



Feifer Assessment of Writing (FAW) Administration and Scoring Tips

Questions & Answers

Presented by Sue Madden Trujillo, MS, and Theo Miron, PsyS

PAR™ • 16204 N. Florida Ave. • Lutz, FL 33549 • 1.800.331.8378 • www.parinc.com

Copyright © 2021 by PAR. All rights reserved. May not be reproduced in whole or in part in any form or by any means without written permission of PAR.



Q: Is this presentation on the PAR website? I will want to watch it again with the ability to pause as I search out referenced information.

A: Yes, this presentation is on the PAR Training Portal and is available on-demand, so you can start and pause at your convenience.

The [PAR Training Portal](#) also has interactive training modules for the FAW, the FAR, and the FAM, along with several other webinars and interactive training modules for other PAR products.

Q: When do you expect comprehensive scoring for the FAW to be available?

A: The FAW Score Report is currently available on [PARiConnect](#).

Writing assessment is more complicated than reading or math, so the FAW Interpretive Report will require additional work from author Steve Feifer. He relies on his own use of the test in practice and feedback from other clinicians to be able to formulate meaningful interpretation of FAW scores. We hope to have the FAW Interpretive Report available by the end of next year.

Q: Do school districts already have this test?

A: The FAW and the FAW Screening Form were released in early July 2020 and are available for purchase. Visit www.parinc.com/FAW for details.

Q: Would you please talk about how norms were established.

A: The norms were based on a nationwide sample of 1,048 children and adolescents between PK and college seniors. The norms are grade-based. For more detailed information about the normative sample, see



chapter 4 of the [FAW Professional Manual](#).

Q: Do we penalize or give credit when African-American students use the African-American vernacular, which is not the standard English response? Example “he go to school” vs. “he goes to school.”

A: The normative data were created based on how we scored the responses in the standardization sample. Scoring in the grammar and sentence structure category was based on formal English guidelines.

Q: Is this test, in particular the writing sample subtests, very sensitive for bright students who only have difficulties in writing (essays, reports, etc.)

A: Because the norms were created based on students in regular education (not receiving special education services), results are sensitive to students who are average or above average in intellect.

Some of the examples given in the webinar highlighted the scoring differences between 2- and 3-point responses on Elaboration or Prompt Incorporation. This is where difficulties with organization and mechanics in writing can be found at a very granular level.

Q: Please explain these results from a score report: Student is in Grade 6. Executive Working Memory SS: 72, 3rd Percentile, Grade 6.1? and Expository Writing, SS: +78, 7th percentile, Grade 6.1. He looks like he has moderately below average skills, but is he performing



at grade level?

A: Without seeing the actual protocol, this question is difficult to answer. However, in general terms, grade equivalents should always be used with caution. A grade equivalent score does not mean that the student is performing like every student who is in the first month of 6th grade.

Q: In light of the COVID-19 pandemic, do you think we should adjust the ages or scores of the students because they haven't been getting good (or any) instruction over a period of months?

A: This question has been posited on much larger platforms. Although I would encourage you to explore the theoretical responses from giants in the field (e.g., Cecil Reynolds), the short answer is that, as a professional, you should follow protocol and guidelines spelled out in the professional manual strictly. If you choose to "stretch the limits" of the test," those modifications must be documented.

Q: Can students in PhD school psychology programs get access to the webinar in the PAR training portal?

A: There is a brief registration process for the [PAR Training Portal](#), but given appropriate credentials in a school psychology program, there should be no issues accessing the PAR Training Portal. Also, our [University Partnership Program](#) provides free use of test materials along with many other benefits for postgraduate psychology students and teachers.



Q: In Executive Working Memory, what if the student only writes the two words and nothing else? Both words are accurate.

A: This student would get 2 points for the Target Word score, but 0 for both the Prompt Idea and Grammar/Sentence Structure score.

Q: In regard to the Sentence Scaffolding subtest, can you read the cards if the student does not have the literacy skills to read the cards? Does the child have to ask you to read the cards?

A: If you know the student will have difficulty reading the cards, preemptively read each card as you place it on the table and before you begin timing the item. The text for each card in placement order is on pages 32-34 of the FAW Administration and Scoring Guide.

If the child asks how to read a word or sentence after the cards have been placed, you may read that card, but timing continues.

For more information, please visit parinc.com or call 1.800.331.8378