



Feifer Assessment of Writing (FAW) Administration and Scoring Tips

Questions & Answers

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The following are some of the questions (and answers) that followed the FAW Administration and Scoring Tips presentation.

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



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: 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 than today’s webinar. 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: This is great information about administration and scoring, but do you have an Introduction to the FAW course available?

A: The PAR Training Portal features an Introduction to the FAW and interactive training modules. Visit partrainingportal.com to learn more.



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.

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