



**fam**<sup>TM</sup>

**Feifer Assessment of Mathematics**<sup>TM</sup>  
Score Report

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## Comprehensive Score Report

by Steven Feifer, DEd, Heddy Kovach Clark, PhD, and PAR Staff

### Client Information

Client name : Sample Client

Client ID : FAMSAMP

Test date : 05/12/2016

Date of birth : 02/02/2003

Age : 13 : 3

Grade/Education : 7

Gender : Male

Examiner : Dr Jones




This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

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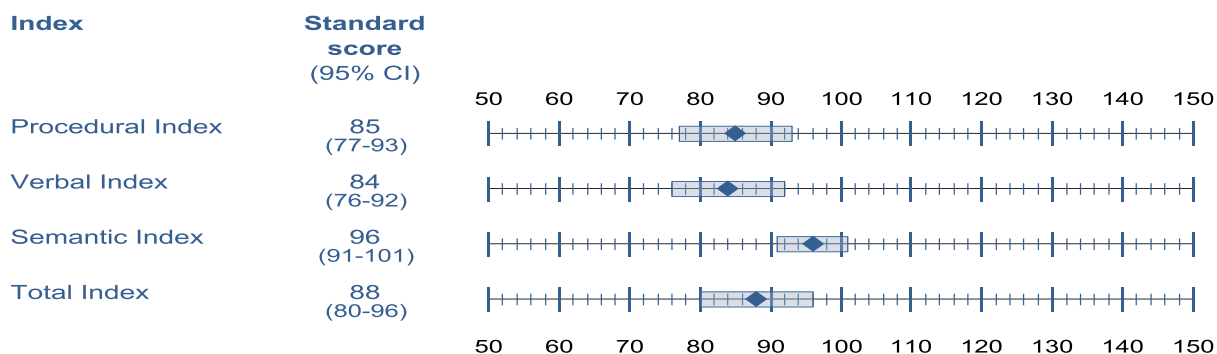
Version: 1.00

