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Working Together for Student Success

The Arkansas Rapid Automatized Naming Screener (AR-RAN) FAQ

Question: What is the Arkansas Rapid V Naming Screener (AR-RAN)?
Answer: The AR-RAN is an informal measure created by the Arkansas Department of Education, which gave the Indiana Department of Education (IDOE) permission to use in Indiana schools. This screener will fulfill the rapid naming subset of the universal screener. This screener is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in "Essentials of Dyslexia Assessment and Intervention." Remember, this screener is part of a comprehensive reading evaluation and the results are analyzed with the results of other screeners to identify students "at some risk" or "at risk".

Question: What is a student is colorblind?
Answer: If a student is colorblind **DO NOT** administer the screener. Consider using an alternative IDOE approved rapid naming screener or omit this score when evaluating the student if they "at risk" or "at some risk" for characteristics of dyslexia.

Question: Why must the AR-RAN be printed on a quality color printer?
Answer: The AR-RAN uses a true red and a true blue color for part of the screening process. If the red appears orange and the blue appears purple the test results will not be valid. When reproducing the AR-RAN, ensure that all reds and blues are printed in their true color.

Question: What is the discontinuation rule?
Answer: If a student makes more than four errors on Form A, discontinue the screener. The student would automatically filter to the bottom of the ranking and be "at risk" in this category.

Questions: What materials are needed for the screener?
Answer: Items needed to complete this screener are: a separate score sheet for each student, the rapid naming color sheet (practice, Form A, and Form B) and a stop watch/timer.

Question: What are the norms for this screener?
Answer: Schools have the local control to set the benchmark and what is considered "at risk" and "at some risk" for this screener. IDOE offers possible cut scores for this screener, but school corporations and charter schools have the local control to set these numbers.
The data for the screener is based on the performance of the students in each grade within a school; the performance will vary from grade-to-grade and school-to-school. The school will then compile and rank, in order, the student's score (combined time from Form A and Form B). A school may also include total number of errors as a secondary factor when looking at students who may be "at risk" or "at some risk".
A **possible cut score** for the student's score (combined time from Form A and Form B) is any score that falls at or below the 20 percentile is considered "at risk".
A suggested cut score for the student's score (combined time from Form A and Form B) is any score that falls at or below the 30 percentile is considered "at some risk".

Question: How do I calculate the 20th percentile?

Answer:

1) Calculate 10 percent of your students. (For example 10 percent of 25 = 2.5). You can find this by multiplying by .1 or moving the decimal one place to the left.
2) Double this number to find the number of students in the bottom 20%. Round to the nearest whole number if it is a decimal. (for example: 20 percent of 25 = 2.5x2 = 5).
3) <u>With your scores in order from slowest to fastest</u>, count down the number of students you calculated in step 2. These are your "at risk" students.
4) Using the number from step one, count that number of students (rounding as necessary) to get your "at some risk" students.

Example 1: I have 25 students listed in order from slowest to fastest. 10 percent is 2.5, so 20 percent is the first five students and 30% is the next three students.

Example 2: I have 150 students listed in order from slowest to fastest. 10 percent is 15, so 20 percent is 30. The first 30 students on my list are "at risk" and the next 15 are "at some risk".

Example 3: I have 46 students listed in order from slowest to fastest. 10 percent is 4.6, so 20 percent is 9.2. In this case I would round down, and consider the first nine students "at risk" and the next five (rounding up from 4.6) as my "at some risk" group.

Name	Student Score (total Time in seconds)	Total Errors from Form A and B	Percentile	Counting
Student A	99	5		1
Student B	99	8		2
Student C	98	4	20 percentile	3
Student D	96	5		4
Student E	95	4		5
Student F	93	2		1
Student G	89	3	30 percentile	2
Student H	88	1		3
Student I	87	2		
Student J	85	0		
Student K	79	1		
Student L	78	5		
Student M	77	5		
Student N	72	2		
Student O	71	1		
Student P	70	1		
Student Q	69	1		
Student R	69	2		
Student S	68	1		
Student T	66	0		
Student U	62	0		
Student V	61	0		
Student W	56	0		
Student X	54	0		
Student Y	43	0		

Walkthrough of the Arkansas Rapid Automatized Naming Screener

Also see the AR-RAN video on IDOE's dyslexia website.

Practice Form:

When you are ready to administer the screener, place the practice form in front of the student. DO NOT show the colors to the student. You may use an extra sheet of paper to cover the colors. Read the directions aloud to the student once you have finished reading the directions aloud reveal the colors to the students. Have the student read the colors. If the student has any questions during the practice portion, you may answer the questions and/or model how to respond for the students. Once the student has finished the practice test and does not have any further questions, move on to Form A of the screener.

Form A:

Place Form A in front of the student. DO NOT show the student the color portion of the form. You may use an extra sheet of paper to cover the colors. Read the written directions aloud to the student. When you are ready to start administering the screener reveal the colors and prompt the student to begin. Start the stopwatch when you tell the student to begin. Remember time is how you will rank the students.

-Circle any INCORRECTLY named colors on the student score sheet.
- In order to eliminate guessing self-corrections are capped at one.
-Stop the timer when the student has finished naming the final color
-Record the time and number of errors in the area for Form A on the student scoring sheet.

-**Discontinuation rule**: If a student makes **more** than four (4) errors on Form A discontinue the screener, this may be an indication that the student is "at risk" for the characteristics of dyslexia on this screener.
-Students that make more than four errors on Form A move to the bottom of the list of ranked student scores for this screener.

Form B:

-Place Form B in front of the student. DO NOT show the student the color portion of the form. You may use an extra sheet of paper to cover the colors. Read the written directions aloud to the student. When you are ready to start administering the screener reveal the colors and prompt the student to begin. Start the stopwatch when you tell the student to begin. Remember time is how you will rank the students.
-Circle any INCORRECTLY named colors on the student score sheet.
-In order to eliminate guessing self-corrections are capped at one.
-Stop the timer when the student has finished naming the final color
-Record the time and number of errors in the area for Form B on the student scoring sheet.

Finally, combine times <u>and</u> total number of errors from **both** forms and record these numbers at the bottom of the scoring sheet in the area indicated.