only as a predictor of success on an end-of-year grade level assessment. Therefore, this administration manual begins with an exploration of the deep research foundation of the FAIR-FS. Next, administration of each of the tasks, in order, is described. Finally, each of the score types and the critical function of matching score profiles to instructional decisions are detailed.

## Background and Research Foundation for FAIR-FS

The tasks included in the screening portion of the FAIR-FS is based on the latest research literature on the components of reading comprehension and the format of the assessment has been specifically designed to yield a more precise and efficient assessment. Below is a summary of the key research that serves as the foundation for the screening and diagnostic assessments.

### *Learning to Read*

Learning to read requires the orchestration of knowledge and skills in numerous domains, including phonological awareness, alphabet knowledge, and concepts about print and oral language. An enormous body of research has been accumulated to guide schools in how to help students acquire the knowledge and skills they need. What is abundantly clear from research (e.g., Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Mathes et al., 2005; Simmons et al., 2008) and from consensus documents (National Research Council, 1998; National Institute of Child Health and Human Development, 2000) is that explicit instruction in the alphabetic principle (i.e., how written letters match the sounds in English) is necessary to learn to decode and to prevent reading difficulties. However, mastery of the alphabetic principle must be coupled with construction of meaning—at the word, sentence, and text level—if comprehension is to occur (Foorman & Connor, 2011; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2001). These two components, decoding and meaning (oftentimes referred to as ‘oral language’ in the research literature), comprise the well-supported Simple View of Reading.

### *Inter-relations Between Reading and Oral Language*

Oral language skills (such as syntax and vocabulary) are crucial to the construction of meaning of printed/written language and must also be addressed in assessment and in instruction. Although studies of oral language skills find differing results in the way oral language affects reading comprehension outcomes, all studies support the importance of oral language skills throughout schooling. Studies indicate that beyond third grade students’ reading comprehension is determined by their decoding abilities AND oral language skills (Storch & Whitehurst, 2002). Other more recent studies of reading comprehension provided significant evidence that both reading accuracy (i.e., decoding skill) and oral language skills predict performance on outcome measures and should be targets for instruction (Mehta, Foorman, Branum-Martin, & Taylor, 2005; Foorman, Petscher, Schatschneider, & Wagner, 2012). Evidence suggests that oral and written language skills are so interrelated with reading skills that they form a single construct and, hence, deserve equal attention instructionally.

### *Text Complexity*

Most reading researchers agree that reading is an interaction between reader, text, and the purpose for reading (RAND Reading Study Group, 2002). Much is known about individual differences between readers at the elementary level but less about such differences at the secondary level. Research on text complexity has been informed by Kintsch’s research on macro-structure (e.g., Kintsch & Rawson, 2005) and by Perfetti’s work on micro and macrostructure (Perfetti, Landi, & Oakhill, 2005). Perfetti’s model of text complexity captures both the word identification processes of phonological-orthographic (sound-letter) mapping and word meanings of the learning to read phase as well as the comprehension processes involving general and linguistic knowledge. Perfetti contrasts the literal meaning of the textbase, which is primarily linguistic (e.g., propositions derived from words in clauses and sentences) from the mental or situation model that the reader constructs inferentially through the interaction

between various text features and characteristics of the reader (e.g., prior knowledge). To make the text coherent the reader must construct propositions based on inferences extracted from the sentences (Foorman, Arndt, & Crawford, 2011). Linguistic elements that affect a text's cohesion include factors such as narrativity, word concreteness, syntactic simplicity, referential cohesion, and deep cohesion (Graesser, McNamara, & Kulikowich, 2011). Referential cohesion refers to word and pronoun overlap across text. Deep cohesion refers to the degree to which causal, logical, and temporal connectives are present. As appealing as these natural language processing factors are, there are many methodological problems to be solved before agreed upon factors are defined and convincingly shown to predict students' comprehension of text. Nonetheless, these factors have instructional utility beyond common readability formulae based on word frequency and sentence length.

### *Assessing Reading for Understanding*

Assessing students' ability to read and understand what they've read requires a systems approach that includes multiple components (Foorman & Ciancio, 2005; Foorman, Fletcher, & Francis, 2004; O'Reilly, Sabatini, Bruce, Pillarisetti, & McCormick, 2012):

- universal screening
- classroom-based formative assessments
- interim assessments administered multiple times a year to assess progress
- outcome assessment

The **purpose of screening** is to provide a general estimate of students' reading abilities. Based on screening results, students at risk of failing the end-of-year outcome assessments are identified. Then, further diagnostic assessments are administered to identify their strengths and weaknesses and to set instructional objectives. Typically the outcome is a gold standard measure of reading achievement and the cut point for passing (somewhere between the 40th and 50th percentile, depending on policy decisions) determines who receives further diagnostic assessment.

The **purpose of formative assessment** is strictly for informing day-to-day instruction and is not validated for high stakes decision-making purposes. Teachers conduct formative assessments in the context of classroom instruction to "...make students' thinking visible to both their teachers and themselves so that instructional strategies can be selected to support an appropriate course for future learning" (National Research Council, 2001, p. 4). Because formative assessments are specific to each teacher's delivery of the curriculum, data are informal and are not aggregated above the classroom level.

The **purpose of interim assessments** is to answer the question of whether students are learning from instruction and making progress in the learning progressions associated with a particular content domain (Perie, Marion, Gong, & Wurtzek, 2007). Interim assessments are typically valid and reliable measures of skill progressions that are uniform across the district or state and can be aggregated above the classroom level to inform district or state policy regarding instruction. In order for assessments to serve this policy role, it is important that they reliably measure the state standards (Torgesen & Miller, 2009) and many do not (Brown & Coughlin, 2007; Douglas & Harkness, 2011).

An **outcome assessment** is typically given one time per school year in order to determine whether students have achieved grade-level performance or improvement. These assessments may be created locally (e.g., end-of-course exams), mandated by a state agency (e.g., Florida Standards Assessment), or universally-available published tests of achievement (e.g., Iowa Test of Basic Skills or Stanford Achievement Test).

### *Florida Assessment for Instruction in Reading 2009-2014 (FAIR 2009)*

The FAIR 2009 followed the systems approach outlined above and was validated as a screening and interim assessment administered three times a year (Foorman, Torgesen, Crawford, & Petscher, 2009). In the K-2 system the teacher administered the 3-5 minute screening to individual students and received a Probability of Reading Success score (based on prediction to the SAT-10) that directed students to further diagnostic inventories. In the 3-10 system, the screening was a computer-adaptive assessment of reading comprehension that resulted in an FCAT Success Probability (FSP), in addition to an ability score. There were two diagnostic tasks: a Maze task that assessed text reading efficiency in 6 minutes and a Word Analysis task that assessed spelling in about 6 minutes (Foorman & Petscher, 2010). Additionally, there were optional ongoing progress monitoring passages for measuring fluency progress and scaffolded discussion templates for teachers to use in leading classroom discussion about a text.

### *New to FAIR-FS*

Implementation of the FAIR 2009 system over several years yielded several technical reports (posted on the FCRR website under Technical Resources <http://www.fcrr.org/FAIR/index.shtml>). Based on the data analyzed from the FAIR 2009, significant enhancements to the system were developed and studied as part of two research grants from the U.S. Department of Education's Institute of Education Sciences (IES) to Florida State University, under the direction of Principal Investigator, Dr. Barbara Foorman.

Institute of Education Sciences, USDOE (\$4,447,900), entitled "Assessing Reading for Understanding: A Theory-Based, Developmental Approach," subcontract to the Educational Testing Service for five years (R305F100005), 7/1/10-6/30/15 (Foorman, PI on subcontract).

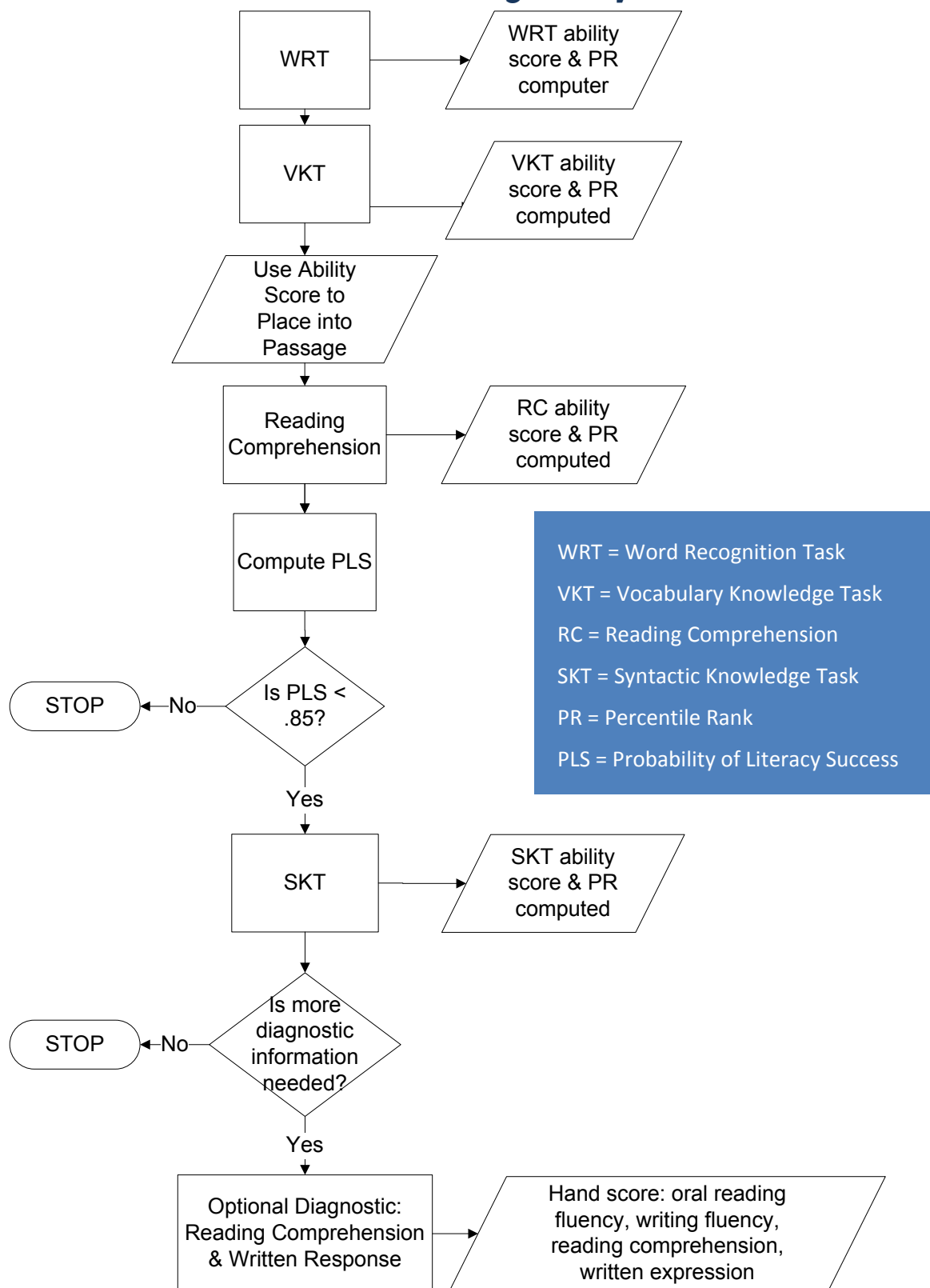
Institute of Education Sciences, USDOE (\$1,499,741), entitled "Measuring Reading Progress in Struggling Adolescents," awarded for four years, R305A1003013/1/10-2/28/14 (Foorman, PI).

Based on the discoveries within these two projects, a new assessment was created for screening and diagnosis. FCRR employed the most recent research on the component skills of reading as well as advanced statistical procedures, to create a highly reliable and valid measure of each important component reading skill. This new assessment that was developed independently by the FCRR has been licensed to the Florida Department of Education as the computer-adaptive components of the FAIR-FS.

The FAIR-FS for grades 3-12 includes several key new features. The addition of the Vocabulary Knowledge Task (VKT) and the Word Recognition Task (WRT), along with the Reading Comprehension (RC) passages in the screening assessment, represents the important component skills of reading comprehension (i.e., oral language and decoding) as well as improves the prediction of future reading comprehension. The measure of Syntactic Knowledge in the diagnostic assessment explains further variance in reading comprehension and rounds out a diagnostic profile of component skills that will inform instruction for those students at risk of not meeting expected outcomes.



## Flow of tasks for Grades 3 through 12 system



## Grades 3 – 12 Alignment of FAIR-FS Tasks with LAFS

LAFS strand	LAFS Clusters	Screen			Diagnostic			
		Vocabulary Knowledge	Word Recognition	Reading Comprehension	Syntactic Knowledge	Oral Reading Fluency	Oral Response	Written Response
Foundational Skills	Phonics & Word Recognition		✓					
	Fluency					✓		
Reading Standards for Literature	Key Ideas & Details			✓			✓	
	Craft & Structure			✓			✓	
	Integration of Knowledge & Ideas			✓			✓	
	Range of Reading			✓			✓	
Reading Standards for Informational Text	Key Ideas & Details			✓			✓	
	Craft & Structure			✓			✓	
	Integration of Knowledge & Ideas			✓			✓	
	Range of Reading			✓			✓	
Writing	Text Types & Purposes							✓
	Production & Distribution of Writing							✓
	Research to Build & Present Knowledge							
	Range of Writing							✓
Speaking & Listening	Comprehension & Collaboration	✓			✓			
	Presentation of Knowledge & Ideas							
Language	Conventions				✓			✓
	Knowledge of Language				✓			✓
	Vocabulary Acquisition and Use	✓		✓			✓	

## Screening Tasks

Screening tasks are those tasks that are generally administered to all students in a school (i.e., universal screening). In the FAIR-FS for Grades 3-12, this includes (1) the Word Recognition Task, (2) the Vocabulary Knowledge Task, and (3) the Reading Comprehension Task. In general, screening tasks are intended to be efficient indicators (i.e., require short amounts of time and very little training to administer) of which students in a school are at risk for not reaching end-of-year outcomes. Specifically, the FAIR-FS screening tasks were designed to serve two purposes:

- to provide a reliable estimate of a student’s abilities in teachable skills that contribute to success in reading comprehension
- to provide a probability of success on reaching end-of-year expectations for each student

In order to administer these tasks, a computer with access to the internet is required. The FAIR-FS is able to provide a large amount of information in a relatively short amount of administration time due to the computer-adaptive functionality of each task. The term computer-**adaptive** is not to be confused with computer-**administered**. Some assessments are administered on computer, but do not have adaptive functionality. Computer-administered assessment systems utilize a fixed item format that has a large number of items ranging from easier (low ability) items to very difficult (high ability) items. In a computer-adaptive format, the number of items and the difficulty of those items administered to a particular student differ depending on the student’s ability at the time he/she is assessed. The student’s performance on previous items determines which items are presented later. Advantages of a computer-adaptive format include:

- shorter administration time
- ability to more accurately assess students who are performing above grade level and below grade level
- potential reduction of frustration for students performing above grade level by providing harder items to those students
- potential reduction of frustration for students performing below grade level by providing easier items to those students
- increased reliability of measurement for **all** students by calculating a standard error of measurement for each student after each item is administered

For additional information regarding the computer-adaptive functionality in the FAIR-FS, refer to the technical manual.

Many of the tasks (WRT, VKT, RCT, and SKT) in the FAIR-FS was researched and created to more efficiently and accurately identify a student’s ability with each skill utilizing the computer-adaptive format.

## Considerations for Administration

If teachers would like to introduce the assessment to their students prior to assessment, student PowerPoint presentations are available on the PMRN website. In preparation for the assessment session, it is recommended that teachers have an early completion activity (e.g., reading a book) identified for those students who complete the assessment prior to the end of the class period. A majority of students will complete the assessment in 40 minutes, but some students may need to return for a second session to complete.

Previous users have noted that assessing in the computer labs is most effective when students leave their book bags and all electronic devices at a designated location in the lab prior to starting assessment. It is important that students are closely monitored during the assessment so that they do not use websites or other electronic applications to assist in their responses. Student motivation during assessment is also a critical factor in student's performance. Teachers are encouraged to emphasize the importance of this assessment in determining instructional objectives. Furthermore, students are encouraged to review their ability scores and participate in planning their learning and instructional goals. Ability scores will be the most helpful scores to share with students (see the detailed description on page 29).