## FAM Score Summary

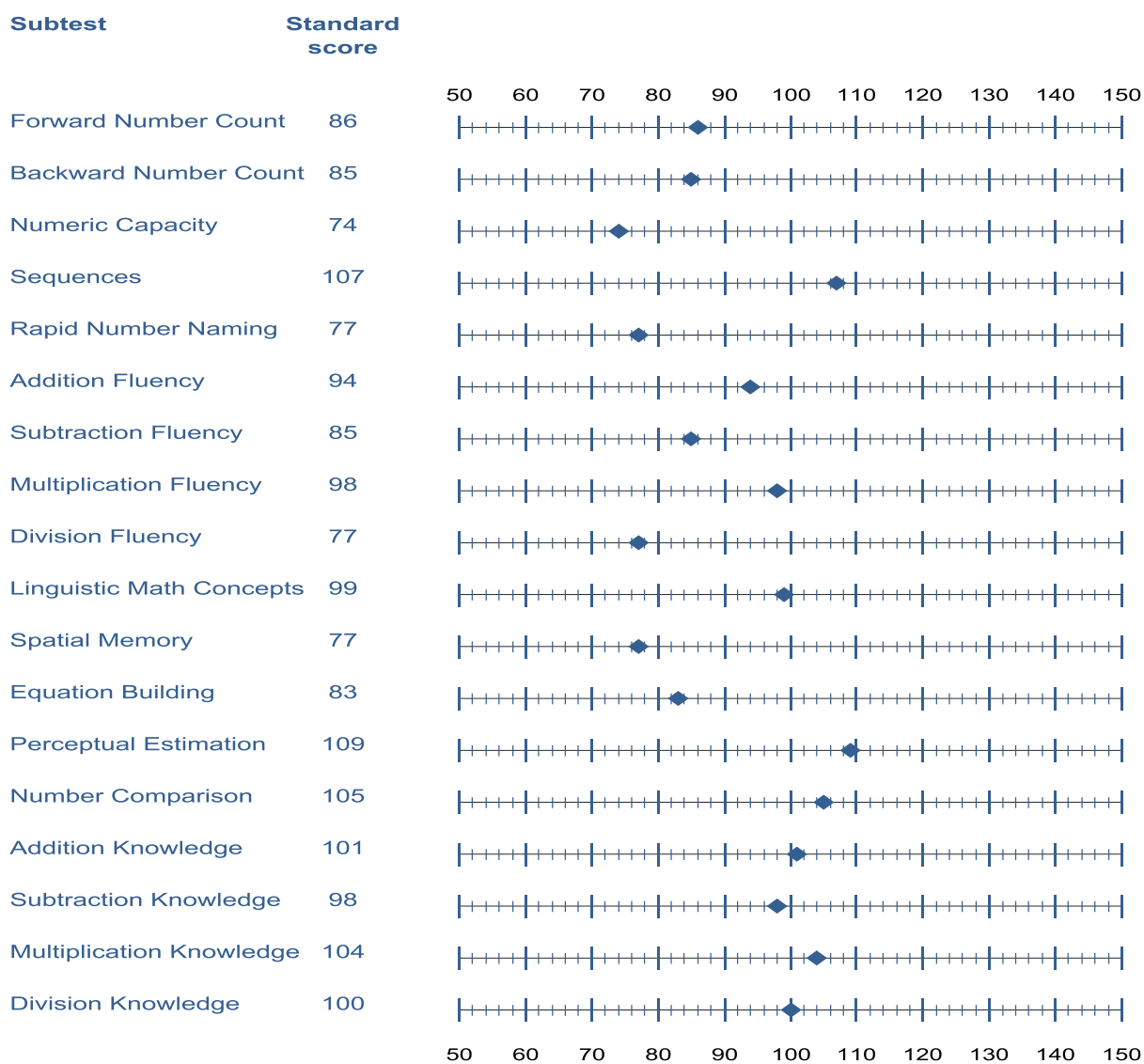
Subtest	Raw score	Standard score	Index standard score	Percentile rank
Forward Number Count (FNC)	19	86		18
Backward Number Count (BNC)	17	85		16
Numeric Capacity (NCA)	6	74		4
Sequences (SEQ)	29	107		68
Object Counting (OC)	n/a	n/a		n/a
 <b>Procedural Index (PI)</b>		<b>352</b>	<b>85</b>	<b>16</b>
Rapid Number Naming (RNN)	47	77		6
Addition Fluency (AF)	22	94		34
Subtraction Fluency (SF)	14	85		16
Multiplication Fluency (MF)	20	98		45
Division Fluency (DF)	6	77		6
Linguistic Math Concepts (LMC)	35	99		47
 <b>Verbal Index (VI)</b>		<b>530</b>	<b>84</b>	<b>14</b>
Spatial Memory (SM)	11	77		6
Equation Building (EB)	8	83		13
Perceptual Estimation (PE)	19	109		73
Number Comparison (NCO)	31	105		63
Addition Knowledge (AK)	21	101		53
Subtraction Knowledge (SK)	14	98		45
Multiplication Knowledge (MK)	20	104		61
Division Knowledge (DK)	14	100		50
 <b>Semantic Index (SI)</b>		<b>777</b>	<b>96</b>	<b>39</b>
<b>PI + VI + SI = FAM Total Index (TI)</b>		<b>1659</b>	<b>88</b>	<b>21</b>

Note. “---” indicates the value could not be calculated due to missing data. “n/a” indicates the value could not be calculated because the examinee’s grade falls outside the administration grade range for this subtest.

## Index Score Profile



## Subtest Score Profile



## Interpretive Caveats

The test scores, descriptions of performance, and other interpretive information provided in this report are predicated on the following assumptions. First, it is assumed that the various subtests were administered and scored correctly, in adherence with the general and specific administration and scoring guidelines provided in Chapter 2 of the Feifer Assessment of Mathematics (FAM) Professional Manual (Feifer & Clark, 2016). Second, it is assumed that the examinee was determined to be eligible for testing by the examiner according to the guidelines for testing eligibility provided in Chapter 2 of the FAM Professional Manual and that the examiner was appropriately qualified to administer and score the FAM.

This report is intended to be revealed to, transmitted to, and used by individuals (a) appropriately qualified and credentialed to interpret FAM results under the laws and regulations of their local jurisdiction and (b) adhering to the guidelines for use of the FAM as stated in Chapter 2 of the FAM Professional Manual.

