

Feifer Assessment of Mathematics (FAM) – list of Americanisms which may be problematic for UK examinees and where relevant, suggested alternatives.

Subtest	Item	Word / phrase / symbol / image	Suggested alternative where available	Comment/notes
Forward Number Count	Item 26	“negative”	minus	-
Forward Number Count	Item 30	“negative”	minus	-
Backward Number Count	Item 27	“negative”	minus	-
Backward Number Count	Item 29	“negative”	minus	-
Backward Number Count	Item 30	“negative”	minus	-
Equation Building	Item 3	“push ups”	press ups	-
		“gym class”	Physical Education (PE) lesson	-
Equation Building	Item 7	“meter”	metre	Spelling difference.
Equation Building	Item 10	\$	£	*
Equation Building	Item 11	“blocks”	-	Assumed unit of measurement which may not translate well to UK examinees
Equation Building	Item 16	\$	£	*
Equation Building	Item 20	\$	£	*
		“quarters”	Replace question	No equivalent
Equation Building	Item 27	\$	£	*
Equation Building	Item 28	“airplane”	aeroplane	Spelling difference.
Linguistic Math Concepts	Item 17	“tens place”		
Linguistic Math Concepts	Item 28	“tens place”		
Linguistic Math Concepts	Item 38	\$	£	*
		“pound”		Imperial, but used in a question about money (\$). May be confusing for a UK examinee.
Linguistic Math Concepts	Item 45	“calculus”		
		“freshman year in college”	first year at university	-

Linguistic Math Concepts	Item 46	"meters"	metres	Spelling difference.
Linguistic Math Concepts	Item 48	"math"	maths	-
Linguistic Math Concepts	Item 49	"centimeters"	Centimetres	Spelling difference
Sequences	Item 2	"wagon"	cart	**
Sequences	Item 11	"fall"	autumn	**
Sequences	Item 16	US coinage pictured	Replace stimulus	UK examinees may not be familiar with the names for US coinage
Sequences	Item 17	US coinage pictured	Replace stimulus	UK examinees may not be familiar with the names for US coinage
Object counting	Item 23	"negative"	Minus	

*Changing the currency may *not* be deemed necessary, but caution is needed given that examinees are likely to have difficulties with maths/numeracy and UK examinees may have difficulties seeing the parity between \$ and £.

**Examinees are given the choice to respond verbally or point to the item which would come next in the sequence, therefore the difference in terminology may *not* be an issue, but remains a consideration.