

Too many children struggle to read...

aimswebPlus™ and Rapid Automatized Naming (RAN)



Early screening is key for student success

aimswebPlus™

market-leading, norm-based screening and progress monitoring measures for early literacy



**Rapid
Automotized
Naming (RAN)**

quick measure(s) of rapid automatic naming for Grades K-3



A powerful partnership for early identification of students at risk for reading challenges

Many districts and states now require a RAN measurement tool for young students. Schools need quick, valid, reliable, and cost-effective tools to measure this critical skill area in reading development. Early measurement leads to early intervention, crucial for success in reading.

Integrated aimswebPlus and RAN measures help you comply with mandates and save you time!



Fluency in naming=Letters, Numbers, Objects, and Colors/Shapes

Four measures within aimswebPlus offer quick measures of naming fluency for students in K through Grade 3.

- Letter Naming Fluency (LNF) from the Early Literacy measures
- Number Naming Fluency (NNF) from the Early Numeracy measures
- RAN Objects from the Additional Screeners tab
- RAN Colors & Shapes from the Additional Screeners tab

RAN is individually administered using paper stimuli and a digital record form (DRF). Students name items on a page as quickly as possible.

To administer RAN Objects and RAN Colors & Shapes, use the following materials:

- RAN Stimulus Card (from the Administration and Scoring Guide on Help within aimswebPlus)
- DRF on a computer that is connected to the internet and logged into aimswebPlus
- Blank sheet of unlined paper (place card)

Benefits

- Document evidence of typical or atypical naming fluency and RAN performance across four areas: letters, numbers, objects, and colors/shapes
- Reliable and norm-referenced results
- Multiple measures of naming fluency and RAN provide broad construct coverage with more data to support decision making
- Ability to report results in one system

What is RAN?

The Rapid Naming measures assess the underlying cognitive skill of rapid automatic naming using familiar items. These measures are based on the 'Rapid Automatized Naming' test first developed by Denckla in the 1970s as an indicator of dyslexia. Based on evidence that some children with reading difficulties have difficulty with rapid naming, poor performance these tasks may indicate risk for dyslexia. The results of the Rapid Naming measures alone are not sufficient to diagnose or rule out dyslexia; however, the results provide a reliable indication of risk for dyslexia based on the child's performance.

How often do I give RAN each year?

The RAN measures are not significantly or meaningfully affected by re-test practice effects. For these measures, the retest correlations were strong with a negligible effect size, indicating that performance across administrations was highly similar in the sample. This is consistent with other measures of RAN as well. For this reason, there is no need for alternate forms.

Why so many RAN measures?

Children who have not yet mastered letters and numbers may do poorly on these tasks due to knowledge gaps rather than automaticity. For that reason, non-letter and non-number RAN tasks allow professionals to assess RAN more ability than skill independently without the effects of knowledge.

Where can I find more information on interpreting RAN performance?

Refer to the Rapid Automatized Naming Measures Administration and Scoring Guide in the aimswebPlus application for detailed information about administration, scoring, and interpretation.

Our district is required to do four RAN measures. How do I put all this together?

Administer LNF and NNF as part of your typical benchmark assessment plans. Then, administer RAN Objects and RAN Colors & Shapes from the Additional Screeners tab. Use the group view onscreen for students whose performance is atypical as well as the RAN Administration and Scoring Guide to support interpretation of RAN Objects and Colors & Shapes, and use the LNF and NNF scores from the Benchmark Comparison screens for Early Literacy and Early Numeracy for group review, or the Student Profile for individual student review.

How do I use aimswebPlus and RAN measures together?

Option 1: Targeted Screening

Screen all K-3 students with the aimswebPlus benchmark early literacy assessments to flag students at one or more risk levels for reading difficulties. Next, follow up by using NNF for number RAN and/or a RAN measure for those students identified on the benchmark as being at risk.

Option 2: Universal Screening

If you have an organizational or state mandate to incorporate a RAN measure into your reading/literacy assessment process, administer the RAN measures at any point in the academic year (according to your local guidelines).

After the screening: What's next?

Review data sets for direction on next steps for intervention and/or instructional planning, especially those with reading difficulties. Or support students at higher risk levels with further or more in-depth assessment.