## Overview of This Report

Sample was administered the FAM. The FAM is an individually administered measure of math ability normed for examinees in prekindergarten through college. The FAM contains multiple individual tests of math ability that are combined to form a Procedural Index (PI), a Verbal Index (VI), a Semantic Index (SI), and a FAM Total Index (TI). The subtests that compose the PI assess the ability to count, order, or sequence numbers and/or sequence mathematical procedures. The VI is composed of subtests that assess rapid number identification skills and deficits retrieving or recalling stored mathematical facts. The SI contains subtests designed to assess the inability to decipher magnitude representations among numbers. A FAM Total Index (TI), calculated by combining the PI, VI, and SI index scores, provides the most comprehensive and reliable assessment of overall math ability. Each index score is expressed as a grade-corrected standard score scaled to a mean of 100 and a standard deviation of 15. A standard score of 85 or less is considered an absolute weakness; a standard score of 115 or more is considered an absolute strength. These scores are approximately normally distributed and can be converted to a variety of other metrics.

## FAM Total Index (TI) Interpretation

Sample's FAM Total Index (TI) standard score was **88**, which was in the below average range of functioning and in the **21<sup>st</sup>** percentile compared to Sample's peers in the same grade. The FAM Total Index (TI) is calculated by combining the PI, VI, and SI index standard scores and provides a more comprehensive and reliable estimate of overall math ability.

### Index Interpretations

#### PI interpretation

Sample's overall Procedural Index (PI) standard score was **85**, which was in the below average range of functioning and in the **16<sup>th</sup>** percentile compared to his same-grade peers.

#### VI interpretation

Sample's overall Verbal Index (VI) standard score was **84**, which was in the below average range of functioning and in the **14<sup>th</sup>** percentile compared to his same-grade peers. This score suggests that his verbal skills were an absolute weakness.

#### SI interpretation

Sample's overall Semantic Index (SI) standard score was **96**, which was in the average range of functioning and in the **39<sup>th</sup>** percentile compared to his same-grade peers.

## Index Discrepancies

FAM Total Index				
Standard score: 88				
Index	Standard score	Absolute difference	Significance level	Base rate
Procedural Index (PI)	85	3	<i>ns</i>	>15%
Verbal Index (VI)	84	4	<i>ns</i>	>15%
<b>Semantic Index (SI)</b>	<b>96</b>	<b>8</b>	<b>.05</b>	<b>≤15%</b>

*Note.* "----" indicates that the value could not be calculated due to missing data.

Discrepancies in bold are statistically significant at  $p < .05$ .

Procedural Index				
Standard score: 85				
Index	Standard score	Absolute difference	Significance level	Base rate
Verbal Index (VI)	84	1	<i>ns</i>	>15%
<b>Semantic Index (SI)</b>	<b>96</b>	<b>11</b>	<b>.05</b>	<b>&gt;15%</b>
Total Index (TI)	88	3	<i>ns</i>	>15%

*Note.* "----" indicates that the value could not be calculated due to missing data.

Discrepancies in bold are statistically significant at  $p < .05$ .

Verbal Index				
Standard score: 84				
Index	Standard score	Absolute difference	Significance level	Base rate
Procedural Index (PI)	85	1	<i>ns</i>	>15%
<b>Semantic Index (SI)</b>	<b>96</b>	<b>12</b>	<b>.05</b>	<b>&gt;15%</b>
Total Index (TI)	88	4	<i>ns</i>	>15%

*Note.* "----" indicates that the value could not be calculated due to missing data.

Discrepancies in bold are statistically significant at  $p < .05$ .

Semantic Index				
Standard score: 96				
Index	Standard score	Absolute difference	Significance level	Base rate
<b>Procedural Index (PI)</b>	<b>85</b>	<b>11</b>	<b>.05</b>	<b>&gt;15%</b>
<b>Verbal Index (VI)</b>	<b>84</b>	<b>12</b>	<b>.05</b>	<b>&gt;15%</b>
<b>Total Index (TI)</b>	<b>88</b>	<b>8</b>	<b>.05</b>	<b>≤15%</b>

*Note.* "----" indicates that the value could not be calculated due to missing data.

Discrepancies in bold are statistically significant at  $p < .05$ .

# Subtest Interpretations

## Procedural Index (PI)

### FNC

The Forward Number Count (FNC) subtest requires the examinee to orally identify the number that comes after a given number and to count forward by various increments.

Sample's FNC standard score was **86**, which was in the below average range of functioning and in the **18<sup>th</sup>** percentile compared to his peers in the same grade.

### BNC

The Backward Number Count (BNC) subtest requires the examinee to orally identify the number that comes before a given number and to count backward by various increments.

Sample's BNC standard score was **85**, which was in the below average range of functioning and in the **16<sup>th</sup>** percentile compared to his peers in the same grade.

### NCA

The Numeric Capacity (NCA) subtest requires the examinee to repeat a series of numbers that increase in digit length.

