




## RAPID AUTOMATISED NAMING - COLOURS

### Instructions for Administration and Scoring

#### About the Test

<b>What is Measured</b>	Naming speed of non-alphanumeric items; that is, of visually presented items that do not require alphabetic or numeric knowledge. More specifically, this test measures the ability to quickly and fluently produce verbal labels for highly familiar colour patches.	
<b>Age Range</b>	Because it is non-alphanumeric, this test is appropriate for kindergarteners as well as for grade 1 and 2 children.	
<b>Scoring (speed, errors)</b>	<p><u>Speed</u>: Average the number of seconds taken to name the full set of colours in each trial (i.e., seconds of Trial 1 +seconds of Trial 2/2).</p> <p><u>Errors</u>: Average the number of incorrectly named or skipped colour names in each trial (i.e., errors of Trial 1 +errors of Trial 2/2). Note, error rates are only considered qualitatively as these are usually very low.</p>	
<b>Norms</b>	Current English norms for accuracy are available for children in Reception Year, Years 1 and 2.	
<b>Materials for Administration</b>	Recording device Stopwatch RAN Colours Practice and Test Card RAN Colours Scoresheet	

## **Test Procedure**

### **1. Test Introduction**

**Administrator says:**

“Now we’ll name some colours as quickly as possible. Do you know the names of the colours? *[Administrator shows the child the five test colours on the **RAN Colours Practice and Test Card**].*

**IF the child can correctly name the colours without help** the Administrator moves on to the Test Items.

**IF the child does NOT know a colour name** the Administrator names the colour and asks the child to repeat it after them. Then, the Administrator asks the child to name the full set again (without help). This process can be repeated up to three times, if necessary.

### **2. Conducting the Test**

**Administrator says:**

“Now when I say **GO** name each colour on this sheet as quickly as you can. You must name the colours in order.” *[Administrator indicates sequential left-to-right order showing the test items.]* “Make sure you follow with your finger. If you don’t know, just go on to the next colour as quickly as you can. Now, get ready, and **GO.**” *[Administrator starts the task.]*

- The Administrator starts the stopwatch as the child begins to name the first colour.
- The Administrator stops the stopwatch as the child completes the last colour name.
- The testing session should be recorded.
- Both trials of the test should be administered in immediate succession within a single testing session.

### **3. Scoring**

- The Administrator should refer to the **RAN Colours Score Sheet** to score the Items.
- Record the time in seconds for each trial and then average the two times.
- Record the sum of errors in each trial on the score sheet, and average the two error rates.
- Self-corrections DO NOT count as errors, but should be noted by writing SC next to the word.
- If the child’s response appears to be a transfer error from their other language, write L1 next to the word, and count this as an error.
- Note skipped/missed items by writing / next to the word, and count this as an error.

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