## Word Recognition Task (WRT)

The Word Recognition Task assesses a student's abilities related to decode and recognize words. In this task, the student is asked to identify the word pronounced by the computer. The student will choose from a drop-down menu containing three choices. The incorrect choices (distractors) represent misspellings of the target word. **This task is not timed.**

<b><i>Time estimate</i></b>	2 minutes
<b><i>Directions</i></b>	"You are going to hear some words. Listen carefully and select the word you hear me say. Most of the words I say are real words, but some are made-up. Select the choice that best matches what you heard. If you would like to hear the word again, click on the repeat audio button."
<b><i>Practice item</i></b>	"Listen. The word is LEISURE." "Choose the word that matches what you heard me say:" LEEZURE LEASER LEISURE * "This is the correct choice." [Computer display highlights LEISURE]. "LEISURE is a real word."

	<p>“Let’s try another one. Listen. The word is MURTANT.”</p> <p>Choose the word that matches what you heard me say:”</p> <p>MERCHANT</p> <p>MURTANT*</p> <p>MURTON</p> <p>“This is the correct choice.” [Computer display highlights MURTANT].</p> <p>“MURTANT is a made-up word.”</p>
<b>Report output</b>	Ability Score and Percentile Rank

The Word Recognition Task is a critical component of the screening assessment because it helps teachers to determine a student’s facility with decoding. Many students who struggle with reading comprehension (70%) in late elementary school, middle school, and even high school, struggle with reading comprehension because they are unable to decode the words on the page (Catts, Hogan, & Adlof, 2005). This task helps the teacher identify which students need extra help with decoding. After completing the Word Recognition Task, students will take the Vocabulary Knowledge Task.

## Vocabulary Knowledge Task (VKT)

In the Vocabulary Knowledge Task, students complete a sentence with one of three morphologically related words (e.g., “In some states you can get a driver’s [permission, permissive, permit] when you are fourteen years old”). Many assessments of vocabulary simply assess student’s knowledge of a large bank of words. The advantage of the type of vocabulary task used in the FAIR-FS is that it measures students’ recognition of morphological patterns in words, which can generalize to recognition of new words. Instruction targeting the recognition of morphological patterns is the key to beginning to diminish the gap between high and low vocabulary readers (Joshi, 2005). This task can more directly inform broader instruction on the morphological knowledge essential to building vocabulary *depth* as opposed to memorization of a large corpus of isolated words in an attempt to increase vocabulary *breadth*. **This task is not timed.**

<b>Time estimate</b>	3 minutes
<b>Directions</b>	“You are going to carefully read some sentences that are missing one word. Select the word that you think best replaces the blank part of the sentence. You will not hear any audio during this task.”
<b>Practice item</b>	<p>“Choose the word that best fits in this sentence. ‘In some states you can get a driver’s [permission, permissive, permit] when you are fourteen years old.’”</p> <p>“This is the correct choice.” [Computer display highlights ‘permit’].</p>

<b>Report output</b>	Ability Score and Percentile Rank
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Vocabulary is an important area to assess as approximately 50% of students with difficulties in comprehension struggle with vocabulary (Catts, Hogan, & Adlof, 2005). Furthermore, it is important to administer a vocabulary measure in addition to a measure of reading comprehension, because the VKT uniquely predicts 9% of the variance in end-of-year outcomes in addition to prior reading, fluency, and comprehension scores (Foorman, Petscher, & Bishop, 2012). Once students complete the Vocabulary Knowledge Task, they move on to the Reading Comprehension Task.

## Reading Comprehension (RC)

After taking the WRT and VKT, students complete the Reading Comprehension assessment. The student's ability scores from the WRT and VKT are used to identify a passage targeted to that student's reading ability level. In the RC task, the student silently reads the passage (word count range is approximately 200 to 1300) and answers 7 – 9 multiple choice questions that are written to align with two strands of the Language Arts Florida Standards: the Language Strand and either Reading Informational Text or Reading Literary Text (depending on the type of passage). After responding to the 7 – 9 questions, the student's ability score is calculated. If the standard error associated with the student's ability score reaches a certain threshold (i.e., if the student's score can be predicted with a reliability of .90 or greater), the student will be finished with the screening assessment. If the student's score has not reached the desired high degree of reliability, another passage with 7 – 9 questions will be administered. This cycle may repeat twice. Many students will only have to respond to one passage, but some students may respond to as many as three passages in order to meet a precise ability estimate.

**This task is not timed.**

<b>Time estimate</b>	15 minutes
<b>Directions</b>	“Please read the passage and answer all the questions. You may read the passage silently and you can refer back to the passage whenever you need to.”
<b>Practice item</b>	None
<b>Report output</b>	Reading Comprehension Ability Score and Percentile Rank

## Diagnostic Assessment

Upon completion of the FAIR-FS screening (WRT, VKT, RC), the Probability of Literacy Success (PLS) score will be calculated. This score was designed to identify students who may need further assessment to identify specific strengths and deficits in component reading skills. Those with PLS scores at or above .85 will be prompted to ask their teacher what to do next. The teacher may choose to have the student stop after completing the screening tasks or continue to the diagnostic Syntactic Knowledge Task (SKT). If there is sufficient time left in the class period (i.e., 10 minutes or more), teachers may want to have students continue testing solely for the purpose of adding information about the students' abilities. Students scoring below .85 PLS will be prompted to continue into the Diagnostic Assessment portion, which comprises the Syntactic Knowledge Task. If teachers wish to individually administer the Optional Open Response Diagnostic Tasks with a selective group of students, they may do so at another session.

The combination of the tasks in the screening assessment (i.e., Word Recognition, Vocabulary Knowledge, and Reading Comprehension) and the Syntactic Knowledge task in the diagnostic assessment will create a full profile of a student's reading ability and areas for targeting instruction in order to improve reading comprehension. This profile of skills that are most predictive of reading comprehension abilities can be used to individualize instruction for each student or to group students with similar skill profiles for small group instruction.

### Syntactic Knowledge Task

Abilities related to syntax are important for reading comprehension, and teachers can teach students how to recognize and also produce these syntactic elements. In the syntactic knowledge task (SKT), students listen to a sentence or sentences being read and have to select from a dropdown menu which one of three words best completes a sentence. There are three types of items: connectives (e.g., because, when, although), pronoun references (e.g., it, that, which), and verb tenses.

- Connective example: Pizza is one of my very favorite foods, [although, as, when] we only get to eat it on special occasions
- Pronoun reference example: When [it, she, they] mistakenly wore mismatched shoes to school, Alicia was embarrassed.
- Verb tense example: Proper storage and careful food preparation [are, is, was] vital to avoiding dangerous toxins, viruses, and bacteria that could lead to food poisoning.

**This task is not timed.**

<b><i>Time estimate</i></b>	5 minutes
<b><i>Directions</i></b>	"You are going to hear some sentences that are missing one or two words. Listen carefully to the sentence. Select the word or words that you think best replaces the missing part of the

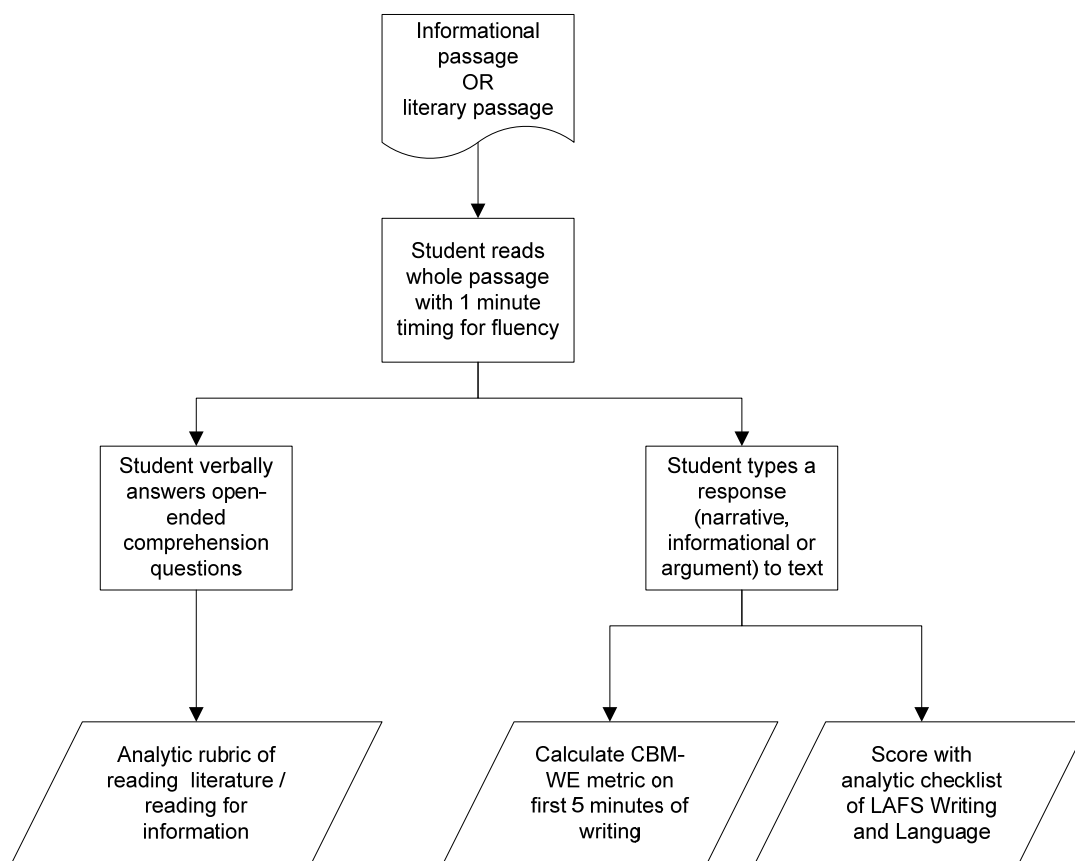
	sentence. If you would like to hear the sentence again, click on the repeat audio button.”
<b>Practice item</b>	<p>“Listen. [All this time, Finally, Suddenly], we received our food after waiting for two hours.”</p> <p>“Choose the option that best fills the blank”</p> <p>All this time, Finally, Suddenly</p> <p>“The correct choice is Finally.” [Computer display highlights FINALLY].</p> <p>“Finally, we received our food after waiting for two hours completes the sentence the best.”</p>
<b>Report output</b>	Syntactic Knowledge Ability Score and Percentile Rank

## [Optional] Open Response Diagnostic Assessment

This set of open response-type items is available to teachers who would like to analyze an individual student’s approach to answering direct questions aligned to the Language Arts Florida Standards (LAFS). This section of the assessment is intended to be descriptive in nature. The open response tasks consist of a passage and a set of assessment activities anchored to that passage that assess a variety of LAFS, including the Reading Informational Text, Reading Literary Text, Reading Foundational Skills, and Language and Writing strands. The qualitative information gained from analyzing students’ extended responses and the misconceptions evident in their responses may aid some educators in targeting day-to-day instruction for individual students. **Please note that the scores obtained from these tasks are subjective and are not validated for high stakes decision-making. These scores are intended to be used by the teacher for planning instruction and are not entered into the PMRN.**



## Steps in the open response diagnostic system



**Note:** See page 25 for a description of Curriculum Based Measurement in Written Expression (CBM-WE).

## Choosing a Text

A bank of available passages with associated tasks is available online for downloading and printing. There are 12 to 15 passages for each grade level, and the teacher can choose the passage to administer. The table in **Appendix A** lists each passage that is available for each grade level. A teacher may choose to administer a literary passage if literary text has just been addressed in the curriculum or an informational passage if informational standards have been taught recently. Or, a teacher may choose a literary or informational text for a particular student if s/he is interested in examining that individual student's facility with the literary standards or the informational standards. A teacher may also wish to choose a passage based on the type of writing s/he would like to assess. For example, if the teacher would like to evaluate a student's approach to writing an argument, the teacher may select a passage that assesses writing standard #1.

Once a passage is selected, a protocol needs to be printed containing a set of administration materials and a set of student stimuli materials. The administration materials contain:

- instructions for administration of oral reading fluency task, oral response reading comprehension questions, and written response task
- the passage with cumulative word count for each line
- instructions for scoring oral reading rate and accuracy
- rubric for scoring oral reading expression
- three oral response reading comprehension questions with space for recording the student's responses and a rubric containing a question-specific criteria and sample answers
- score summary sheet
- additionally, the teacher will need a stopwatch (preferably a timer that counts down).

The student stimuli materials contain:

- a clean copy of the passage (the student may highlight, underline, and write other notes on the passage)
- a copy of the three oral response reading comprehension questions and written response question
- additionally, teachers will need to provide a blank sheet of paper (unlined) for the student to write an outline/plan their writing or draw a graphic organizer

The tasks in the open response are mostly teacher-administered and teacher-scored. The table below delineates the components that are administered via paper-pencil and those that are computer-administered.

Task	Teacher-administered	Computer-administered	Teacher-scored	Computer-scored
Oral reading fluency	✓		✓	
Oral response comprehension	✓		✓	
Written response		✓	CIWS* & Checklist	TWW**

\*CIWS = Correct minus incorrect writing sequences

\*\*TWW = Total words written

## Administering Oral Reading Fluency

The intent for the Oral Reading Fluency task is to provide the teacher with more in-depth information regarding the student's automaticity with decoding, which addresses the three components of reading fluency in standard #4 of the Reading Foundational Skills: rate, accuracy, and expression. The student will read the passage aloud to the teacher while the teacher scores for rate and accuracy during the first minute and expression after the first minute has elapsed. The script for directions is provided here and also provided on the administration materials.

### *Directions for Oral Reading Fluency*

1. Place the story in front of the student.

2. Say directions to the student:

***I would like you to read this passage out loud for me as carefully and as well as you can. I'll use my stopwatch only for the first minute of your reading. I want you to read aloud until I tell you that you may finish reading the passage silently. Read the whole passage carefully because I will ask you some questions about it. Do you understand what we will be doing?***

If there are tables or picture captions near the beginning of the passage, inform the student that s/he does not need to read the tables or the picture captions aloud.

3. If the student seems unsure, repeat the task order: 1) Read story aloud. 2) Then answer a few questions.
4. Say to the student:  
***This story is called \_\_\_\_\_. Be sure to do your best reading. Begin here.*** Point to the first word of the text. Start the stopwatch when the student reads the first word.
5. On the examiner copy mark all errors with a slash (/) and designate self-corrections with "SC" during the first minute.
- If the student pauses for more than 3 seconds, provide the word to the student and mark it as an error.
  - If the student attempts to decode a word, wait 5 seconds before providing the correct word.
  - DISCONTINUE administration if 10 words in the first line are marked as errors.
  - At the end of 60 seconds**, place a bracket around the last word the student read and allow the student to continue reading.
6. After the first minute monitor the student's oral reading for expression (intonation/prosody). If you are confident in your rating of the student's expression after the first page, say to the student, "***You may read the rest of the passage silently. Let me know when you are finished.***"

Errors	Not Errors
Mispronunciations (including leaving off –s, –ed, and –ing; reading "talk" for talked)	Insertions of words (reading "big, bad dog" instead of "bad dog")
Omissions (leaving out a word)	Self-corrections (mark SC above the slash)
Substitutions (reading "beg" for "big")	Repetitions (re-reading a word or phrase)
Reversals (reading "Tom said" instead of "said Tom") *This counts as 2 errors; one point for each word.	Loss of place (e.g., skipping a line) *Redirect the student to correct place and keep the stopwatch running.
Hesitations longer than 3 seconds *Provide the word, mark as incorrect and proceed.	Misarticulation or dialect * f → th fumb → thumb * w → r wabbit → rabbit * da → the * warsh → wash
Proper nouns (any capitalized word) *If the student hesitates for 5 seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of proper nouns (e.g., names) do not count as errors

## Scoring Oral Reading Fluency

Reading fluency in the LAFS is described as a student’s accuracy, rate, and expression when reading aloud. This manual briefly describes the research on each of these areas of fluency and the implications for instruction based on that research.