Sample's NCA standard score was **74**, which was in the moderately below average range of functioning and in the **4<sup>th</sup>** percentile compared to his peers in the same grade.

### SEQ

The Sequences (SEQ) subtest requires the examinee to identify the picture or number missing from a pattern or sequence.

Sample's SEQ standard score was **107**, which was in the average range of functioning and in the **68<sup>th</sup>** percentile compared to his peers in the same grade.

## Verbal Index (VI)

### RNN

The Rapid Number Naming (RNN) subtest requires the examinee to name as many numbers presented in an array as possible in 30 seconds.

Sample's RNN standard score was **77**, which was in the moderately below average range of functioning and in the **6<sup>th</sup>** percentile compared to his peers in the same grade.

### AF

The Addition Fluency (AF) subtest requires the examinee to solve as many simple addition problems presented in an array as possible in 30 seconds.

Sample's AF standard score was **94**, which was in the average range of functioning and in the **34<sup>th</sup>** percentile compared to his peers in the same grade.

### SF

The Subtraction Fluency (SF) subtest requires the examinee to solve as many simple subtraction problems presented in an array as possible in 30 seconds.

Sample's SF standard score was **85**, which was in the below average range of functioning and in the **16<sup>th</sup>** percentile compared to his peers in the same grade.

### MF

The Multiplication Fluency (MF) subtest requires the examinee to solve as many simple multiplication problems presented in an array as possible in 30 seconds.

Sample's MF standard score was **98**, which was in the average range of functioning and in the **45<sup>th</sup>** percentile compared to his peers in the same grade.

### DF

The Division Fluency (DF) subtest requires the examinee to solve as many simple division problems presented in an array as possible in 30 seconds.

Sample's DF standard score was **77**, which was in the moderately below average range of functioning and in the **6<sup>th</sup>** percentile compared to his peers in the same grade.



## Verbal Index (VI)

### LMC

The Linguistic Math Concepts (LMC) subtest requires the examinee to select the correct definition of various mathematical terms embedded within sentences.

Sample's LMC standard score was **99**, which was in the average range of functioning and in the **47<sup>th</sup>** percentile compared to his peers in the same grade.

## Semantic Index (SI)

### SM

The Spatial Memory (SM) subtest requires the examinee to identify an abstract shape after a 5-second delay.

Sample's SM standard score was **77**, which was in the moderately below average range of functioning and in the **6<sup>th</sup>** percentile compared to his peers in the same grade.

### EB

The Equation Building (EB) subtest requires the examinee to select the correct equation to answer mathematical word problems.

Sample's EB standard score was **83**, which was in the below average range of functioning and in the **13<sup>th</sup>** percentile compared to his peers in the same grade.

### PE

The Perceptual Estimation (PE) subtest requires the examinee to identify which of two containers has “more” and to estimate the number of items in each picture without counting them.

Sample's PE standard score was **109**, which was in the average range of functioning and in the **73<sup>rd</sup>** percentile compared to his peers in the same grade.

### NCO

The Number Comparison (NCO) subtest requires the examinee to circle the larger number in as many pairs of numbers presented in an array as possible in 60 seconds.

Sample's NCO standard score was **105**, which was in the average range of functioning and in the **63<sup>rd</sup>** percentile compared to his peers in the same grade.

### AK

The Addition Knowledge (AK) subtest requires the examinee to identify the missing addend in as many addition problems presented in an array as possible in 60 seconds using paper and pencil.

Sample's AK standard score was **101**, which was in the average range of functioning and in the **53<sup>rd</sup>** percentile compared to his peers in the same grade.

## Semantic Index (SI)

### SK

The Subtraction Knowledge (SK) subtest requires the examinee to identify the missing minuend or subtrahend in as many subtraction problems presented in an array as possible in 60 seconds using paper and pencil.

Sample's SK standard score was **98**, which was in the average range of functioning and in the **45<sup>th</sup>** percentile compared to his peers in the same grade.

### MK

The Multiplication Knowledge (MK) subtest requires the examinee to identify the missing factor in as many multiplication problems presented in an array as possible in 60 seconds using paper and pencil.

Sample's MK standard score was **104**, which was in the average range of functioning and in the **61<sup>st</sup>** percentile compared to his peers in the same grade.

### DK

The Division Knowledge (DK) subtest requires the examinee to identify the missing dividend or divisor in as many division problems presented in an array as possible in 60 seconds using paper and pencil.

