

Acadience® RAN Preliminary Cut Points for Risk for Beginning-of-Year Kindergarten and First Grade

Rapid Automatized Naming (RAN) is the “ability to name, as quickly as possible, visually presented familiar symbols, such as digits, letters, colors, and objects” (Georgiou et al., 2013, p. 218). RAN involves both speed and accuracy. Students must name items both quickly and without error. Thus, a student must be familiar with the items to be named for the task to be considered a RAN task.

Acadience RAN measures are brief, individually-administered assessments based on established procedures for creating and interpreting RAN tasks used in decades of research by multiple researchers (see Araújo et al., 2015). Acadience RAN is composed of three brief measures: RAN Objects, RAN Letters, and RAN Numbers. Students begin with RAN Objects and proceed to RAN Letters. RAN Numbers is only administered to students who discontinue on the RAN Letters task. The RAN Total score is the time to complete RAN Objects plus the time to complete RAN Letters. If the RAN Letters task is discontinued, then RAN Total score is the time to complete RAN Objects plus the time to complete RAN Numbers. Additional information is available in the *Acadience RAN Assessment Manual*, available for free download from our website at www.acadiencelearning.org.

To establish preliminary cut points for risk for the English version of Acadience RAN, the likelihood or probability of being At or Above Benchmark on the middle-of-year Reading Composite Score (RCS) as a function of RAN Total score was examined in a logistic regression analysis for a large sample of kindergarten and first grade students. Additional information about the analysis of kindergarten data can be found in *RAN Total Time Low-Risk and At-Risk Values for Beginning-of-Year Kindergarten (Technical Report No. 30)* (Good & Powell-Smith, 2021), available for free download from our website at www.acadiencelearning.org. Details of the analysis of first-grade data will be provided in an additional technical report, which will also be available on our website. Preliminary cut points are provided in the table below. The cut points are described as preliminary because we will re-examine them once we obtain additional data. We will also expand this work to include middle-of-year cut points for risk.

Using the Cut Points for Decision Making

Students who earn RAN Total scores in the Low-Risk range are unlikely to be at additional risk, provided their scores on other Acadience Reading K–6 measures are At or Above Benchmark and they are receiving high-quality, evidence-based, core instruction. Students whose RAN Total scores fall in the Some-Risk range may be at increased risk, in particular if their scores on other Acadience Reading measures fall into the Below or Well Below Benchmark range. These students may need strategic support to achieve important reading outcomes in the

future. Finally, students who earn RAN Total scores in the At-Risk range are at increased risk of reading difficulties, in particular if their scores on other Acadience Reading measures fall in the Below or Well Below Benchmark range. Students in the At-Risk range likely will need intensive support to meet subsequent reading outcomes.

Acadience RAN Total Score Preliminary Cut Points for Risk for Beginning-of-Year Kindergarten and First Grade*

Grade	Score Level	Beginning-of-Year Cut Point**
Kindergarten	Low-Risk	195 or less
	Some-Risk	196 – 229
	At-Risk	230 or greater
First Grade	Low-Risk	138 or less
	Some-Risk	139 – 164
	At-Risk	165 or greater

Note. The cut points for risk listed above are applicable to the English version of Acadience RAN.

*The RAN Total score is composed of either (a) the sum of RAN Objects time and RAN Letters time or (b) the sum of RAN Objects time and RAN Numbers time.

**Cut point values are in seconds.

References

- Araújo, S., Reis, A., Petersson, K. M., & Faisca, L. (2015). Rapid automatized naming and reading performance: A meta-analysis. *Journal of Educational Psychology, 107*(3), 868–883.
- Georgiou, G. K., Parrila, R., Cui, Y., Papadopoulos, T. S. (2013). Why is rapid automatized naming related to reading? *Journal of Experimental Child Psychology, 115*, 218–225.
- Good, R. H., III, & Powell-Smith, K. A. (2021). *RAN Total Time Low-Risk and At-Risk Values for Beginning-of-Year Kindergarten* (Technical Report No. 30). Acadience Learning Inc. www.acadiencelearning.org