Additional Guidance on use of the Feifer Assessment of Reading (FAR)	
Test	**Feifer Assessment of Reading (FAR)**
Authors	Steven G Feifer (DEd) Rebecca Gerhardstein Nader (PhD)
Publisher	PAR 2015 Available in UK from Ann Arbor Publishers Ltd and Hogrefe (www.annarbor.co.uk) (www.hogrefe.co.uk)
Cost	**FAR Comprehensive Kit £418** Includes Professional Manual with Fast Guide, 3 Stimulus Books, Visual Perception Scoring Template, Book for Print Knowledge, 10 Examiner Record Forms, 10 Examinee Response Forms **FAR Screening Kit £216** Includes Professional Manual with Fast Guide, 25 Screening Examiner Record Forms and Screening Form Stimulus Book Manual, Stimulus Books, Record Forms can be ordered separately eg FAR Examiner Record Forms - pkg/10 (£41) FAR Screening Examiner Record Forms - pkg/25 (£68)
Date of standardisation	Summer 2013 - Summer 2014 (US)
Age range	Norms based on US Grades (Pre-Kindergarten through University) Manual state that this corresponds to an age range of 'approximately 4-21 years' (p. 11) Further communication with publisher indicates that the range is 4:0 through 21:11
What it tests	**Reading and Theoretically-Related Skills** 15 subtests 3 of the 15 subtests comprise the SCREENER Score by hand or via PARiConnect Several indexes available

3 Main Indexes

Phonological Index (PI)
5 subtests - Relates to Dysphonetic Type of Dyslexia
- **Phonemic Awareness (PA)** 4 tasks – Rhyming, Blending, Segmenting, Manipulation **[5-10 mins]**
- **Nonsense Word Decoding (NWD)** – untimed decoding of nonsense words **[2 mins]**
- **Isolated Word Reading Fluency (ISO)** – read list of phonetically consistent words in 60 seconds **[1 min]**
- **Oral Reading Fluency (ORF) –** read passage containing ISO words in 60 seconds **[1 min]**
- **Positioning Sounds (PS)** – determine missing sound(s) in an incomplete word **[3-4 mins]**

Fluency Index (FI)
5 Subtests – Relates to Surface Type of Dyslexia
- **Rapid Automatic Naming (RAN) –** Younger: Object/Letter Naming; Older: Object/Stencilled Letter Naming [**2 mins**]
- **Verbal Fluency (VF)** – Generated words by Category and by Letter Onset **[2 mins]**
- **Visual Perception (VP)** – Identify words containing reversed letters in 30 seconds **[1min]**
- **Irregular Word Reading Fluency (IRR)** – Read phonologically irregular words in 60 seconds **[1 min]**
- **Orthographical Processing (OP)** – Recall letter(s) in target words/nonwords **[8 mins]**

Comprehension Index (CI)
5 Subtests – Relates to Reading Comprehension/ Language Difficulties
- **Semantic Concepts (SC)** – multiple choice selection of word similar or opposite in meaning **[5-8 mins]**
- **Word Recall (WR)** - repeat a list of words; (1) in any order; (2) with semantic cue to aid memory **[4 mins]**
- **Print Knowledge (PR)** answer pre-literacy questions (younger only) [**4 mins]**
- **Morphological Processing (MP)** – choose morpheme that best completes an incomplete word **[7 mins]**
- **Silent Reading Fluency (SRF-C)** – silently read passage/answer comprehension questions (no re-reading) **[8 mins]**
- **Silent Reading Fluency Rate (SRF-R)** - Silent Reading Rate derived from above

Mixed Index (MI) = Composite (PI+FI)

FAR Total Index (TI) = Composite (PI+FI+CI)