Sample's DK standard score was **100**, which was in the average range of functioning and in the **50<sup>th</sup>** percentile compared to his peers in the same grade.

## Subtest Discrepancies

Subtest	Standard score	Absolute difference	Significance level	Base rate
Forward Number Count Sequences	86 107	21	.01	≤15%
Forward Number Count Multiplication Fluency	86 98	12	.05	>15%
Forward Number Count Linguistic Math Concepts	86 99	13	.05	>15%
Forward Number Count Perceptual Estimation	86 109	23	.01	>15%
Forward Number Count Number Comparison	86 105	19	.01	>15%
Forward Number Count Addition Knowledge	86 101	15	.05	>15%
Forward Number Count Subtraction Knowledge	86 98	12	.05	>15%
Forward Number Count Multiplication Knowledge	86 104	18	.01	>15%
Forward Number Count Division Knowledge	86 100	14	.05	>15%
Backward Number Count Sequences	85 107	22	.01	≤15%
Backward Number Count Multiplication Fluency	85 98	13	.05	>15%
Backward Number Count Linguistic Math Concepts	85 99	14	.05	>15%
Backward Number Count Perceptual Estimation	85 109	24	.01	>15%
Backward Number Count Number Comparison	85 105	20	.01	>15%
Backward Number Count Addition Knowledge	85 101	16	.01	>15%
Backward Number Count Subtraction Knowledge	85 98	13	.05	>15%
Backward Number Count Multiplication Knowledge	85 104	19	.01	>15%
Backward Number Count Division Knowledge	85 100	15	.01	>15%
Numeric Capacity Sequences	74 107	33	.01	≤10%
Numeric Capacity Addition Fluency	74 94	20	.01	>15%
Numeric Capacity Multiplication Fluency	74 98	24	.01	>15%
Numeric Capacity Linguistic Math Concepts	74 99	25	.01	>15%
Numeric Capacity Perceptual Estimation	74 109	35	.01	≤10%

Subtest	Standard score	Absolute difference	Significance level	Base rate
Numeric Capacity Number Comparison	74 105	31	.01	≤10%
Numeric Capacity Addition Knowledge	74 101	27	.01	≤15%
Numeric Capacity Subtraction Knowledge	74 98	24	.01	>15%
Numeric Capacity Multiplication Knowledge	74 104	30	.01	≤15%
Numeric Capacity Division Knowledge	74 100	26	.01	>15%
Sequences Rapid Number Naming	107 77	30	.01	≤15%
Sequences Addition Fluency	107 94	13	.05	>15%
Sequences Subtraction Fluency	107 85	22	.01	>15%
Sequences Division Fluency	107 77	30	.01	≤10%
Sequences Spatial Memory	107 77	30	.01	≤10%
Sequences Equation Building	107 83	24	.01	≤10%
Rapid Number Naming Addition Fluency	77 94	17	.01	>15%
Rapid Number Naming Multiplication Fluency	77 98	21	.01	>15%
Rapid Number Naming Linguistic Math Concepts	77 99	22	.01	>15%
Rapid Number Naming Perceptual Estimation	77 109	32	.01	>15%
Rapid Number Naming Number Comparison	77 105	28	.01	≤15%
Rapid Number Naming Addition Knowledge	77 101	24	.01	>15%
Rapid Number Naming Subtraction Knowledge	77 98	21	.01	>15%
Rapid Number Naming Multiplication Knowledge	77 104	27	.01	>15%
Rapid Number Naming Division Knowledge	77 100	23	.01	>15%
Addition Fluency Subtraction Fluency	94 85	9	.05	>15%
Addition Fluency Division Fluency	94 77	17	.01	>15%
Addition Fluency Spatial Memory	94 77	17	.01	>15%
Addition Fluency Equation Building	94 83	11	.05	>15%