**Accuracy** is expressed as the percentage of words read correctly by a student on a certain text (calculated as the number of words read correctly in one minute divided by the total number of words read in one minute). Students are considered to be able to read at an independent level when they read with greater than 97% accuracy, an instructional level with 93% to 97% accuracy, and a frustration level at less than 93% accuracy (Gravois & Gickling, 2002). For students at the frustration level, explicit instruction in the alphabetic principle is recommended. Improvement in accuracy through explicit instruction is an essential first step to increasing fluency rate. Schools are encouraged to have a variety of activities designed to promote mastery in the alphabetic principle and in decoding available to recommend for use with specific students or groups of students.

**Rate** refers to the number of words read correctly in one minute and is calculated by subtracting the number of errors from the total number of words read in one minute. A comfortable rate is one indicator of reading comprehension, and it is the one fluency measurement that is most highly predictive of reading comprehension. Words read correctly per minute has the added benefit of detecting small and large amounts of growth (unlike accuracy and expression). As such, it can be used to monitor a student’s progress in reading skills.

Since rate is sensitive to small changes, it is also highly sensitive to small differences in text difficulty between passages, so raw measures of rate contain error associated with differences in the text. When interpreting a student’s rate of fluency, it is recommended that teachers and reading coaches ensure that NO high stakes decisions are made based on fluency data that has not been adjusted for text difficulty (see Shapiro, 2013 for a summary of issues related to progress monitoring oral reading fluency). For the FAIR-FS, it is recommended that teachers and reading coaches use Hasbrouck and Tindal’s chart (located at [http://www.jhasbrouck.com/ORF2005\\_dataBRT.pdf](http://www.jhasbrouck.com/ORF2005_dataBRT.pdf)) for determining instructional activities in the classroom. Again, this normative comparison should not be used for high stakes decision-making. For students performing below the 25<sup>th</sup> percentile, fluency-building activities are recommended.

In order to more precisely and accurately monitor student’s progress in Oral Reading Fluency on a more frequent basis (i.e., monthly instead of three times in 1 school year), it is recommended that the ongoing progress monitoring passages released with the original FAIR (2009) be used for that purpose. These passages have been equated for text difficulty and the table with adjusted fluency scores is available at [www.fcrr.org/lookup/](http://www.fcrr.org/lookup/).

**Expression** is used to describe the “naturalness” and flow of oral reading. The LAFS uses the term ‘expression’; however, the research literature uses a broader term: ‘prosody.’ The FAIR-FS uses the term

‘expression’ but includes the elements of prosody, which are (a) the phrasing of words as revealed through intonation, stress, and pauses; (b) adherence to the author’s syntax; and (c) interjecting a sense of feeling, anticipation, or characterization (Kuhn, Schwanenflugel, & Meisinger, 2010). The FAIR-FS uses the NAEP (2002) rubric below to assess expression. This rubric can be used to determine the student’s expression as the student reads aloud. It is recommended that the assessment administrator monitor for rate and accuracy during the first minute and monitor for expression after the first minute since it would be nearly impossible to accurately monitor expression at the same time as rate and accuracy.

Students with higher abilities in reading comprehension tend to demonstrate fluent expression. Therefore, good expression is considered a *product* of high reading comprehension abilities. It is important to note, however, that there is no evidence indicating that instructing a student to “read with expression” improves reading comprehension (Kuhn et al., 2010; Schwanenflugel, Hamilton, Kuhn, Wisenbaker, & Stahl, 2004). With this in mind, it is important to note that the expression score is NOT meant to directly guide instruction. The expression score is included simply for descriptive purposes, so that educators can see the scoring rubric used in the NAEP. Furthermore, rubric scores like this one are unlikely to demonstrate growth between assessment points and should not be used to monitor growth in reading fluency.

<b>Expression</b>			
(National Assessment of Educational Progress; NAEP, 2002)			
<b>Fluent</b>		<b>Nonfluent</b>	
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation.	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

### Administering and scoring oral response comprehension questions

After the student has completed reading the passage, the teacher will ask the student three reading comprehension questions that require an oral response from the student. The student will have a copy of the passage and a copy of the questions available for reference. The teacher will have an administration copy of the passage and items and will record (i.e., write down) the student’s oral responses for each of the three oral response questions. Each of the three questions has a correct answer but requires explanation by the student. Each oral response to a reading comprehension

question is aligned to a RI standard or to a RL standard and can be scored with a rubric by the teacher at a later time.

### *Administration Instructions*

Once the student has completed the passage, place the questions page next to the passage. Say to the student:

***Now I'm going to ask you these questions about what you read. You can read along as I ask you the questions. You may also refer back to the passage at any time. I'd like you to tell me your best answer. I'm going to be writing down your response as you tell it to me.***

- a. Read the questions to the student and record the responses in the Student Response Box (you do NOT need to record the response word-for-word).
- b. The student may refer back to the passage to answer the questions.
- c. Prompt student to answer all parts of the questions. Before moving to the next question, say: ***"Are you ready for the next question?"***

The rubrics are provided on the administration copy, and each rubric ranges from a score of 4 (exceeds expectations) to 1 (not evident). The rubric criteria list the essential components that should be evident in a student's response. In addition, sample answers for each score are provided to assist in scoring. The sample answer represents one of many possible correct answers. The student's response does not need to match the sample answer to obtain a particular score. Also, students are not expected to speak in complete sentences with correct grammar to obtain the higher scores.

Please note that these scores are intended solely for the classroom teacher's use in targeting specific parts of daily instruction for that particular student. **The scores lack sufficient reliability or validity for decision-making purposes or for aggregating at the classroom or school level. Scoring, as well as interpretation and other formative uses of these scores, will be left solely to the teacher's professional judgment.**

### **Administering and scoring written response comprehension question**

Given the importance of writing and the interdependence between writing and reading skills, a measure of writing is included in this assessment. After completing the oral response reading comprehension questions, the student will respond to a comprehension question that requires a longer written response. Given the amount of time this assessment may take, this part may be administered during a second session. If administered at a second session, inform the student that he/she should re-read the passage prior to answering the question.

There are three types of written response questions that align to the three Text Types and Purposes identified in the LAFS Writing strand. Each question will be identified with the associated standard. The first type is an opinion or argument piece that aligns with Writing standard 1. The second type is an informative/explanatory piece that aligns with Writing standard 2. The third type is a narrative piece which aligns with Writing standard 3. These types were included in the FAIR-FS because all three types of writing (as well as a research piece integrating multiple texts) will be assessed by the LAFS outcome assessment. If a teacher is interested in assessing a certain type of writing for a particular student, it is recommended that the teacher use the table in Appendix A of this manual to choose a passage set that

contains a writing question targeted to the desired Writing standard. Within each grade level there are at least 3 passage sets for each writing standard.

When ready for the writing portion of the open response assessment, the student will login to the FAIR-FS web application. To be eligible to take the writing portion of the FAIR-FS, the student must have already completed the screening tasks (WRT, VKT, RC) and the syntactic knowledge diagnostic task during that assessment period. Prior to starting the web application for the writing portion, the student will need the following:

- computer with access to the web application
- headphones
- copy of the passage
- copy of the question
- blank paper for planning
- pencil

After the student logs in, the web application will automatically navigate to the written response task. On the screen the student will select from a dropdown menu the passage that s/he previously read. The screen will then display the writing question and prompt the student to confirm that this is the same question as was provided on the paper copy. The student will then be given four minutes to plan his/her response. The computer will begin the 4-minute countdown as soon as the student confirms the question. The blank sheet of paper should be used for planning. Some students will not want to use the entire four minutes to plan a response and may click the “Next” button in order to move to the writing phase early. Otherwise, the student will hear a countdown through the headphones when there are 10 seconds left for planning. Having the headphones on during the 4-minute planning period will also serve to block noise distractions that may be in the room.

Once the planning phase is complete, a blank text box will appear on the screen for the student to type the written response. The student should begin typing his/her complete response and use all appropriate conventions in writing (e.g., complete sentences with correct spelling, punctuation, and capitalization). The web application does not have spelling or grammar check or a thesaurus, and the student should not use any outside resources. This assessment is designed to assess students’ fluency without the aid of external tools because the results will be more informative to guide instruction. The student will be given 10 minutes to write. A timer will appear on the screen when 1 minute of time is remaining to alert the student to finish his/her writing or editing. If the student finishes writing and editing before 10 minutes, s/he may click the “finished” button. If the student clicks the “finish” button, a confirmation message will be displayed: “Are you certain that you would like to submit your response? Once submitted, you will not be able to return to edit your response. Are you sure that you have made all the edits you wish to make?” The average completion time for this task in all grade levels (three through ten) during pilot testing was 9 minutes.

**Note:** This task is short and not meant to fully emulate the length of the end-of-year assessment for the following reasons:

- Prior to the end-of-year assessment, longer papers that require research, revising/editing, and discussion should include ample opportunities for feedback and instruction. Given the amount of time needed for the full writing process, it is not worth losing another rich opportunity for instruction to assessment.
- The Probability of Literacy Success (PLS) score is already provided to predict performance on the end-of-year test. This score is a much more reliable and valid predictor of performance on the end-of-year test than a long essay scored with a rubric.
- The purpose of the FAIR-FS writing response is for teachers to further identify targets for feedback in day-to-day instruction and the brief questions included here are purposely concise to serve that purpose in a short amount of time.

Once the student has completed the writing portion, the teacher will access the individual student score report in order to score the student’s essay. For the writing component, the PMRN will provide three things:

- the entire text the student wrote (to hand score using the LAFS checklist)
- the text that the student wrote during the first 5 minutes of writing (to hand score for correct minus incorrect writing sequences)
- a number indicating the total number of words the student wrote during the first five minutes (computer scored)

The teacher is provided with two different versions of the student’s response (5-minute sample and complete response) so that the response can be scored using two different methods: Curriculum-Based Measurement (CBM) metrics and a holistic scoring approach using a LAFS checklist. The teacher will score the whole essay in a holistic manner utilizing the LAFS checklist for the written response, and the teacher will score the writing that was completed in the first five minutes utilizing CBM metrics (the computer is able to provide one of the CBM metrics, total words written). Detailed instructions for scoring for Correct Minus Incorrect Sequences (CIWS) are included in **Appendix B** of this manual.

### *LAFS Checklist for the Written Response*

In order to descriptively capture students’ progress towards several of the Florida Writing and Language standards, checklists were created to assist teachers in targeting writing instruction and providing feedback to students. There is a checklist targeted to each grade level that can be used for any written response regardless of type (i.e., argument, informational or narrative) or time administered. One



checklist for each grade level is included in **Appendix D**. The checklist was designed based on the applicable standards in the Writing and Language strands of the LAFS for each grade level and a well-researched approach to writing instruction: Self-Regulated Strategy Development (Graham et al., 2012). This tool may be used for individual goal setting, as well as determining strengths and weaknesses in writing for other classroom assignments/projects. For older students portions of the checklists may even be employed as a self-evaluation tool. The checklist may be used in conjunction with the FAIR-FS Optional Diagnostic Tasks and/or teacher assigned writing tasks.

The goal in the development of this tool was to keep it as succinct as possible so that it could be readily accessible to teachers. The items align to specific Language Arts Florida Standards (LAFS) in the Writing and Language strands. However, the standards have been abridged in order to achieve the goal of making the checklist concise. Note the following features:

1. LAFS Writing Standards 1, 2, and 3 have been condensed into one item. These three standards address types and purposes of writing. Each written response will be based on only one type of writing which the teacher may indicate with a checkmark.
2. Sub-skills are grouped together based on common skills and concepts (denoted by lower case letters).
3. One checklist is designed to be used for an individual student over the course of three assessment periods throughout the year.

WRITING						
Text Types and Purposes	AP1		AP2		AP3	
	Score:	Notes:	Score:	Notes:	Score:	Notes:
<b>LAFS.4.W.1.1 __ LAFS.4.W.1.2 __ LAFS.4.W.1.3 __</b>  Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:  a. Introduce the topic or situation with an organizational structure appropriate to text type by: <ul style="list-style-type: none"> <li>• grouping related ideas;</li> <li>• including formatting, illustrations, and multimedia when useful;</li> <li>• introducing narrator and characters; and/or establishing the situation.</li> </ul> b. Provide reasons, facts, details, definitions, quotations, dialogue, and/or descriptions to develop the topic or situation.  c. Link opinion, reasons, ideas, and/or sequence of events using phrases, and/or transitional words to connect opinions, reasons, ideas, or event order.  d. Provide a conclusion related to the text.						

A student’s demonstration of each item on the checklist may be indicated with one of four markings.

+	Demonstrates correct use of skill most of the time
✓	Demonstrates correct use of skill at least once
–	Does not use the skill correctly
N/A	Writing does not include opportunity to demonstrate skill

Given the nature of written responses, it is impossible to elicit every component of writing listed on the checklist. The ‘N/A’ category is provided to distinguish between the situation where a student does something incorrectly and a writing sample where the student did not attempt to or did not have the opportunity to demonstrate a particular skill. At a glance the teacher will be able to see which elements the student is demonstrating in independent writing. The teacher can then focus modeling of the writing process (think-alouds) and specific feedback to that student around the areas needing improvement. It will be important for teachers to choose only 1 to 2 areas at a time for improvement, so as not to overwhelm the student. Furthermore, teachers may wish to target specific precursor skills in the developmental progression from the language strand. The developmental progression of the language strand of the LAFS is included in **Appendix E**.

Note that the checklist is not intended to take the place of the standards themselves for the following reasons:

- checklists represent only a portion of the Writing and Language standards
- standards have been combined
- checklists do not contain the entire wording of the standards as they are found in the LAFS document

It is recommended that teachers refer to the LAFS document as necessary when using this checklist.

For many struggling students, especially in the upper elementary grades, the underlying difficulties for writing lie in the production aspect (Berninger et al., 2006). That is, they are not able to express their thoughts because they are not able to fluently transcribe the words to paper or identify the spelling patterns of unknown words. This greatly affects the content of the student’s writing. It is recommended that explicit instruction in handwriting and spelling, as well as fluency-building interventions (Eckert, Coddling, Truckenmiller, & Rheinheimer, 2009) be used to build these transcription skills (Berninger & Amtmann, 2003). Furthermore, the deep relationship between spelling, handwriting, and word reading suggests that writing instruction (including spelling and handwriting) and reading instruction needs to be integrated, especially in grades 1 through 7 (Abbott, Berninger, & Fayol). The Curriculum-Based Measures described next can be used to monitor students who have transcription difficulties.

## *Curriculum-Based Measurement (CBM) in Writing*

### **Description**

The purpose of this measure is to provide teachers with an indication of a student's writing production/transcription in order to set a baseline and monitor progress for improvement in writing. A number of studies have documented that increases in writing fluency are associated with holistic improvements in writing quality (Deno, 2003). Many other assessment systems utilize Curriculum-Based Measurement (CBM) in writing in addition to a holistic scoring rubric because CBM in writing is a more reliable measure of writing ability (i.e., agreement between raters is much higher than when a rubric is used). CBM in writing also correlates highly ( $r = .73$ ) with the holistic ratings of writing samples that are used in most outcome tests (Espin et al., 2000).

CBM in writing involves quantifying the text produced by a student in a period of three or five minutes. The time limit is necessary in order to provide a direct comparison of different writings for individual students across time and also to compare students with others.

Many different measures within CBM in writing have been researched. Currently, most evidence points to the use of Total Words Written (TWW) and Correct Minus Incorrect Writing Sequences (CIWS) as the most appropriate measures of production for students in grades 3 through 10 (Coddling et al., 2012; McMaster & Campbell, 2008). TWW has demonstrated high reliability and has been shown to significantly predict writing ability and writing quality, especially for at-risk students and students with learning disabilities (Deno, 2003; McMaster & Espin, 2007) and is captured in the FAIR-FS system to serve that purpose. The web application in FAIR-FS captures the TWW produced in the first 5 minutes of writing.

