Feifer Assessment of Mathematics™

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Score Report

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Client Information

Client name :	Sample Client
Client ID :	PAR Sample
Test date :	03/04/2025
Date of birth :	10/31/2007
Age :	17 : 4
Grade/Education :	12
Gender :	Not Specified
Examiner :	Not Specified

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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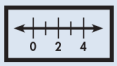
Version: 1.00

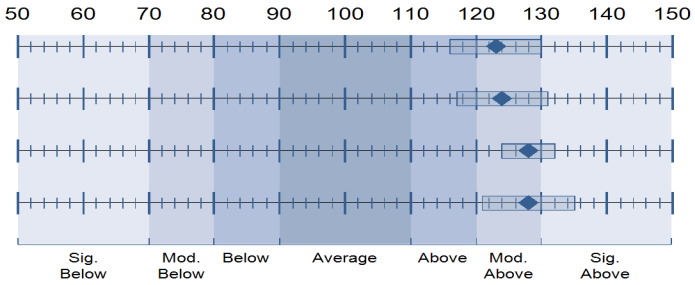
FAM Score Summary

Subtest	Raw score	Standard score	Index standard score	Percentile rank	Grade equivalent
Forward Number Count (FNC)	29	115		84	≥13:9
Backward Number Count (BNC)	30	+ 120		91	≥13:9
Numeric Capacity (NCA)	16	+ 137		99	≥13:9
Sequences (SEQ)	33	+ 103		58	≥13:9
Object Counting (OC)	n/a	+ n/a		n/a	n/a
 **Procedural Index (PI)**		**= 475**	**123**	**94**	
Rapid Number Naming (RNN)	91	120		91	≥13:9
Addition Fluency (AF)	30	+ 96		39	10:9
Subtraction Fluency (SF)	55	+ ≥150		>99.9	≥13:9
Multiplication Fluency (MF)	47	+ 147		99.9	≥13:9
Division Fluency (DF)	51	+ ≥150		>99.9	≥13:9
Linguistic Math Concepts (LMC)	24	+ ≤50		<0.1	3:1
Verbal Index (VI)		**= 713**	**124**	**95**	
Spatial Memory (SM)	32	132		98	≥13:9
Equation Building (EB)	11	+ 72		3	5:5
Perceptual Estimation (PE)	22	+ 113		81	≥13:9
Number Comparison (NCO)	36	+ 112		79	≥13:9
Addition Knowledge (AK)	38	+ 136		99	≥13:9
Subtraction Knowledge (SK)	34	+ 137		99	≥13:9
Multiplication Knowledge (MK)	34	+ 125		95	≥13:9
Division Knowledge (DK)	34	+ 136		99	≥13:9
Semantic Index (SI)		**= 963**	**128**	**97**	
PI + VI + SI = FAM Total Index (TI)		**= 2151**	**128**	**97**	

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.

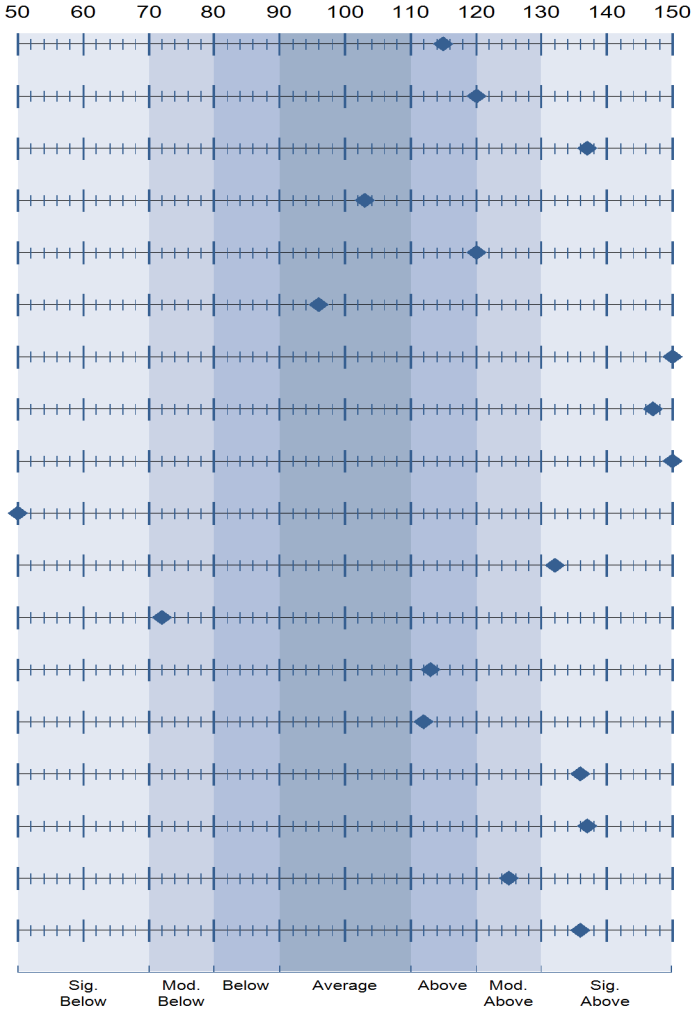
Index Score Profile

Index	Standard score (90% CI)
Procedural Index	123 (116-130)
Verbal Index	124 (117-131)
Semantic Index	128 (124-132)
Total Index	128 (121-135)



