

**From:** Greenberg, Stuart  
**Sent time:** Tuesday, November 01, 2011 1:54:03 PM  
**To:** cari@excelined.org; Smith, Kevin; Lee, Laurie; Gumm, Ruth; Moeller, Katie  
**Subject:** Draft final K-2 report  
**Attachments:** K2 FAIR Report\_Final (2).pdf

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Feedback- should I send the following to Fred and Diana? Please read the summary in the report carefully. I sent the following to Barbara and Yaacov. Sent to FCRR: Might the score on vocabulary task in K be a better correlation than kindergarten spring PRS and placement into a listening comprehension ? Cari, please do not share.

Good afternoon Fred and Diana

Attached for your review is a document that I asked FCRR to produce concerning the predictive value of FAIR in K. As students move from the K-2 FAIR into the 3-12 FAIR, questions of how well students' pre-reading and early reading skills predict reading skills measured by both the 3-12 FAIR and the Florida Comprehensive Assessment Test (FCAT) become increasingly relevant. Because several score types within the K-2 FAIR systems are used for individual and class level instructional decision-making, an empirical analysis of the predictive relationship of K-2 FAIR score types will illuminate the extent to which scores may be used to measure more future reading skills.

The following research questions were proposed:

- 1) What is the relationship between Grade 2 PRS in the fall and spring and spring Grade 3 performance on the FAIR Reading Comprehension, FAIR Spelling, FAIR Maze, and FCAT tests?
- 2) What are the relationships among Kindergarten PRS in the fall and spring with their Grade 1 fall and spring PRS? What are the relationships among Grade 1 PRS in the fall and spring with their Grade 2 fall and spring PRS?
- 3) How well does the FAIR PRS in Kindergarten and Grade 1 predict low risk status on the FAIR PRS in the following year?
- 4) What is the relationship between students' PRS in K-2 and placement into the Broad Diagnostic Inventory Reading/Listening Comprehension Task?
- 5) What is the likelihood that a Grade 2 student who meets the PRS benchmark will score at or above Achievement Level 3 on FCAT Reading?

Fred, this draft is not ready for distribution however, I thought you might like to share it with a few of the reading coordinators who can review this version and send me question and or feedback by Friday at noon. It is crucial that this not be shared beyond with districts until it is approved by Chancellor Stewart.