Correct Minus Incorrect Writing Sequences (CIWS) is a measure of writing production that also captures quality indicators: syntax, grammar, spelling, punctuation, and capitalization. Use of CIWS will be a very efficient way for teachers to monitor their students' development in these important skills that are specifically highlighted in the Language Strand of the LAFS and scored in end-of-year outcome tests. Since this metric captures nuances in grammar and syntax, this score type cannot currently be calculated by a computer and must be hand-scored by the teacher or assessor.

### **Scoring**

The total number of words written (TWW) and the number of correct writing sequences and number of incorrect writing sequences (CIWS) are scored only with the text produced in the first five minutes of writing that was captured by the computer. TWW will be provided by the web application when the student's text is retrieved from the web application. TWW is a pure measure of production. It includes all words a student wrote regardless of spelling or if the words make a coherent sentence. If this task was administered in a paper and pencil format, simply count the number of words the student produced in 5 minutes using the following rules.

#### **TWW**

- Count all words that are separated by a space.

- Count all words regardless of spelling, capitalization, or punctuation.
- Count all abbreviated words.
- Do not include numerals. Numbers that are spelled out should be counted.

## CIWS

A detailed description of how to score CIWS is located in **Appendix B** of this manual.

A ‘writing sequence’ is defined as the space between two adjacent writing units which may be between two words or a word and a punctuation mark. The sequence may be identified as correct or incorrect based on the correct usage of the word or punctuation mark on either side of the sequence. In other words, the scoring for CIWS includes consideration of each unit of writing (words, the sequence of words, and punctuation marks). Therefore, scoring occurs by considering each successive pair of writing units and determining whether that sequence (from unit to unit) is correct or incorrect. When scoring, the assessor marks the space *between* the writing units instead of *on* the writing unit.

First, the assessor must choose an indicator for a correct sequence (e.g., a checkmark, a carat, or use a orange colored pencil) and an indicator for an incorrect sequence (e.g., an ‘x’, or a blue colored pencil). In order to mark a correct writing sequence, the word must be spelled correctly and be grammatically correct. A correct writing sequence is also marked between a correctly-spelled word and a correctly-placed punctuation mark and between the punctuation mark and the next unit of writing. An incorrect writing sequence will be marked if the writing unit on either side is spelled incorrectly, if a necessary punctuation mark or capitalization is missing, or if the words do not fit together syntactically.

<p>^ = Correct Sequence</p> <p>X = Incorrect sequence</p>
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After all sequences have been identified as correct or incorrect, tally the number of correct sequences, then the number of incorrect sequences. Subtract the number of incorrect writing sequences from the number of correct writing sequences to obtain CIWS. Further explanation of scoring CIWS including specific rules and various examples are available in **Appendix B** of this manual.

## *Score Implications*

One advantage to the use of CBM in writing metrics is that it facilitates quantification of and suggestions for remediating basic writing skills (i.e., handwriting/keyboarding, alphabetic principle/spelling). It is important to have this indicator of basic writing skills because a large number of students have not mastered these skills by middle school, where instruction in these skills is often limited (Abbott & Berninger, 1993). As an example, a student in grade 4 who writes relatively few TWW compared to other students in grade 4 may need explicit handwriting or keyboarding instruction (Berninger et al., 2006). Subsequent assessments utilizing TWW can be used to monitor growth in response to explicit instruction with handwriting/keyboarding and even the alphabetic principle. A different student may have a high TWW but a low CIWS due to a large number of spelling errors or missing punctuation. Instruction could be targeted to any of the errors that the student frequently makes (e.g., spelling,

subject-verb agreement, punctuation, complete sentences). CIWS can be used to monitor progress in those specific areas. In fact, CIWS has been shown to detect growth within a period of time shorter than a school year; whereas, rubric or holistic scores typically do not reflect growth within a school year (Calfee & Miller, 2007).

One consideration when looking at growth in TWW and CIWS is that these numbers are also sensitive to differences in the difficulty of the associated passages and questions. Fluctuations in scores from one assessment to the next may be due to the differences in difficulty. Resources for utilizing TWW and CIWS data will be posted and updated at <http://www.fcrr.org/pmrn/fair.asp>.

## Score Types for Computer-Adaptive Tasks

The FAIR-FS assessment system provides several score types in order to serve a variety of educational purposes. This section describes the score types for the computer adaptive tasks of the FAIR-FS, which were designed to serve two purposes: to predict the likelihood of meeting grade level expectations at the end of the year and to assist educators in making instructional decisions for individual students, groups of students, and curricular decisions at the school-building level. The score types provided in the reports (probability of literacy success, ability scores, and percentile ranks) are calculated to serve those specific purposes. Score types for the open-response diagnostic portion of the assessment were designed for descriptive and formative instructional purposes. A description of these score types is located in the previously described “Open Response Diagnostic Assessment” section.

The content of the computer-adaptive tasks and the background analyses conducted were specifically designed to identify student’s skill weaknesses to target instruction. Given the years of research development, the computer adaptive tasks of the FAIR-FS are unparalleled in precision and efficiency in measuring the most critical reading skills. However, it is not recommended that FAIR-FS scores be used as the sole determinant of accountability, retention, or special education decisions . The explanations below describe the purposes for each score type.

### Probability of Literacy Success (PLS)

The Probability of Literacy Success score indicates the likelihood that a student will reach end of year expectations in literacy. The PLS is used to determine which students are at-risk for meeting grade level expectations by the end of the school year. In addition to providing a precise probability of reaching grade level outcomes, the PLS is color-coded:

- red = the student is at high risk and needs supplemental and/or intensive instruction targeted to the student’s skill weaknesses
- yellow = the student may be at risk and educators may consider differentiating instruction for the student and/or providing supplemental instruction
- green = the student is likely not at risk and will continue to benefit from strong universal instruction

In the grades 3-12 FAIR-FS, the components that are included in the PLS are an aggregate of the individual student’s VKT, WRT, and RC scores.

In order to predict a student’s likelihood of achieving grade level expectations, grade level expectations must be defined quantitatively. This definition is often quantified differently state to state or district to district. Choices of the assessment and cut points quantifying grade level achievement also change from year to year. Given the variability of different schools and districts’ choice of assessments and cut points, the original PLS formula in the FAIR-FS is calculated to predict to a commonly-accepted cut point (40<sup>th</sup> percentile) of a gold standard reading comprehension assessment (Stanford Achievement Test, Tenth Edition [SAT-10]). Technical reports describing the sensitivity, specificity, and negative predictive power of the PLS in predicting any other outcome tests will be released as the data become available.

**Example:** A PLS of .50 predicts that the student has a 50% chance of achieving the passing score (40<sup>th</sup> percentile) or higher on the outcome assessment of reading comprehension (SAT-10).

The PLS is designed to answer the following **questions**:

- Which students are at-risk for not meeting grade-level expectations at the end of the year?
- What is the likelihood that a particular student will pass the end-of-year assessment?
- For grade level aggregate reports: is the current implementation of the curricula working for a majority of our students?

## Ability Scores

Each computer-adaptive task has an associated ability score. The ability score provides an estimate of a student's development in a particular skill. This score is sensitive to changes in a student's ability as skill levels increase or decrease. Ability scores in the grades 3-12 system of the FAIR-FS span the development of each of four important skills: Word Recognition, Vocabulary Knowledge, Reading Comprehension, and Syntactic Knowledge. The range of the developmental scale for each task is 200 to 1000, with a mean of 500 and standard deviation of 100. This is the score that should be used to determine the degree of growth in a skill for each student. Graphs showing the mean ability score, as well as the interquartile range for each task at each grade level, are included in the professional development materials.

**Example 1:** A fifth grade student with a score of 500 on Vocabulary Knowledge and a seventh grade student with a score of 500 on Vocabulary Knowledge demonstrate the same degree of vocabulary development.

**Example 2:** A student with a score of 650 on Word Recognition at one assessment period and a score of 750 at another assessment period is demonstrating one standard deviation (100 points) of growth.

This score is helpful to provide to students when setting goals and individual instructional objectives. The ability score is helpful to teachers to answer the following **questions**:

- Has the student's score changed since the previous assessment period or the previous school year?
- Where is the student in the developmental continuum in acquiring a particular reading skill?

## Percentile Ranks

Percentile Rank scores will also be provided with each task/ability score. These scores compare the individual student's performance to a particular group of other students (i.e., grade level peers in Florida). This score ranges from 1 to 99 and is based on a demographically representative sample of

students from Florida. Details regarding the representative sample can be found in the Technical Manual. The percentile rank informs which **specific** skills are at, above, or below grade level.

**Example:** A fifth grade student with a percentile rank of 55 performed better than 55% of other fifth grade students in a representative sample of Florida.

This score is included to answer the following **questions**:

- Which skills are relative weaknesses for a student?
- Which skills are relative strengths for a student?
- Which skills need targeted intervention in order to improve the student's likelihood of literacy success?



## Accommodations

The FAIR-FS is an assessment of literacy achievement in English. It may or may not be an appropriate assessment to administer to English Language Learners. Each school should consult their district's policy for specific details in registering students in the PMRN and administering the FAIR-FS.

The assessment system was designed to be compliant with section 309 of the Americans with Disabilities Act (ADA). Depending on the student's identified disability and the testing accommodations listed in the student's Individualized Education Plan or Section 504 Plan, the student may take parts or all of the FAIR-FS assessment.

The FAIR-FS addresses section 309 of the ADA by providing all written instructions in large, high contrast text with associated audio, and all icons are large, distinct, and high contrast.

All tasks may be computer-administered with the assistance of a reader and/or input devices and/or modifications to the screen. Only the Word Recognition task may NOT be administered with the assistance of on-screen text, braille, or a sign language interpreter. For those students who are unable to hear the audio in the Word Recognition task, they will be able to skip the Word Recognition task and no score will be generated for that task. Those students who are unable to take the Word Recognition task will still receive a PLS score calculated from their responses on the VKT and RC.

A paper and pencil version of each computer-adaptive task (WRT, VKT, RC, SKT) is available. However, the paper and pencil version of the computer-adaptive tasks will have greatly reduced validity and reliability and should only be used if it is required by the student's IEP or Section 504 plan. If the paper and pencil version of the tasks is used, it is recommended that other standardized assessments be administered prior to any decision-making processes.

For some students with disabilities, the Florida Assessments for Instruction in Reading may not be an appropriate instrument. For example, it is unlikely that this instrument would be appropriate for students with significant sensory, cognitive, or language deficits. Examiners should ask themselves the question: "Is it reasonable to administer these measures to this student?" when making a determination regarding assessment of a student with a disability. When the assessments are administered in ways different from both a standard administration and the approved accommodations, the administration would be considered a non-standardized administration and the resulting scores cannot be interpreted with the appropriate interpretive and reporting procedures.

## Accommodations for Time

Only the optional open response diagnostic component of the FAIR-FS contains a time limit. The writing portion is delivered via computer and has a 10-minute time limit. For those students needing more time, the paper and pencil version of the writing task should be delivered and the teacher should make a note of the time allotment for his/her reference. There is also an oral reading fluency measure and writing fluency measure with time limits included in the open response tasks. These tasks may be used at teacher's discretion.

## Directions for paper and pencil administration of computer-adaptive components

If a student needs to take a paper and pencil version of the FAIR-FS instead of the computer-administered version, the items for paper and pencil administration can be downloaded from the 3-12 WAM. This version of the assessment will provide a subset of grade level items for each computer-administered task (i.e., Vocabulary Knowledge, Word Recognition, Reading Comprehension, and Syntactic Knowledge). For Word Recognition an assessment administrator will need to be present to pronounce each item to the student(s). Otherwise, students can respond to each task independently. Instructions for administration and scoring of each task are included in the downloaded materials. There is no time limit on the paper and pencil flat version (i.e., non-computer-adaptive version) of the assessment or the computer adaptive version of the assessment. **Important Note:** The paper and pencil administration of the computer-administered tasks is a non-standard administration, and the scores produced from the paper and pencil version have greatly reduced validity and reliability. The computer-adaptive version of the tasks provides students with items that are targeted to his/her individual ability level, depending on how he/she responds to each item. The paper and pencil version presents the items in a fixed order and does not target items to the student's individual ability level. Therefore, scores for students at the higher and lower ends of ability may be particularly inaccurate. The computer-adaptive format of the FAIR-FS increases reliability by tailoring the task to the student's ability level which ensures high reliability ( $r = .9$ ). The score provided on the paper and pencil assessment is a simple raw score and comparative scores (i.e., ability scores and percentile ranks) cannot be calculated. The paper and pencil tasks were designed to provide descriptive information to teachers for formative use in the classroom and are not able to be aggregated at the classroom, school, or district level.

## Communicating with Parents about FAIR-FS

Educators are encouraged to share individual students' FAIR-FS results with their parents. Computer-generated parent resource letters will be available to show the results after each assessment period. These letters may be used during parent-teacher conferences to help explain strengths and weaknesses, progress over the school year, and which skills should be targeted for instruction. The letters also include activities that parents can facilitate at home to help bolster students' skill development.

Although it is important to encourage students and provide them feedback about their academic performance, we highly recommend that teachers and parents emphasize students' strengths (e.g., "You improved in your reading" or "You are doing great with vocabulary") and discuss how parents and teachers will be helping students to be successful (e.g., "Your teacher is going to help you with reading comprehension strategies to help you succeed on the end-of-year test"). **We strongly recommend that the Probability of Literacy Success NOT be shared with students, especially those students in the red zone.** The purpose of the PLS is for schools to identify students who are at-risk and to target instruction for those students. The purpose is NOT for student accountability. Teachers should encourage parents to hold students accountable to their school grades. The purpose of the FAIR-FS is to identify those malleable and teachable skills that may set the student on a path for increased success.

## Text Complexity Ratings

One of the primary goals of the Florida Standards is stated in the reading strands, standard 10: Read and comprehend complex literary and informational texts independently and proficiently. The LAFS adopt a three-part model of rating text complexity, consisting of:

- Quantitative Measures
- Qualitative Measures
- Reader and Task considerations

All three factors can have a very small or large impact on students' reading comprehension. The Reading Comprehension Task and Open Response Tasks in the FAIR-FS system are comprised of a large range of texts in each grade band. Each passage in the FAIR-FS (in the Reading Comprehension screening task and the Open Response Diagnostic tasks) has been rated for a variety of quantitative text complexity measures and a qualitative measure.

### Quantitative Measures

In the past, readability measures (e.g., Dale-Chall, Flesch-Kincaid, Forcast, Fry) were used to designate the difficulty level of a text on a continuous scale, ranging from easy to difficult. These measures use objective formulas that generally include length of sentences or length of words. As described in numerous literature reviews, these types of readability measures do not account for additional layers of complexity (over and above word and sentence length) that make a passage easy, moderate, or difficult for a student of a certain grade level to decode and comprehend. Researchers are continuing to improve objective measures of the complexity of text. Until that occurs, the Council of Chief State School Officers (2012) suggests that educators use a variety of quantitative measures to identify a grade band for text.

The range for each grade band is excerpted below:

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity Metric	SourceRater (re-named Text Evaluator)
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Table excerpted from Nelson, Perfetti, Liben, & Liben, 2012.

The Lexile© measure that is listed above is the Lexile© of the text and is not a proxy for the student Lexile© measure that was part of the original FAIR (2009) and was licensed on a per-student basis by MetaMetrics.

Each of the quantitative metrics listed in the above table are freely available online and can be used to evaluate any text that can be copied and pasted. Note that these free online tools have limits for the word count. For example, the Degrees of Reading Power © online tool can only accept text that is less than 1,000 words.

Given the variety of nuances that affect text difficulty and the field's developing sophistication in measuring text complexity, there are many texts that will yield very different results depending on the text measure. For example, a text that was intended for students in grade 6 may have a Lexile© that places it in the 6<sup>th</sup> – 8<sup>th</sup> grade band as well as the 9<sup>th</sup> – 10<sup>th</sup> grade band and an ATOS and Degrees of Reading Power © score that place it in the 4<sup>th</sup> – 5<sup>th</sup> grade band. Given the frequency with which these discrepancies can occur, it is recommended that qualitative measures are used in addition to multiple quantitative measures to determine the grade level and difficulty of a particular text.