Subtest Score Profile

Subtest	Standard score
Forward Number Count	115
Backward Number Count	120
Numeric Capacity	137
Sequences	103
Rapid Number Naming	120
Addition Fluency	96
Subtraction Fluency	≥ 150
Multiplication Fluency	147
Division Fluency	≥ 150
Linguistic Math Concepts	≤ 50
Spatial Memory	132
Equation Building	72
Perceptual Estimation	113
Number Comparison	112
Addition Knowledge	136
Subtraction Knowledge	137
Multiplication Knowledge	125
Division Knowledge	136



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 Feifer Assessment of Mathematics (FAM). The FAM is an individually administered measure of math ability normed for examinees in prekindergarten through college. The FAM contains individual tests of math ability which are combined to form a Procedural Index (PI), a Verbal Index (VI), a Semantic Index (SI), and a FAM Total Index (TI). The subtests which compose the PI assess the ability to count, order, or sequence numbers and/or sequence mathematical procedures. The VI is comprised 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.

FAM Total Index (TI) Interpretation

Sample's FAM Total Index (TI) standard score was 128, which was in the Moderately Above Average range of functioning and in the 97th 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 123, which was in the Moderately Above Average range of functioning and in the 94th percentile compared to his/her same-grade peers. This score suggests that his/her procedural skills were an absolute strength.

VI interpretation

Sample's overall Verbal Index (VI) standard score was 124, which was in the Moderately Above Average range of functioning and in the 95th percentile compared to his/her same-grade peers. This score suggests that his/her verbal skills were an absolute strength.

SI interpretation

Sample's overall Semantic Index (SI) standard score was 128, which was in the Moderately Above Average range of functioning and in the 97th percentile compared to his/her same-grade peers. This score suggests that his/her semantic skills were an absolute strength.

Index Discrepancies

FAM Total Index Standard score: 128				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Procedural Index (PI)	123	5	*ns*	>15%
Verbal Index (VI)	124	4	*ns*	>15%
Semantic Index (SI)	128	0	*ns*	>15%

Procedural Index Standard score: 123				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Verbal Index (VI)	124	1	*ns*	>15%
Semantic Index (SI)	128	5	*ns*	>15%
Total Index (TI)	128	5	*ns*	>15%

Verbal Index Standard score: 124				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Procedural Index (PI)	123	1	*ns*	>15%
Semantic Index (SI)	128	4	*ns*	>15%
Total Index (TI)	128	4	*ns*	>15%

Semantic Index Standard score: 128				
Index	**Standard score**	**Absolute difference**	**Significance level**	**Base rate**
Procedural Index (PI)	123	5	*ns*	>15%
Verbal Index (VI)	124	4	*ns*	>15%
Total Index (TI)	128	0	*ns*	>15%

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 115, which was in the Above Average range of functioning and in the 84th percentile compared to his/her 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 120, which was in the Moderately Above Average range of functioning and in the 91st percentile compared to his/her peers in the same grade.

NCA

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

Sample's NCA standard score was 137, which was in the Significantly Above Average range of functioning and in the 99th percentile compared to his/her 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 103, which was in the Average range of functioning and in the 58th percentile compared to his/her 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 120, which was in the Moderately Above Average range of functioning and in the 91st percentile compared to his/her 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 96, which was in the Average range of functioning and in the 39th percentile compared to his/her 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 **≥150**, which was in the Significantly Above Average range of functioning and in the >99.9th percentile compared to his/her 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 147, which was in the Significantly Above Average range of functioning and in the 99.9th percentile compared to his/her 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 **≥150**, which was in the Significantly Above Average range of functioning and in the >99.9th percentile compared to his/her 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 **≤50**, which was in the Significantly Below Average range of functioning and in the <0.1st percentile compared to his/her 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 132, which was in the Significantly Above Average range of functioning and in the 98th percentile compared to his/her 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 72, which was in the Moderately Below Average range of functioning and in the 3rd percentile compared to his/her 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 113, which was in the Above Average range of functioning and in the 81st percentile compared to his/her 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 112, which was in the Above Average range of functioning and in the 79th percentile compared to his/her 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 136, which was in the Significantly Above Average range of functioning and in the 99th percentile compared to his/her 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 137, which was in the Significantly Above Average range of functioning and in the 99th percentile compared to his/her 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 125, which was in the Moderately Above Average range of functioning and in the 95th percentile compared to his/her 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 136, which was in the Significantly Above Average range of functioning and in the 99th percentile compared to his/her peers in the same grade.

*** End of Report ***