	In addition:
	Screener Index (SI) **3 subtests** selected by author as best representation of each index 'based on clinical research and statistical acumen' (p. 115); these were also best statistical predictors of overall performance on the FAR: ➢ **Phonological Awareness (PA)** ➢ **Rapid Automatic Naming (RAN)** ➢ **Semantic Concepts (SC)**
Advantages	• It is an open test • The entire battery does not have to be administered; assessors can choose those subtests most appropriate for objectives; therefore for HE, a range of 1 to 14 subtests can be administered • Standardised Scores, Percentile Ranks, Age Equivalents, and Discrepancy Analysis are available • Confidence Intervals are provided for Index scores; Confidence Intervals can be derived from SEMs for individual subtests (Table 5.3, p. 99) • Error analysis templates are included • Recent standardisation (N=1074) across US • Established reliability and validity • Many subtests have graduated start points, meaning that adults do not have to work through a large number of inappropriately easy items • The battery includes a Screener (3 of the 15 subtests) involving one subtest from each index (Phonological Awareness, Rapid Automatic Naming, and Semantic Concepts); the Screener can be purchased separately or subtests taken from overall test • It includes tests of word-level reading and decoding • It includes tests of both oral and silent prose reading • It includes tests of underpinning skills linked with reading (eg Phonological Awareness, Nonsense Word Decoding, Visual Perception, Rapid Automatic Naming, Verbal Fluency, Orthographical Processing, Morphological Processing) • The reading comprehension passages are suitably challenging for HE • The battery is based on Feifer's theoretical model of reading (Dysphonetic Dyslexia, Surface Dyslexia, Mixed Dyslexia, and Reading Comprehension Deficits); this theoretical model of reading is detailed in the manual • The battery is designed not only to obtain scores, but to assist with identifying underlying skills affecting reading and is thus useful for intervention target-setting

Potential Disadvantages	• The tests are normed to 'approximately 21 years' (see above); it will need to be used qualitatively for older individuals • It is normed on a US population • Some of the reading material is set within US cultural and historical contexts. In a non-US population, lack of background knowledge may potentially affect ease of comprehension and speed of reading • It focuses on reading and underpinning skills (rather than wider areas of achievement – eg spelling, writing, maths) • Record Forms are based on US grade system; assessor will need to ensure appropriate start points using conversion table provided in test materials • There is no untimed measure of word reading (only timed) • For Silent Reading Fluency (SRF) (measuring both speed and comprehension) the examinee is encouraged 'to read as quickly as you can.' In addition, the examinee cannot refer back to the text when answering the questions; therefore the test makes heavy demands upon working memory. Further communication with the publisher indicates the importance of behavioural observations and discussion after the test regarding how a student approaches the task (e.g. whether accuracy was sacrificed for speed), which provides clinically rich information for intervention planning purposes. • The Screener is designed to predict 'risk for developmental dyslexia' rather than providing a quick overview of reading skills. The Screener Index is the sum of 3 subtests Phonological Awareness, Rapid Automatic Naming and Semantic Concepts); if significant discrepancies occur, the composite score will need to be interpreted accordingly • Silent Reading Fluency involves comprehension whereas Oral Reading Fluency does not; this can make direct comparison less meaningful • The Verbal Fluency score combines Phonological Fluency and Semantic Fluency; possible discrepancies may render the overall score less meaningful and masks strengths and weaknesses therein • All four Phonological subtests (Rhyme, Blending, Segmenting, Manipulation) must be administered to derive a Phonological Awareness score, which can be time-consuming • The Phonological Index includes tests of reading fluency (Isolated Word Reading Fluency and Oral Reading Fluency) and would thus need to be interpreted

	accordingly
	• Some subtests are quite lengthy to administer and there could be a potential fatigue effect if using the entire battery
	• RAN tests involve familiar objects and stencilled letters, the latter of which is different than other RAN tests
	• While correlations with tests of similar constructs is generally high, RAN correlations are lower
	• Practice will be needed with test instructions, procedures, and timings to ensure precise protocols are followed
Summary	• The FAR provides a comprehensive battery of tests for <u>reading and underpinning skills</u> based on Feifer's theoretical model of dyslexia and therefore encompasses word-level and prose-level reading tests as well as tests of phonological, fluency, and language-based skills.
	• Assessors will need to carefully practice subtest administration and timings, select appropriate subtests for specific assessment objectives, and be aware of some culture-specific content. Content of reading material in subtests is challenging.

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