## Qualitative Measures

Once the quantitative measures were calculated electronically and the text was placed in a grade band, qualitative ratings conducted by a human rater were used to place the passage within a grade band or to determine that the text needed to be assigned to a different grade band. The qualitative rating is subjective; therefore, ratings should be based on a consensus of qualified individuals and multiple ratings may be plausible.

In determining the qualitative measurement for both literary and informational passages, the following dimensions were considered. A rubric score for evaluating the qualitative complexity ranging from Low, Middle Low, Middle High, to High is also listed.

Levels of Meaning (literary) or Purpose (informational) - Literary texts range from a single level of meaning (low) to multiple meaning (high), while informational texts state purposes that range from explicit (low) to implied purposes (high).

Structure- Text structure ranges from simple, explicit, and conventional (Low) to complex, implicit, and unconventional (high).

Language conventionality and clarity- Language conventionality and clarity range from literal, clear, and contemporary (low) to figurative, ironic, and unfamiliar (high).

Knowledge Demands- Subject matter ranges from every day practical knowledge or simple themes (low), to content specific with multiple complex, sophisticated themes (high).

## Text Complexity in the Screening Reading Comprehension Task

The passages in the RC task of the screening represent a range of complexity and students have the opportunity to respond to a variety of more and less complex text. It is important to note that students' performance on the RC assessment is based on the students' responses to the questions. While the

complexity of the text plays a part in reading comprehension, the primary determinant of students' performance on this task is the difficulty of the questions the students answer.

Given the subjectivity in rating the difficulty/complexity of text and the inexact nature of the quantitative metrics, the complexity ratings for passages will not be output on the reports. Experience with the text difficulty ratings on the original FAIR (2009) reports demonstrated that the grade level identifier could sometimes be misleading. It is highly recommended that educators rely on the student's ability score and percentile rank score on the RC task, as these scores more precisely, reliably, and validly describe a student's performance in reading comprehension. Furthermore, the Probability of Literacy Success can be used to predict individual student's trajectory in reaching grade level expectations. The PLS can predict future performance within a smaller degree of error, whereas performance on just one passage at a specified grade level or complexity level cannot necessarily generalize to other texts with the same ratings.

For those educators who wish to collect additional formative information that targets specific standards, please utilize the Optional Open Response Diagnostic Tasks.

### **Text Complexity in the Open Response Diagnostic Tasks**

Each of the passages available for use in the Open Response Diagnostic Tasks was rated for quantitative and qualitative difficulty. These ratings are included with the teacher copy of the passage in each PDF file that can be downloaded from the PMRN. Appendix A of this manual lists all of the Open Response Diagnostic passages. This listing also includes the overall qualitative rating and the grade level of the passage. The grade level is based on consideration of several quantitative text ratings: ATOS, Degrees of Reading Power, Flesch-Kincaid, Lexile, and SourceRater. As you can see in the listing of the passages, there are several informational and literary passages for each grade level.

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## Appendices

### Appendix A. Open response passages listed by grade level

Grade	Info/Lit	Title	Qualitative Rating	Writing Standard Assessed
3	Info	Cell Phones	Low	3.1
3	Info	Canoeing	Low	3.1
3	Info	Louis Braille	Middle Low	3.2
3	Info	Benefits Of Running	Low	3.1
3	Info	Fire Drill	Low	3.2
3	Info	Ostriches	Low	3.2
3	Info	Gila Monsters	Low	3.2
3	Info	Pumpkins	Low	3.2
3	Info	Fundy Fun Days	Low	3.3
3	Lit	Flower Girl Fears	Low	3.3
3	Lit	My School Garden	Low	3.1
3	Lit	The Spider Bite	Low	3.1
3	Lit	Golf Lessons	Low	3.1
3	Lit	Feeding The Ducks	Low	3.3
3	Lit	Mom's New Bike	Low	3.3
3	Lit	Scraps	Low	3.3
3	Lit	Angel Needs Glasses	Low	3.3
4	Info	Dental Care	Low	4.1
4	Info	Coral Castle	Middle Low	4.1
4	Info	Guy Fawkes Night	Middle High	4.1
4	Info	Bicycles	Low	4.2
4	Info	Anne Frank	Middle Low	4.2
4	Info	Betsy Ross And The Flag	Middle Low	4.2
4	Info	Space Food	Low	4.2
4	Info	Traffic Signals	Low	4.2
4	Lit	Hello Its Michael	Low	4.1
4	Lit	Jordan's Big Game	Low	4.1
4	Lit	Snorkeling	Low	4.1

4	Lit	Old Oak Tree	Low	4.1
4	Lit	Gentle Giants	Low	4.2
4	Lit	A Field Trip To Remember	Low	4.3
4	Lit	Country Wedding	Low	4.3
4	Lit	The Sea Urchin	Low	4.3
4	Lit	Up To My Neck In Trouble	Low	4.3
5	Info	Corn Snake	Low	5.1
5	Info	Ships Of The Desert	Middle Low	5.2
5	Info	The Liberty Bell	Low	5.2
5	Info	Ludwig Van Beethoven	Low	5.2
5	Info	Brown Bears	Middle Low	5.2
5	Info	The Koala Bear	Middle Low	5.2
5	Info	The Northern Mockingbird	Low	5.2
5	Info	The Walking Stick	Middle Low	5.2
5	Lit	My Far Away Family	Low	5.1
5	Lit	Making Meatballs	Low	5.1
5	Lit	Thank You Very Much	Low	5.1
5	Lit	Rocks	Low	5.2
5	Lit	Serendipitous Treasures	Middle Low	5.2
5	Lit	Hide-And-Seek	Low	5.3
5	Lit	A New Beginning	Low	5.3
5	Lit	The Education Of Ms. Harris	Low	5.3
5	Lit	Zoo Camp	Middle Low	5.3
6	Info	Captain James Cook	Middle Low	6.1
6	Info	Canine Companions	Low	6.2
6	Info	Lions	Low	6.2
6	Info	The Food Pyramid	Middle Low	6.2
6	Info	The Mystery Of Miami Circle	Middle Low	6.2
6	Info	Florida's Most Wanted	Middle Low	6.2
6	Info	Sir Isaac Newton	Middle Low	6.2
6	Info	Small Countries	Middle High	6.2
6	Info	Python Invasion	Middle Low	6.3
6	Lit	Alley Cats Moving On Up	Low	6.1
6	Lit	My First Flying Lesson	Middle Low	6.1
6	Lit	The Beach	Low	6.1

6	Lit	The Tale Of Dory And Madonna	Low	6.3
6	Lit	Dad To The Rescue	Low	6.1
6	Lit	My Summer Job	Low	6.3
6	Lit	Loon Summer	Low	6.3
7	Info	Strawberry Delight	Low	7.1
7	Info	Earmuffs And Blue Jeans	Low	7.1
7	Info	How To Water Ski	Low	7.3
7	Info	Memories For Mom	Low	7.2
7	Info	The Earth's Moon	Middle Low	7.2
7	Info	Exercise Fun	Low	7.2
7	Info	How To Jump Start A Car	Low	7.3
7	Info	New Year's Eve and New Year's Day	Low	7.1
7	Lit	Being Dad	Low	7.2
7	Lit	Better Safe Than Sorry	Low	7.2
7	Lit	Breaking Eggs/Sunday Brunch	Low	7.2
7	Lit	Every Call Is Different	Low	7.1
7	Lit	Darcy Danielle Dubois	Low	7.3
7	Lit	The Real Princess	Low	7.2
7	Lit	The Fir Tree	Middle Low	7.2
8	Info	Mound Builders	Low	8.1
8	Info	Rowing	Low	8.1
8	Info	Chili Hot Dogs And The Family Legacy	Middle Low	8.2
8	Info	The Human Body	Middle Low	8.1
8	Info	Wisdom Teeth	Low	8.1
8	Info	The Wizard Of Menlo Park	Middle Low	8.2
8	Info	Thanksgiving	Low	8.3
8	Info	What's In An Orchestra	Middle Low	8.1
8	Info	Florida Dairy Farmers Take Good Care Of Their Cows	Low	8.3
8	Lit	For The Love Of Music	Low	8.2
8	Lit	Behind The Wheel	Low	8.2
8	Lit	River Runs To It/A Memorable Canoe Trip	Middle Low	8.2
8	Lit	The Emperor's New Clothes	Middle Low	8.2
8	Lit	Our Unforgettable Vacation	Low	8.3
8	Lit	My Dog, Happy	Low	8.2
9	Info	Living In Space	Low	9.1

9	Info	Florida Dairy Farmers Protect Natural Resources	Middle Low	9.2
9	Info	Jury Trials	Low	9.2
9	Info	Maclay Gardens State Park	Low	9.2
9	Info	Skeet Shooting	Low	9.1
9	Info	American Crocodile	Low	9.2
9	Info	Caves	Low	9.1
9	Info	Florida's Fine Feathered Friends	Low	9.2
9	Info	Smoky Bear And Fire Prevention	Middle Low	9.1
9	Info	What's In A Name? Ask An Aardvark!	Middle Low	9.3
9	Lit	The Parking Lot	Low	9.2
9	Lit	Traditions	Low	9.3
9	Lit	Thunder And Lightning	Low	9.2
9	Lit	Snow Day	Low	9.3
10	Info	I Sing The Body Electric/I Hear America Singing	Middle Low	10.3
10	Info	Yoga	Middle Low	10.3
10	Info	The United States Census	Low	10.1
10	Info	Alcatraz Island	Middle Low	10.1
10	Info	Brain Imaging	Middle High	10.2
10	Info	Great Whites	Middle Low	10.2
10	Info	Better Known As Wisdom Teeth	Middle Low	10.2
10	Info	Former Pentagon Employee Gives The Scoop	Middle Low	10.2
10	Info	Ear Infections	Low	10.2
10	Info	Preparing For A Hurricane	Low	10.3
10	Info	The Dangerous Tornado	Middle Low	10.1
10	Info	The Wonders Of The Rainforest	Middle Low	10.2
10	Lit	Armadillos	Low	10.2
10	Lit	The Road Less Traveled	Low	10.2
10	Lit	Learning To Read	Low	10.2
10	Lit	Alley Cat Race	Low	10.2

## Appendix B: Scoring Correct Minus Incorrect Writing Sequences (CIWS)

### Purposes for measuring correct minus incorrect writing sequences (CIWS)

CIWS is one of several curriculum-based measurements (CBM) in written expression metrics. CBM was originally developed to measure students' progress in the areas of reading, math, spelling, and writing. CBM has been used in schools for more than three decades and has been included as a component in many commercialized assessment systems. In the area of writing, researchers have examined a variety of metrics to utilize with CBM writing including Total Words Written, Words Spelled Correctly, Correct Letter Sequences, and Number of Complete Sentences. Out of these metrics, CIWS has emerged as the most useful metric, especially for middle school aged students (see McMaster & Espin, 2007 for a review).

Advantages of using CIWS:

- Compared to more holistic measures of writing, this metric is highly sensitive to growth.
- Compared to more holistic measures of writing, this metric is objective and produces higher rates of agreement between scorers (i.e., high reliability).
- CIWS is strongly related to teacher ratings of writing and to outcome assessments (i.e., high predictive validity). (Espin, De La Paz, Scierka, & Roelofs, 2005; McMaster & Campbell, 2008)
- It can aid in identifying an area or areas to target feedback and instruction (e.g., spelling, punctuation, grammar). It is recommended that only 2 to 3 areas are targeted at one time. For example, for a student with a high number of spelling errors, subject-verb disagreement, run-on sentences, and missing capitalization, it may be best to focus on letter-sound correspondences in reading (to improve spelling) and creating complete sentences (to reduce run-on sentences) at first.
- Although this scoring system seems time-intensive, it is comparable to holistic measures, taking less than 5 minutes to score.

In order to calculate CIWS, one must evaluate the student's writing sample for correct writing sequences (CWS) and for incorrect writing sequences (IWS). The rules for each CWS and IWS are described in this manual. Once the assessor has determined which sequences in the student's writing sample are correct and which are incorrect, the evaluator can calculate CIWS by counting the total number of CWS and the total number of IWS, then subtract the total IWS from the total CWS. The resulting number is CIWS.

### Correct Writing Sequences

A sequence is defined as the connection from one written UNIT to the next (i.e., adjacent writing units). Adjacent writing units could be two words or it could be a word and a punctuation mark.

Marking a correct writing sequence indicates that BOTH adjacent writing units correctly utilize spelling, punctuation, grammar, syntax, and capitalization. This manual uses a carat (^) to designate correct writing sequences. Carats have been added to the two example sentences below to demonstrate the scoring of correct writing sequences.

**I think the author cares about what his family thinks about him. He wants to make his family happy.**

In the above example, note that correct sequences are marked between every word and marked before and after each punctuation mark. In this example each sequence is considered to be correct because each word is correctly spelled, the syntax and grammar features are correct, words are appropriately capitalized, and end punctuation is used appropriately.

When errors in spelling, punctuation, grammar, syntax, or capitalization are made, the sequence is marked as incorrect.

## Incorrect Writing Sequences

Every writing sequence (i.e., adjacent writing units) should receive a marking. The marking indicates if that particular sequence is correct or incorrect. This manual uses the letter (X) to designate incorrect writing sequences. Incorrect writing sequences are marked if the unit on EITHER side of a sequence violates a rule of spelling, syntax, grammar, punctuation, or capitalization. The specific rules for each of these areas is detailed below.

### Spelling

An incorrect sequence is marked on both sides of a word that is spelled incorrectly.

- The word is spelled incorrectly for the context of the sentence.

**Mom and the boy will ride there bikes.**

- The student combines two words into one.

**It also will take alot of cleaning.**

- The student split one word into two separate words.

**at the park on the side walk.**

- Assume all proper names of people are spelled correctly.
- Abbreviations are acceptable.
- Due to the timed nature of this task, do not mark an incorrect or correct sequence at the end. The student may not have had time to complete a word or to add punctuation at the end of a sentence.

**Susan hopes they will co**

### Punctuation

The end of a sentence should be scored with a mark between the last word and the punctuation AND between the punctuation and the beginning of the next sentence. Correct punctuation receives two correct marks (one on either side of the punctuation mark). Therefore, missing punctuation

requires two incorrect marks. In order for both marks to be correct, there needs to be a correctly spelled word, followed by correct punctuation, followed by a capital letter beginning the first word of the next sentence.

**^At ^the ^gas ^station ^, ^Tony ^told ^Sam ^to ^give ^the ^money^to ^the ^gas ^station  
^owner^. ^It ^took ^a ^15 ^second ^wait^ just ^ to ^give ^the ^money^. ^After ^ thatXX the  
^owner ^gave ^back ^the ^change^. ^Tony ^was ^waiting^ outside ^for ^Sam ^to ^come ^back  
^out ^to ^pump XupX the ^gas^.**

Other uses of punctuation should be scored as follows:

- Place correct or incorrect marks between all adjacent punctuation. For example, use two incorrect marks when a comma is missing prior to quotations (one incorrect mark for the sequence from the word to the comma and one incorrect mark from the comma to the quotation mark).

**^The^ second^ quote XX " ^Opportunity ^is ^missed ^by ^most ^people ^because ^it ^is  
^dressed ^in ^overalls ^and ^looks^ like ^work^" ^is^ explaining ^that**

- Missing commas should have two incorrect marks for clear instances of a need for a comma or other punctuation. Teachers should score missing commas based on the language strand of the LAFS for their grade level. See Appendix E for the progression of standards.
- If colons, semicolons, ellipses, parentheses, or dashes are used correctly, mark correct sequences on both sides of the punctuation. Only mark incorrect sequences if these punctuation marks are clearly misused or if their absence creates a sentence fragment.
- Apostrophes are treated like misspellings with an 'X' on either side of the word. This applies when an apostrophe is missing or when an apostrophe is incorrectly added.

**so^ youX wont Xget^ aX caviteyX.**

**I Xwen't Xback^ to^ the^ waterpark^.**

### *Capitalization*

Mark an incorrect sequence BEFORE a word that should be capitalized but is not.

- A correct sequence can be marked after the word if it is spelled correctly and the next adjacent unit is also correct.

**thinks^ about^ him^. X he^ wants^ to^ make**

- Mark an incorrect sequence for capitalization errors with the word "I" at the beginning of a sentence, at the beginning of a direct quote, and for proper names.