Subtest	Standard score	Absolute difference	Significance level	Base rate
Addition Fluency	94			
Multiplication Knowledge	104	10	.05	>15%
Subtraction Fluency	85			
Multiplication Fluency	98	13	.01	>15%
Subtraction Fluency	85			
Linguistic Math Concepts	99	14	.01	>15%
Subtraction Fluency	85			
Perceptual Estimation	109	24	.01	>15%
Subtraction Fluency	85			
Number Comparison	105	20	.01	>15%
Subtraction Fluency	85			
Addition Knowledge	101	16	.01	>15%
Subtraction Fluency	85			
Subtraction Knowledge	98	13	.01	>15%
Subtraction Fluency	85			
Multiplication Knowledge	104	19	.01	>15%
Subtraction Fluency	85			
Division Knowledge	100	15	.01	>15%
Multiplication Fluency	98			
Division Fluency	77	21	.01	≤5%
Multiplication Fluency	98			
Spatial Memory	77	21	.01	>15%
Multiplication Fluency	98			
Equation Building	83	15	.01	>15%
Division Fluency	77			
Linguistic Math Concepts	99	22	.01	>15%
Division Fluency	77			
Perceptual Estimation	109	32	.01	≤10%
Division Fluency	77			
Number Comparison	105	28	.01	≤15%
Division Fluency	77			
Addition Knowledge	101	24	.01	≤10%
Division Fluency	77			
Subtraction Knowledge	98	21	.01	≤15%
Division Fluency	77			
Multiplication Knowledge	104	27	.01	≤5%
Division Fluency	77			
Division Knowledge	100	23	.01	≤10%
Linguistic Math Concepts	99			
Spatial Memory	77	22	.01	>15%
Linguistic Math Concepts	99			
Equation Building	83	16	.01	>15%
Spatial Memory	77			
Perceptual Estimation	109	32	.01	≤10%
Spatial Memory	77			
Number Comparison	105	28	.01	≤15%
Spatial Memory	77			
Addition Knowledge	101	24	.01	>15%

Subtest	Standard score	Absolute difference	Significance level	Base rate
Spatial Memory Subtraction Knowledge	77 98	21	.01	>15%
Spatial Memory Multiplication Knowledge	77 104	27	.01	≤15%
Spatial Memory Division Knowledge	77 100	23	.01	>15%
Equation Building Perceptual Estimation	83 109	26	.01	≤15%
Equation Building Number Comparison	83 105	22	.01	>15%
Equation Building Addition Knowledge	83 101	18	.01	>15%
Equation Building Subtraction Knowledge	83 98	15	.01	>15%
Equation Building Multiplication Knowledge	83 104	21	.01	>15%
Equation Building Division Knowledge	83 100	17	.01	>15%

## Behavioral Observations

Subtest	Standard score	Behavioral observations
Forward Number Count (FNC)	86	-- Dropping back and counting forward -- "Ones" strategy
Backward Number Count (BNC)	85	-- Dropping back and counting forward -- "Ones" strategy
Numeric Capacity (NCA)	74	-- Length of longest digit span
Rapid Number Naming (RNN)	77	<input type="checkbox"/> Skipping lines <input type="checkbox"/> Uneven tempo Number(s) most frequently incorrect
Addition Fluency (AF)	94	-- Finger counting -- Verbal counting <input checked="" type="checkbox"/> Skipping lines <input type="checkbox"/> Uneven tempo Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Subtraction Fluency (SF)	85	-- Finger counting -- Verbal counting <input checked="" type="checkbox"/> Skipping lines <input type="checkbox"/> Uneven tempo Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Multiplication Fluency (MF)	98	3 Finger counting -- Verbal counting <input type="checkbox"/> Skipping lines <input type="checkbox"/> Uneven tempo Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed



Subtest	Standard score	Behavioral observations
Division Fluency (DF)	77	2 Finger counting -- Verbal counting <input type="checkbox"/> Skipping lines <input type="checkbox"/> Uneven tempo Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Perceptual Estimation (PE)	109	<input type="checkbox"/> Attempting to count
Number Comparison (NCO)	105	<input type="checkbox"/> Working out answers Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Addition Knowledge (SK)	101	<input type="checkbox"/> Working out answers <input checked="" type="checkbox"/> Finger counting <input type="checkbox"/> Verbal counting Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Subtraction Knowledge (SK)	98	<input type="checkbox"/> Working out answers <input checked="" type="checkbox"/> Finger counting <input type="checkbox"/> Verbal counting Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed
Multiplication Knowledge (MK)	104	<input type="checkbox"/> Working out answers <input type="checkbox"/> Finger counting <input type="checkbox"/> Verbal counting Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed

Subtest	Standard score	Behavioral observations
Division Knowledge (DK)	100	<input type="checkbox"/> Working out answers <input type="checkbox"/> Finger counting <input type="checkbox"/> Verbal counting Accuracy vs. speed <input type="checkbox"/> Sacrificed speed for accuracy <input type="checkbox"/> Sacrificed accuracy for speed

**\*\*\* End of Report \*\*\***