**Note:** There are many other capitalization rules. However, errors associated with those capitalization rules are less likely to influence the quality of a written work and will not be counted as errors for the purposes of this assessment.



## Grammar

- For run-on sentences determine where a logical break should be located and mark TWO incorrect sequences in that location.
- For run-on sentences connected by the word ‘and’ (or another conjunction), mark two incorrect sequences before the conjunction and one incorrect sequence after the conjunction. If there is not a logical break, try to limit the sentences to two conjunctions per sentence.

^I ^would ^try ^to ^stay ^healthy ^by ^eating ^two ^cups ^of ^fruit ^each ^day X XandX I  
^would ^try ^to XlimiteX my ^eating^ of ^sugar ^because ^I ^have ^to ^stay ^healthy ^to  
^keep ^in ^sports XX andX I ^would ^try ^to^ eat ^five ^to ^six ^ounces ^of ^meat ^and ^try  
^not ^to ^stay ^inside

## Syntax

- Mark two incorrect sequences when a word is missing, words are transposed, or there is an extra word.

^Dogs ^are XtheX one ^of ^the^ mostXX mamal Xthat

- Mark incorrect sequences around verbs that do not agree with subject and nouns that do not agree with modifiers.

^The ^author XlikeXthe^ cell ^phone ^ because^ you^ can^ use^ it^ for ^manyX thingX.

## Semantics

- Mark incorrect sequences around a word that may be correctly spelled and the appropriate part of speech, but does not fit the meaning of the sentence.

the^ person ^who^ was^ the XheadlineXof^ the^ job ^did^ not^ like^ peopleX thatX were

## General

One common pitfall in scoring CIWS is to mark too many incorrect sequences. Each sequence receives only one mark, unless there is missing punctuation or a missing word. In the case of missing punctuation or a missing word, there are two incorrect sequences marked. There should never be more than two ‘X’s next to each. The examples below highlight the scoring for these scenarios.

^I ^asked^ if Xthay Xhad^ seen ^a Xtail Xwuman Xand ^twoX kidX .

^Dogs ^are XtheX one ^of ^the^ mostXX mamal Xthat

## Limitations

A writing sequence only considers the correctness between adjacent written units; it does not always reflect grammatical issues at the paragraph level and sometimes misses grammatical issues at the

sentence level. For example, it will not reflect shifts in verb tense or voice from sentence to sentence. At the sentence level, it is also sometimes very difficult to determine where a long run-on sentence should end, or if there are multiple places to mark insertion of end punctuation. Furthermore, it does not capture errors regarding parallel construction at the sentence or paragraph level.

At first, scoring of CIWS is time-consuming due to the many rules. This is one of the reasons that these tasks are optional for teachers to use. After some practice with the scoring, the average time to score CIWS is less than 5 minutes. There may be some situations that do not fit the rules listed above, and it may be difficult to determine whether correct or incorrect sequences should be marked. Since writing has an infinite number of possible responses, difficult-to-score situations are highly likely. In these situations use your best judgment for scoring. Overall, CIWS is incredibly useful because the scoring is more reliable than rubric scoring and will demonstrate growth.

### Additional examples

Several practice examples are provided here. Each example below was written by a Florida student in response to the writing prompts in the open response diagnostic assessment of the FAIR-FS. The scoring is demonstrated below each example. The calculation of CIWS for each individual example is also listed.

**I rember like it was yesterday it was me, my sister , my other sister and my mom. My sisters and I and my mom were walking to the water ride and I looked at a sigh and I didn't see my family then the first thing I did was I wen't back to the waterpark and I asked if thay had seen a tail wuman and two kid. Thay said that thay were at the waterslide I ran up to my mom . And that is the time I was lost.**

^I X remberX like^ it^ was ^yesterdayXX it ^was^me^,^my^ sister^ ,^my^ other^ sister ^and^ my^ mom^.^My^ sisters ^and^ I ^and ^my^ mom^ were ^walking^ to ^the^ water^ ride^ and^ I ^looked^at^ a XsighX and^ I ^didn't^ see^ my^ familyXX then ^the^ first^thing^ I^did^ ^was^ ^I Xwen't Xback^ to^ the^ waterpark ^ and^ I ^asked^ if Xthay Xhad^ seen ^a Xtail Xwuman Xand ^twoX kidX.XThayX said ^that XthayX were^ at ^the ^waterslideXX I ^ran^ up^ to^ my^ mom^.^And ^that ^is ^the ^time ^I^was^ lost^.

76 (CWS)

-23 (IWS)

CWS = 76 IWS = 23 CIWS = 53

---

**dogs are the one of the most mamal that can get you loving, laughing, and smiling. Once they get to know you well in there min theyre be saying " hey this family is kinda cool " .**

Xdogs ^are XtheX one ^of ^the^ mostXX mamal Xthat^ can^ get^ you^ loving^, ^laughing^, ^and ^smiling^.^Once ^they ^get^ to ^know^ you^ well ^in Xthere XminX theyreX be XsayingXX " ^hey this^ family^ is ^kinda^cool^"X.

28 (CWS)

- 14 (IWS)

CWS = 28 IWS = 14 CIWS = 14

---

I think the author cares about what his family thinks about him . he wants to make his family happy by contiuing the traidition, but has his own dream of doing something else with his life. he dosent want to be like everyone else in his family that went down the path and

^I^ think^ the^ author^ cares^ about^ what^ his^ family^ thinks^ about^ him^.X he^ wants^ to^ make^ his^ family^ happy^ ^by^ XcontiuingX theX traiditionX, ^but^ has^ his^ own^ dream^ of^ doing^ something^ else^ with^ his^ life^. X he XdosentX want^ to^ be^ like^ everyone^ else^ in^ his^ family^ that^ went^ down^ the^ path^ and

47 (CWS)

- 8 (IWS)

CWS = 47 IWS = 8 CIWS = 39

---

She could get more monny from pet sitting and it keep her buzzy and she can use the monny to get what ever she wants when she wants, like food, drink, cloths, and other things. You never know that a cat or dog or kid would run out of the house like in the story.

^She^ could^ get^ moreX monnyX from^ pet^ sitting^ and^ it^ XXkeep^ her^ XbuzzyX and^ she^ can^ use^ the^ XmonnyX to^ get^ what^ Xever^ she^ wants^ when^ she^ wants^ ^,^like^ food^,^ drink^ ^,^Xcloths X,^and^ other^ things^. ^You^ never^ XknowX that^ a^ cat^ or^ dog^ or^ kid^ would^ run^ out^ of^ the^ house^ like^ in^ the^ story^.

48 (CWS)

-13 (IWS)

CWS = 48 IWS = 13 CIWS = 35

---

Well e and her family ever since she was a little girl she and her family would always go out to a restraunt and they would get caught up on the news and talk about there weekends. she had said that she usaully gets the pancakes . but this time her dad said why don't you try something new like the french toast. and she said okay and when the surver brought it out. when she went and took a bute she said she liked it. So for now on she gets pancakes one time and the french toast the ne t when her and her family get together. but now that she is older and goes to college she doesn't do it ever sunday.

^Well X e Xand^ her^ family Xever^ since^ she^ was^ a^ little^ girl^ she^ and^ her^ family^ would^ always^ go^ out^ to^ a^ XrestrauntX and^ they^ would^ get^ caught^ up^ on^ the^ news^ and^ talk^ aboutX XthereX weekends^. Xshe^ had^ said^ that^ she XusaullyX gets^ the^ pancakes^. Xbut^ this^ time^ her^ dad^ saidXX why^ don't^ you^ try^ something^ new^ like^ the^ french^ toast^. Xand

^she ^said ^okayX and Xwhen ^the XsurverX brought^ it^ out^. Xwhen ^she ^went ^and ^took ^a Xbute Xshe ^said ^she^ liked ^it^. ^So XforX now ^on ^she ^gets ^pancakes ^one ^time ^and ^the ^french ^toast ^the ^nextX when^ her ^and ^her ^family ^get ^together^. Xbut ^now ^that ^she ^is ^older ^and ^goes ^to ^college XXshe ^doesn't ^do ^it XeverX sunday^.

103 (CWS)

- 32 (IWS)

CWS = 103 IWS = 32 CIWS = 71

---

The relationship between lamar and his father is a person who tell his dad anything that deals with work or something private. Even though his father have good intention, but sometimes he will get a little to rough about the situation. Lamar father was a person is like if you cant ace the test you will not be able to drive.

^The^ relationship ^between Xlamar ^and^ his^ father ^ is XXa^ person^ who Xtell Xhis^ dad^ anything ^that^ deals ^with ^work ^or^something^private^. ^Even^ though ^his^ fatherX haveX good ^intention^, Xbut Xsometimes^ he ^will ^get^ a^ little Xto Xrough^ about^ the ^situation^. XLamar Xfather was^ a XpersonX is ^like ^if^ you Xcant X ace^the^ test ^you ^will ^not^ be ^able ^to ^drive^.

48 (CWS)

-17 (IWS)

CWS = 48 IWS = 17 CIWS = 31

---

## Appendix C: Written Response Scoring with the Writing Checklist

### Sample #1

A third grade student received the following prompt after reading a text:

*Write an alternate ending to this story that would replace the last paragraph and include dialogue in your writing.*

This was the student's response:

Then one day,when Susan was eating a snack,she saw the mother goose flying,she told the geese that their mother was home,susan was glad for the baby geese,Susan hopes they'llco

This is a sample from a teacher's checklist after evaluating this response:

### GRADE 3 – WRITING CHECKLIST

WRITING	
Text Types and Purposes	AP1 Score: Notes:
LAFS.3.W.1.1 __ LAFS.3.W.1.2 __ LAFS.3.W.1.3 ✓ Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose: a. Introduce the topic or situation by: <ul style="list-style-type: none"> <li>• stating an opinion; listing reasons;</li> <li>• grouping information together; including illustrations;</li> <li>• introducing narrator and characters; and/or including illustrations when useful.</li> </ul> b. Provide reasons, facts, definitions, dialogue, and/or descriptions to develop the topic or situation. c. Use linking words, phrases, and/or temporal words to connect opinions, reasons, ideas or signal event order. d. Provide a conclusion.	Narrative  N/A  - Dialogue was specified - Only once to signal event order - didn't complete ✓ ✓
Production and Distribution of Writing	AP1 Score: Notes:
LAFS.3.W.2.4 With guidance and support, produce writing in which development and organization are appropriate to task and purpose. LAFS.3.W.2.5 With guidance and support, use planning, revising, and editing as needed.	✓  - no planning, immediately began typing

**Comments:**

LANGUAGE		
Conventions of Standard English	Score:	AP1 Notes:
<b>LAFS.3.L.1.1</b> Demonstrate command of standard grammar and usage.		
c. Form and use regular and irregular plural nouns.	+	
d. Use abstract nouns.	N/A	
e. Form and use regular and irregular verbs.	+	
f. Form and use simple verb tenses.	+	
g. Ensure subject-verb and pronoun-antecedent agreement.	+	
h. Form and use comparative and superlative adjectives and adverbs.	N/A	<i>-run-ons, used commas instead of periods</i>
i. Use coordinating and subordinating conjunctions.	--	
j. Produce simple, compound, and complex sentences.	--	
<b>LAFS.3.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.		
a. Capitalize words in titles.	N/A	
b. Use commas in addresses.	N/A	<i>-part of directions, but no dialogue</i>
c. Use commas and quotations marks in dialogue.	--	
d. Form and use possessives.	✓	
e. Correctly spell high-frequency and other studied words, including adding suffixes to base words.	+	<i>-no capitalization</i>
f. Use spelling patterns and generalizations.	N/A	
Knowledge of Language	Score:	AP1 Notes:
<b>LAFS.3.L.2.3</b> Use knowledge of language and its conventions.		
a. Choose words and phrases for effect.	--	

Comments:

### Sample #2

**A third grade student received the following prompt after reading a text:**

Louis invented the Braille system. Write a paragraph that includes details from the text that tell how the Braille system can be useful to people.

**This was the student's response:**

LOUIS INVENToin HELPS BLIND people read.They didnt,teach it in shcool they didnt belevive it would work

This is a sample from a teacher’s checklist after evaluating this response:

### GRADE 3 – WRITING CHECKLIST

WRITING		
Text Types and Purposes	Score:	AP1 Notes:
<p>LAFS.3.W.1.1 __ LAFS.3.W.1.2 __ LAFS.3.W.1.3 <u>X</u></p> <p>Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce the topic or situation by:</p> <ul style="list-style-type: none"> <li>• stating an opinion; listing reasons;</li> <li>• grouping information together; including illustrations;</li> <li>• introducing narrator and characters; and/or including illustrations when useful.</li> </ul> <p>b. Provide reasons, facts, definitions, dialogue, and/or descriptions to develop the topic or situation.</p> <p>c. Use linking words, phrases, and/or temporal words to connect opinions, reasons, ideas or signal event order.</p> <p>d. Provide a conclusion.</p>	<p>√</p> <p>+</p> <p>+</p> <p>+</p>	<p>Narrative</p> <p>told in 1<sup>st</sup> person instead of introducing a narrator</p> <p>uses dialogue effectively/indicates character is excited &amp; positive</p> <p>when, first, and “I was already to have a great day.”</p>
Production and Distribution of Writing	Score:	AP1 Notes:
<p>LAFS.3.W.2.4</p> <p>With guidance and support, produce writing in which development and organization are appropriate to task and purpose.</p>	√	Chronological order appropriate for a narrative. Weak development about new glasses.
<p>LAFS.3.W.2.5</p> <p>With guidance and support, use planning, revising, and editing as needed.</p>	√	Planned for 2 min./Allowing time for revising & editing would help w/capital. and spelling/

**Comments:** Review difference between 1<sup>st</sup> and 3<sup>rd</sup> point of view and when it is appropriate to use each one to suit the task and purpose.

LANGUAGE			
Conventions of Standard English	Score:	AP1	Notes:
<b>LAFS.3.L.1.1</b> Demonstrate command of standard grammar and usage.			
c. Form and use regular and irregular plural nouns.	√		Only 1 plural noun used  was excited/walked/ surprised – Having instead of have/ S-V agreement correct
d. Use abstract nouns.	N/A		
e. Form and use regular and irregular verbs.	+		
f. Form and use simple verb tenses.	+		
g. Ensure subject-verb and pronoun-antecedent agreement.	+		
h. Form and use comparative and superlative adjectives and adverbs.	N/A		
i. Use coordinating and subordinating conjunctions.	√		“and” used once/ combining sentences w/conjunctions would help
j. Produce simple, compound, and complex sentences.	√		had a run-on sentence
<b>LAFS.3.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.			
a. Capitalize words in titles.	N/A		Used quotes accurately/ didn't need commas but needed period after “surprised me”
b. Use commas in addresses.	N/A		
c. Use commas and quotations marks in dialogue.	+		
d. Form and use possessives.			
e. Correctly spell high-frequency and other studied words, including adding suffixes to base words.	N/A		
f. Use spelling patterns and generalizations.	–		
	√		ready ( <b>redey</b> )/graet (great – long a sound)
Knowledge of Language	Score:	AP1	Notes:
<b>LAFS.3.L.2.3</b> Use knowledge of language and its conventions.			
a. Choose words and phrases for effect.	+		Tone set w/phrases such as “Are you ready to learn?” and “i was alredey to having a graet day.”

**Comments:** Work on developing descriptive language.



**Sample #1**

**A seventh grade student received the following prompt after reading a text:**

*Write a paragraph to compare the sport of jumping rope to the sport of playing Frisbee. Use details from the text to support your answer.*

**This was the student's response:**

The sport of jumping rope and frisbee are similar because they are both active games you play with friends or family. Also you have to stay hydrated and drink lots of water before, during, and after the game. But you shouldn't do these activities if you are injured or hurt in any way because you could get hurt even more or get an infection. Also they are a sport for all ages, you could play with friends or family just to have fun.

**This is a sample from a teacher's checklist after evaluating this response:**

## GRADE 7 – WRITING CHECKLIST

WRITING	
Text Types and Purposes	AP1
	Score:      Notes:
LAFS.7.W.1.1 __ LAFS.7.W.1.2 __ LAFS.7.W.1.3	
Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:	<i>Informative/ Explanatory</i>
a. Introduce claim and acknowledge alternate claim; topic, previewing what is to come; and/or establish a context and point of view by: <ul style="list-style-type: none"> <li>• organizing reasons, evidence,</li> <li>• concepts, information; using strategies such as definition, classification, compare-contrast, and cause-effect; including formatting, graphics, and multimedia when useful ;</li> <li>• introducing narrator and characters; and/or establishing an event sequence.</li> </ul>	✓
b. Support or develop claim, topic, and/or experience by providing logical reasoning, credible evidence, facts, details, definitions, quotations, dialogue, pacing, and/or descriptions.	✓
c. Use words, phrases, clauses, transition words to create cohesion and clarify relationships among claims, reasons and evidence; ideas and concepts; and /or to convey sequence or signal shifts in time or setting.	✓
d. Establish and maintain a formal style.	N/A
e. Use precise language, domain-specific vocabulary, words, phrases, descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.	✓
f. Provide a conclusion appropriate to the text.	--
	<i>This response required student to use comparison</i>
	<i>No conclusion</i>

Production and Distribution of Writing		AP1
	Score:	Notes:
<b>LAFS.7.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	✓	
<b>LAFS.7.W.2.5</b> With some guidance and support, use planning, revising, and editing as needed focusing on how well purpose and audience have been addressed.	✓	<i>Listed some ideas on planning sheet</i>

**Comments:**

LANGUAGE		
Conventions of Standard English		AP1
	Score:	Notes:
<b>LAFS.7.L.1.1</b> Demonstrate command of standard grammar and usage.		
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	+	<i>-Used "but" appropriately</i>
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	+	
<b>LAFS.7.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.		
a. Use comma to separate coordinate adjectives.	N/A	
b. Spell correctly.	✓	
Knowledge of Language		AP1
	Score:	Notes:
<b>LAFS.7.L.2.3</b> Use knowledge of language and its conventions.		
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	

**Comments:** *AP1: Guide student to rewrite response using a variety of cohesive terms and use more precise language to show comparison.*

**Sample #2**

**A seventh grade student received the following prompt after reading a text:**

*The article states that the moon waxes and wanes. Write a paragraph to explain what waxing and waning means as it relates to the phases of the moon.*

**This was the student's response:**

When the moon becomes visible, is a process known as waxing. First as a crescent, then it enters the first quarter phase, and as the moon becomes more and more visible till it becomes a full moon. After the full moon it begins to disappear, a process known as waning.

**This is a sample from a teacher's checklist after evaluating this response:**

### GRADE 7 – WRITING CHECKLIST

WRITING		
Text Types and Purposes	Score:	AP1    Notes:
<p><b>LAFS.7.W.1.1</b> __ <b>LAFS.7.W.1.2</b> <b>X</b> <b>LAFS.7.W.1.3</b> __</p> <p>Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce claim and acknowledge alternate claim; topic, previewing what is to come; and/or establish a context and point of view by:</p> <ul style="list-style-type: none"> <li>• organizing reasons, evidence,</li> <li>• concepts, information; using strategies such as definition, classification, compare-contrast, and cause-effect; including formatting, graphics, and multimedia when useful ;</li> <li>• introducing narrator and characters; and/or establishing an event sequence.</li> </ul> <p>b. Support or develop claim, topic, and/or experience by providing logical reasoning, credible evidence, facts, details, definitions, quotations, dialogue, pacing, and/or descriptions.</p> <p>c. Use words, phrases, clauses, transition words to create cohesion and clarify relationships among claims, reasons and evidence; ideas and concepts; and /or to convey sequence or signal shifts in time or setting.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, words, phrases, descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>	<p>v</p> <p>v</p> <p>+</p> <p>+</p> <p>+</p>	<p>Explanatory</p> <p>No introduction to topic/ organizes details sequentially</p> <p>minimal explanation of the terms waxing and waning – only names the phases associated w/each term but does not explain the terms or elaborate on the phases</p> <p>Uses sequential signal words, such as when, first, then, as until, after</p> <p>Uses correct terms for phases of moon, but description is not precise or no descriptive language used</p>

Production and Distribution of Writing		Score:	AP1	Notes:
<b>LAFS.7.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.		v		Clarity lacking in first and second sentences, both also worded awkwardly
<b>LAFS.7.W.2.5</b> With some guidance and support, use planning, revising, and editing as needed focusing on how well purpose and audience have been addressed.		v		Spent little time planning and no time revising. Taking time to revise might have helped develop and clarify second sentence.

**Comments:** Brian answered the task minimally. Work on word and sentence expansion with him.

LANGUAGE				
Conventions of Standard English		Score:	AP1	Notes:
<b>LAFS.7.L.1.1</b> Demonstrate command of standard grammar and usage.				
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		v		
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.		+		
<b>LAFS.7.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.				
a. Use comma to separate coordinate adjectives.		N/A		no descriptive language
b. Spell correctly.		+		
Knowledge of Language		Score:	AP1	Notes:
<b>LAFS.7.L.2.3</b> Use knowledge of language and its conventions.				
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.		+		Explanation is concise, but lack of elaboration leaves the reader uncertain about the meanings of the two terms "waxing" and "waning".

**Comments:** Work on developing complex and compound-complex sentences.

**Sample #1**

**A tenth grade student** received the following prompt after reading a text:

*Would it be appropriate for the following sentence to be added to this article? “On June 11, 1962, Frank Morris, John Anglin, and Clarence Anglin executed one of the most complicated escapes from Alcatraz ever devised.” Why or why not? Use evidence from the text to support your answer.*

**This was the student’s response:**

The statement above would add to the Alcatraz Island story that there has been an escape at Alcatraz Island. The original story does not have any evidence that there has ever been an escape at Alcatraz Island. This gives the reader a sense of Alcatraz being unescapable, meaning this is the most secure prison in the world when in reality the escape has been hidden. If this escape was in the story the reader would be left in wonder of how such an escape could have taken place, leaving the reader in wonder and thinking. Frank Morris, John Anglin, and Clarence Anglin's escape should be included in the story.

**This is a sample from a teacher’s checklist after evaluating this response:**

## GRADE 10 – WRITING CHECKLIST

WRITING	
Text Types and Purposes	AP1 Score:      Notes:
LAFS.910.W.1.1 ✓ LAFS.910.W.1.2 __ LAFS.910.W.1.3 __ Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:	
a. Introduce precise claims, distinguishing claims from alternate claims; topic; and/or establish a context with one or multiple points of view by: <ul style="list-style-type: none"> <li>• creating organization that establishes clear relationships among claim, counter claims, reasons, and evidence;</li> <li>• organizing complex information to make connections and distinctions; including formatting, graphics, and multimedia when useful;</li> <li>• introducing narrator and characters; and/or establishing an event sequence.</li> </ul>	✓
b. Develop claims and counterclaims fairly; topic; experiences, events, and/or characters by: supplying evidence, pointing out strengths and limitations: using well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, dialogue, pacing, description, reflection and/or multiple plot lines.	✓
c. Use words, phrases, clauses, appropriate and varied transitions; and/or a variety of techniques to sequence events; to link major sections of the text, create cohesion, clarify relationships; and/or to create a coherent whole.	+
d. Establish and maintain a formal style.	+
e. Use precise language, domain-specific vocabulary, precise words, phrases, relevant descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.	✓
	<i>Provides a clear claim and 2 pieces of evidence from the text. Response would benefit further with 1 more sentence linking the evidence to the conclusion.</i>

f. Provide a conclusion appropriate to the text.	✓	<i>Needs a connective</i>
<b>Production and Distribution of Writing</b>	Score:	AP1 Notes:
<b>LAFS.910.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	+	
<b>LAFS.910.W.2.5</b> Develop and strengthen writing as needed by planning, revising, and editing as needed focusing on addressing what is most significant for a specific purpose and audience.	+	<i>-made brief outline -highlighted text</i>

**Comments:** *AP1: Practice revising. Are the questions 'who' 'what' and 'how' answered in the response?*

LANGUAGE		
Conventions of Standard English	Score:	AP1 Notes:
<b>LAFS.910.L.1.1</b> Demonstrate command of standard grammar and usage.		
a. Use parallel structure.	+	
b. Use various types of phrases and clauses to convey specific meanings and add variety and interest.	✓	<i>Redundant use of phrase "in wonder"</i>
<b>LAFS.8.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.		
a. Use a semicolon, with or without a conjunctive adverb to link to or more closely related independent clauses.	N/A	
b. Use a colon to introduce a list or quotation.	N/A	
c. Spell correctly.	+	

**Comments:** *AP1: Teach reflection/editing strategy for recognizing and improving clarity and awkwardness.*

## Sample #2

**A tenth grade student received the following prompt after reading a text:**

*Imagine you are in the Ocala National Forest in Florida on a camping trip. From a distance, you witness a large deer chasing an armadillo. Write a brief (3-5 sentences) paragraph detailing how the armadillo protects itself from the deer. Use specific details from the text to describe the event.*

**This was the student's response:**

Armadillos have a few different ways of protecting them self. Such ways as digging to safety threw the earths soil. Armadillos have hard shells for protection also. If a deer were to attack one and only manage to antler the armadillo once, it may survive the attack. If an armadillo is getting attacked and ever has

the chance to dive into a thorn patch, it will. Armadillos shells can protect them from the spikes of the thorn patch. Armadillos have many good ways of protection!

This is a sample from a teacher’s checklist after evaluating this response:

## GRADE 10 – WRITING CHECKLIST

WRITING		
Text Types and Purposes	Score:	AP1 Notes:
<p><b>LAFS.910.W.1.1</b> __ <b>LAFS.910.W.1.2</b> <b>X</b> <b>LAFS.910.W.1.3</b> __</p> <p>Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce precise claims, distinguishing claims from alternate claims; topic; and/or establish a context with one or multiple points of view by:</p> <ul style="list-style-type: none"> <li>• Creating organization that establishes clear relationships among claim, counter claims, reasons, and evidence;</li> <li>• Organizing complex information to make connections and distinctions; including formatting, graphics, and multimedia when useful;</li> <li>• Introducing narrator and characters; and/or establishing an event sequence.</li> </ul> <p>b. Develop claims and counterclaims fairly; topic; experiences, events, and/or characters by: supplying evidence, pointing out strengths and limitations: using well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, dialogue, pacing, description, reflection and/or multiple plot lines.</p> <p>c. Use words, phrases, clauses, appropriate and varied transitions; and/or a variety of techniques to sequence events; to link major sections of the text, create cohesion, and clarify relationships; and/or to create a coherent whole.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, precise words, phrases, relevant descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>	<p></p> <p style="font-size: 1.5em;">+</p> <p style="font-size: 1.5em;">√</p> <p style="font-size: 1.5em;">√</p> <p style="font-size: 1.5em;">+</p> <p style="font-size: 1.5em;">√</p> <p style="font-size: 1.5em;">√</p> <p style="font-size: 1.5em;">√</p>	<p>Informative/ explanatory</p> <p>Introduces w/ topic sentence</p> <p>seven sentences in paragraph, but only 3 vague means of protecting itself</p> <p>“such ways”, “also”</p> <p>No description used/ vague lang. used, such as “few different way”, “have many good ways of protection”</p> <p>Has a conclusion, but weak.</p>

Production and Distribution of Writing	Score:	AP1	Notes:
<b>LAFS.910.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.	√		one sentence fragment/ fourth sentence off topic (not about how armadillo protects itself)
<b>LAFS.910.W.2.5</b> Develop and strengthen writing as needed by planning, revising, and editing as needed focusing on addressing what is most significant for a specific purpose and audience.	-		started writing paragraph immediately and didn't reread for revisions or edits

**Comments:** Julie has a solid beginning paragraph that could be developed and Strengthened if she takes the time to revise and edit her work.

LANGUAGE			
Conventions of Standard English	Score:	AP1	Notes:
<b>LAFS.910.L.1.1</b> Demonstrate command of standard grammar and usage.			
b. Use parallel structure. c. Use various types of phrases and clauses to convey specific meanings and add variety and interest.	+ √		use of prepositional phrases & infinitives
<b>LAFS.8.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.			misuse of the word "threw" when she meant "through"  no apostrophe in "armadillos shells"
a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.	N/A		
b. Use a colon to introduce a list or quotation.	N/A		
c. Spell correctly.	+		"them self" instead of themselves

**Comments:** Most of Julie's mistakes in language and usage could be caught if she would spend more time with editing.



# Appendix D: FAIR-FS Writing Checklists by Grade Level

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

<b>+</b>	Demonstrates correct use of skill most of the time
<b>✓</b>	Demonstrates correct use of skill at least once
<b>-</b>	Does not use the skill correctly
<b>N/A</b>	Writing does not include opportunity to demonstrate skill

## GRADE 3 – WRITING CHECKLIST

### WRITING

WRITING									
Text Types and Purposes	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.3.W.1.1 __ LAFS.3.W.1.2 __ LAFS.3.W.1.3__</b> Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose: <ol style="list-style-type: none"> <li>a. Introduce the topic or situation by:                             <ul style="list-style-type: none"> <li>• Stating an opinion; listing reasons</li> <li>• Grouping information together; including illustrations</li> <li>• Introducing narrator and characters; and/or including illustrations when useful</li> </ul> </li> <li>b. Provide reasons, facts, definitions, dialogue, and/or descriptions to develop the topic or situation.</li> <li>c. Use linking words, phrases, and/or temporal words to connect opinions, reasons, ideas or signal event order.</li> <li>d. Provide a conclusion.</li> </ol>									
Production and Distribution of Writing	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.3.W.2.4</b> With guidance and support, produce writing in which development and organization are appropriate to task and purpose.									
<b>LAFS.3.W.2.5</b> With guidance and support, use planning, revising, and editing as needed.									
<b>Comments:</b>									

LANGUAGE									
Conventions of Standard English	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.3.L.1.1</b> Demonstrate command of standard grammar and usage. <ul style="list-style-type: none"> <li>c. Form and use regular and irregular plural nouns.</li> <li>d. Use abstract nouns.</li> <li>e. Form and use regular and irregular verbs.</li> <li>f. Form and use simple verb tenses.</li> <li>g. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>h. Form and use comparative and superlative adjectives and adverbs.</li> <li>i. Use coordinating and subordinating conjunctions.</li> <li>j. Produce simple, compound, and complex sentences.</li> </ul>									
<b>LAFS.3.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>a. Capitalize words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Correctly spell high-frequency and other studied words, including adding suffixes to base words.</li> <li>f. Use spelling patterns and generalizations.</li> </ul>									
Knowledge of Language	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.3.L.2.3</b> Use knowledge of language and its conventions. <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> </ul>									
<b>Comments:</b>									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

<b>+</b>	Demonstrates correct use of skill most of the time
<b>✓</b>	Demonstrates correct use of skill at least once
<b>–</b>	Does not use the skill correctly
<b>N/A</b>	Writing does not include opportunity to demonstrate skill

## GRADE 4 – WRITING CHECKLIST

<b>WRITING</b>									
<b>Text Types and Purposes</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<b>LAFS.4.W.1.1 __ LAFS.4.W.1.2 __ LAFS.4.W.1.3__</b> Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:									
a. Introduce the topic or situation with an organizational structure appropriate to text type by: <ul style="list-style-type: none"> <li>• Grouping related ideas</li> <li>• Including formatting, illustrations, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or establishing the situation</li> </ul>									
b. Provide reasons, facts, details, definitions, quotations, dialogue, and/or descriptions to develop the topic or situation.									
c. Link opinion, reasons, ideas, and/or sequence of events using phrases, and/or transitional words to connect opinions, reasons, ideas, or event order.									
d. Provide a conclusion related to the text.									
<b>Production and Distribution of Writing</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<b>LAFS.4.W.2.4</b> Produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.									
<b>LAFS.4.W.2.5</b> With guidance and support, use planning, revising, and editing as needed.									
<b>Comments:</b>									

LANGUAGE									
Conventions of Standard English	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.4.L.1.1</b> Demonstrate command of standard grammar and usage. <hr/> b. Use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries. e. Order adjectives according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences. h. Correctly use frequently confused words.									
<b>LAFS.4.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling. <hr/> a. Use correct capitalization. b. Use commas and quotations marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.									
Knowledge of Language	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.4.L.2.3</b> Use knowledge of language and its conventions. <hr/> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.									
<b>Comments:</b>									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

+	Demonstrates correct use of skill most of the time
✓	Demonstrates correct use of skill at least once
-	Does not use the skill correctly
N/A	Writing does not include opportunity to demonstrate skill

## GRADE 5 – WRITING CHECKLIST

WRITING									
Text Types and Purposes	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.5.W.1.1 __ LAFS.5.W.1.2 __ LAFS.5.W.1.3 __</b> Write opinion, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:									
a. Introduce the topic or situation with an organizational structure appropriate to text type by: <ul style="list-style-type: none"> <li>• Grouping related ideas</li> <li>• Providing a general observation and focus; including formatting, illustrations, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or establishing the situation</li> </ul>									
b. Provide logically ordered reasons, facts, details, definitions, quotations, dialogue, descriptions, and/or pacing to develop the topic or situation.									
c. Link opinion, reasons, ideas, and/or sequence of events using phrases, clauses, and/or transitional words to connect opinions, reasons, ideas or event order.									
d. Provide a conclusion related to the text.									
Production and Distribution of Writing	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.5.W.2.4</b> Produce clear and coherent writing in which development and organization are appropriate to task, purpose, and audience.									
<b>LAFS.5.W.2.5</b> With guidance and support, use planning, revising, and editing.									
<b>Comments:</b>									

LANGUAGE									
Conventions of Standard English	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.5.L.1.1</b> Demonstrate command of standard grammar and usage. <ul style="list-style-type: none"> <li>c. Form and use perfect verb tenses.</li> <li>d. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>e. Recognize and correct inappropriate shifts in verb tense.</li> <li>f. Use correlative conjunctions.</li> </ul>									
<b>LAFS.5.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>									
Knowledge of Language	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.5.L.2.3</b> Use knowledge of language and its conventions. <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, interest and style.</li> </ul>									
<b>Comments:</b>									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

<b>+</b>	Demonstrates correct use of skill most of the time
<b>✓</b>	Demonstrates correct use of skill at least once
<b>-</b>	Does not use the skill correctly
<b>N/A</b>	Writing does not include opportunity to demonstrate skill

## GRADE 6 – WRITING CHECKLIST

<b>WRITING</b>									
<b>Text Types and Purposes</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<p><b>LAFS.6.W.1.1 __ LAFS.6.W.1.2 __ LAFS.6.W.1.3__</b></p> <p>Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce the claim, topic, or situation with an organizational structure appropriate to text type by:</p> <ul style="list-style-type: none"> <li>• Organizing reasons, evidence</li> <li>• Organizing ideas, concepts, information;</li> <li>• Using strategies such as definition, classification compare/contrast, and cause/effect; including formatting, graphics, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or organizing an event sequence</li> </ul> <p>b. Support or develop claims, topic, or situation by providing clear reasons, relevant evidence, facts, details, definitions, quotations, dialogue, pacing, and/or descriptions, to support or develop the claim, topic, or situation.</p> <p>c. Use words, phrases, clauses, transition words to clarify relationships among claims and reasons, ideas and concepts, and /or to convey sequence or signal shifts in time or setting.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, words, phrases, descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>									



<b>Production and Distribution of Writing</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<b>LAFS.6.W.2.4</b> Produce clear and coherent writing in which development and organization and style are appropriate to task, purpose, and audience.									
<b>LAFS.6.W.2.5</b> With some guidance and support, use planning, revising, and editing as needed.									
<b>Comments:</b>									
<b>LANGUAGE</b>									
<b>Conventions of Standard English</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<b>LAFS.6.L.1.1</b> Demonstrate command of standard grammar and usage									
a. Ensure that pronouns are in the proper case.									
b. Use intensive pronouns.									
c. Recognize and correct inappropriate shifts in pronoun number and person.									
d. Recognize and correct vague pronouns.									
<b>LAFS.6.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.									
a. Use punctuation to set off nonrestrictive/parenthetical elements.									
b. Spell correctly.									
<b>Knowledge of Language</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP3</b>	<b>Notes:</b>
<b>LAFS.6.L.2.3</b> Use knowledge of language and its conventions.									
a. Vary sentence patterns for meaning, interest and style.									
b. Maintain consistency in style and tone.									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

+	Demonstrates correct use of skill most of the time
✓	Demonstrates correct use of skill at least once
-	Does not use the skill correctly
N/A	Writing does not include opportunity to demonstrate skill

## GRADE 7 – WRITING CHECKLIST

WRITING									
Text Types and Purposes	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<p><b>LAFS.7.W.1.1 __ LAFS.7.W.1.2 __ LAFS.7.W.1.3__</b>                      Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce claim and acknowledge alternate claim; topic, previewing what is to come; and/or establish a context and point of view by:</p> <ul style="list-style-type: none"> <li>• Organizing reasons, evidence</li> <li>• Concepts, information; using strategies such as definition, classification, compare-contrast, and cause-effect; including formatting, graphics, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or establishing an event sequence</li> </ul> <p>b. Support or develop claim, topic, and/or experience by providing logical reasoning, credible evidence, facts, details, definitions, quotations, dialogue, pacing, and/or descriptions.</p> <p>c. Use words, phrases, clauses, transition words to create cohesion and clarify relationships among claims, reasons and evidence; ideas and concepts; and /or to convey sequence or signal shifts in time or setting.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, words, phrases, descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>									

<b>Production and Distribution of Writing</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.7.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.									
<b>LAFS.7.W.2.5</b> With some guidance and support, use planning, revising, and editing as needed, focusing on how well purpose and audience have been addressed.									
<b>Comments:</b>									
<b>LANGUAGE</b>									
<b>Conventions of Standard English</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.7.L.1.1</b> Demonstrate command of standard grammar and usage.									
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.									
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
<b>LAFS.7.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.									
a. Use comma to separate coordinate adjectives.									
b. Spell correctly.									
<b>Knowledge of Language</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.7.L.2.3</b> Use knowledge of language and its conventions.									
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
<b>Comments:</b>									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

+	Demonstrates correct use of skill most of the time
✓	Demonstrates correct use of skill at least once
-	Does not use the skill correctly
N/A	Writing does not include opportunity to demonstrate skill

## GRADE 8 – WRITING CHECKLIST

WRITING									
Text Types and Purposes	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<p><b>LAFS.8.W.1.1 __ LAFS.8.W.1.2 __ LAFS.8.W.1.3__</b></p> <p>Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce claim, acknowledge and distinguish alternate claims; topic, previewing what is to follow; and/or establish a context and point of view by:</p> <ul style="list-style-type: none"> <li>• Organizing reasons, evidence</li> <li>• Organizing concepts, information into broader categories; including formatting, graphics, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or establishing an event sequence</li> </ul> <p>b. Support or develop claim, topic, and/or experience by providing logical reasoning, relevant evidence, relevant sources, well-chosen facts, definitions, concrete details, quotations, dialogue, pacing, description, and/or reflection.</p> <p>c. Use words, phrases, clauses, appropriate and varied transitions to create cohesion and clarify relationships among claims, counterclaims, reasons and evidence; among ideas and concepts; to convey sequence or signal shifts in time or setting; and/or show relationships among experiences and events.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, precise words, phrases, relevant descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>									

<b>Production and Distribution of Writing</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.8.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.									
<b>LAFS.8.W.2.5</b> With some guidance and support, use planning, revising, and editing as needed focusing on how well purpose and audience have been addressed.									
<b>Comments:</b>									
<b>LANGUAGE</b>									
<b>Conventions of Standard English</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.8.L.1.1</b> Demonstrate command of standard grammar and usage.									
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.									
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
<b>LAFS.8.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.									
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.									
b. Use an ellipsis to indicate an omission.									
c. Spell correctly.									
<b>Knowledge of Language</b>	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<b>LAFS.8.L.2.3</b> Use knowledge of language and its conventions.									
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.									
<b>Comments:</b>									

Student: \_\_\_\_\_ AP1 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

AP2 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

Teacher: \_\_\_\_\_ AP3 DATE: \_\_\_\_\_ Text Title: \_\_\_\_\_

+	Demonstrates correct use of skill most of the time
✓	Demonstrates correct use of skill at least once
-	Does not use the skill correctly
N/A	Writing does not include opportunity to demonstrate skill

## GRADE 9-10 – WRITING CHECKLIST

WRITING									
Text Types and Purposes	Score:	AP1	Notes:	Score:	AP2	Notes:	Score:	AP3	Notes:
<p><b>LAFS.910.W.1.1 __ LAFS.910.W.1.2 __ LAFS.910.W.1.3 __</b>                      Write argument, informative/explanatory or narrative pieces in a manner that is appropriate to task and purpose:</p> <p>a. Introduce precise claims, distinguishing claims from alternate claims; topic; and/or establish a context with one or multiple points of view by:</p> <ul style="list-style-type: none"> <li>• Creating organization that establishes clear relationships among claim, counter claims, reasons, and evidence</li> <li>• Organizing complex information to make connections and distinctions; including formatting, graphics, and multimedia when useful</li> <li>• Introducing narrator and characters; and/or establishing an event sequence</li> </ul> <p>b. Develop claims and counterclaims fairly; topic; experiences, events, and/or characters by: supplying evidence, pointing out strengths and limitations: using well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, dialogue, pacing, description, reflection and/or multiple plot lines.</p> <p>c. Use words, phrases, clauses, appropriate and varied transitions; and/or a variety of techniques to sequence events; to link major sections of the text, create cohesion, and clarify relationships; and/or to create a coherent whole.</p>									

<p>d. Establish and maintain a formal style.</p> <p>e. Use precise language, domain-specific vocabulary, precise words, phrases, relevant descriptive details, and/or sensory language to inform or explain a topic and/or convey experiences.</p> <p>f. Provide a conclusion appropriate to the text.</p>						
<b>Production and Distribution of Writing</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>
<p><b>LAFS.910.W.2.4</b> Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.</p>						
<p><b>LAFS.910.W.2.5</b> Develop and strengthen writing as needed by planning, revising, and editing as needed focusing on addressing what is most significant for a specific purpose and audience.</p>						
<b>Comments:</b>						
<b>LANGUAGE</b>						
<b>Conventions of Standard English</b>	<b>Score:</b>	<b>AP1</b>	<b>Notes:</b>	<b>Score:</b>	<b>AP2</b>	<b>Notes:</b>
<p><b>LAFS.910.L.1.1</b> Demonstrate command of standard grammar and usage.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases and clauses to convey specific meanings and add variety and interest.</p>						
<p><b>LAFS.910.L.1.2</b> Demonstrate command of standard capitalization, punctuation, and spelling.</p> <p>a. Use a semicolon, with or without a conjunctive adverb to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>						
<b>Comments:</b>						

## Appendix E: Progression of the LAFS language strand

Language Arts Florida Standards	Grade(s)								
	3	4	5	6	7	8	9 10	11 12	
LAFS 3.L.1.1 g Ensure subject-verb and pronoun-antecedent agreement.									
LAFS 3.L.2.3 a Choose words and phrases for effect.									
LAFS 4.L.1.1 g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
LAFS 4.L.1.1 h Correctly use frequently confused words (e.g., <i>to, too,; there, their</i> ).									
LAFS.4.L.2.3 a Choose words and phrases to convey ideas precisely.									
LAFS.4.L.2.3 b Choose punctuation for effect.									
LAFS.5.L.1.2 e Recognize and correct inappropriate shifts in verb tense.									
LAFS.5.L.1.2 a Use punctuation to separate items in a series.									
LAFS.6.L.1.1 c Recognize and correct inappropriate shifts in pronoun number and person.									
LAFS.6.L.1.1 d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
LAFS.6.L.1.1 e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.									
LAFS.6.L.1.2 a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
LAFS.6.L.2.3 a Vary sentence patterns for meaning, reader/listener interest, and style.									



LAFS.6.L.2.3 b Maintain consistency in style and tone.									
LAFS.7.L.1.1 c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
LAFS.7.L.2.3 a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
LAFS.8.L.1.1 d Recognize and correct inappropriate shifts in verb voice and mood.									
LAFS.910.L.1.1a Use parallel structure.									

## Appendix F: Frequently Asked Questions – For Advanced Users

### Differences Between the FAIR (2009) and FAIR-FS

Q: Will the calculation of Probability of Literacy Success (PLS) still include the student's performance on previous Florida standardized testing?

A: No. The Probability of Literacy Success is based on a weighted formula of the following tasks: Word Recognition, Vocabulary Knowledge, and Reading Comprehension.

Q: Who was included in the norming study?

A: Students in Collier County (2013-14), Escambia County (2012-13), Highlands County (2010-11), Hillsborough County (2012-13), Lake County (2011-14), Leon County (2011-12), Orange County (2011-14), and Pinellas County (2013-14) participated in the norming of the tasks. The sampling strategy ensured that the norming sample's demographics match the state achievement distribution (level 1 through level 5) and demographic distribution (i.e., race/ethnicity, English Language Learner status, and free and reduced-price lunch status) across all grade levels. A more detailed account of the norming study will be found in the Technical Manual.

Q: How are students placed into a Reading Comprehension passage?

A: In order to reduce the amount of testing time and further increase reliability of scores, a student's reading comprehension ability will be estimated based on his/her performance on the Word Recognition and Vocabulary Knowledge Tasks. This estimate will be used to place the student into the first passage.

Q: Will the grade level of the Reading Comprehension passages be printed on the report?

A: No. Within the FAIR-FS, a student's percentile rank on the Reading Comprehension Task provides the most reliable score for identifying a skill weakness specific to reading comprehension and the ability score provides the most reliable indicator of progress.

Q: Will the raw number of questions answered correctly/incorrectly on the Reading Comprehension Task be included on the report according to reporting category?

A: No.

Q: Are new materials available for more frequent progress monitoring?

A: The passages in the Ongoing Progress Monitoring set from the FAIR 2009 are equated for use between Assessment Periods. They can continue to serve as a general outcome measure if monthly progress monitoring is needed.

## Computer Adaptive Testing

Q: What is a simple way to describe how the computer adaptive tasks work?

A: The goal of computer adaptive functionality is to obtain a precise representation of a student's ability with the measured skill by individualizing the items administered to each student. After the student responds to the first set of questions, the computer calculates the student's ability. The calculation is not just based on the number of questions the student answered correctly, it also incorporates the difficulty level of the question and the amount of information that particular item provides. The next question that is administered to the student is chosen based on the student's calculated ability score. In addition to calculating the student's ability, the computer also calculates the reliability of that ability score. Administration of the task is complete once the computer calculates a highly reliable score (i.e., above 0.9). In this way, a highly reliable score can be obtained for a majority of students while also reducing the amount of testing time for each student.

Q: The FAIR-FS is administered three times per year. Are students administered the same items each time?

A: The first time a student is administered a task within a school year, the difficulty of the first set of items administered is the average difficulty for the student's grade level. At the second exposure the initial set of items administered will be based on the student's ability score at the previous exposure. Since there is a large bank of items for each task and the relative difficulty of each item to the rest of the item bank has been established, different items will be administered at the second exposure. At the third exposure, students will not receive any of the same items as the second exposure, but may receive items administered at the first exposure.

Q: What is the ratio of informational to literary passages in the Reading Comprehension Task?

A: Sixty percent of the passages are classified as informational text.

## Optional Open Response Diagnostic Component

Q: Can students with poor typing skills handwrite the written response?

A: A typed response is the default mode of administration because that is the standard administration of almost all outcome assessments. Administration decisions in the Open Response Tasks are left to teachers, schools, and districts.

Q: Are teachers permitted to administer off-grade level passages in the Oral Response Tasks?

A: The Oral Response Tasks were created to provide teachers with more detailed insight into an individual student's approach to reading, comprehension, and writing tasks. If the information garnered from the ORT is solely used for guiding feedback and instructional purposes within the classroom, off-grade level administration may occur.

Q: How long does it take to hand-score correct minus incorrect writing sequences (CIWS)?

A: Published research on the scoring of writing sequences reports an average of 1 minute and 22 seconds of scoring time per 3-minutes of writing time (Malecki & Jewell, 2003).