




RAPID AUTOMATISED NAMING - LETTERS

Instructions for Administration and Scoring

About the Test

What is Measured	Naming speed of letter items; that is, of visually presented items that require alphabet knowledge. More specifically, this test measures the ability to quickly and fluently produce verbal labels for highly familiar alphabet letters.	
Age Range	Because it is an alphanumeric test, this test is appropriate for grade 1 and 2 children. It is not appropriate for most Reception Year pupils.	
Scoring (speed, errors)	<p><u>Speed:</u> Average the number of seconds taken to name the full set of letters 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 letters 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>	
Norms	Current English norms for naming speed are available for children in Years 1 and 2.	
Materials for Administration	Recording device Stopwatch RAN Letters Practice and Test Card RAN Letters Scoresheet	

Test Procedure

1. Test Introduction

Administrator says:

“Now we’ll name some letters as quickly as possible. Do you know the names of these letters?”

*[Administrator shows the child the five test letters on the **RAN Letters Practice and Test Card**].*

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

IF the child does NOT know a letter name the Administrator names the letter 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 letter on this sheet as quickly as you can. You must name the letters 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 letter 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 letter.
- The Administrator stops the stopwatch as the child completes the last letter 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 Letters 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 letter.
- If the child’s response appears to be a transfer error from their other language, write L1 next to the letter, and count this as an error.
- Errors due to the child saying the *sound* of the target letter instead of the name should be indicated separately.
- The total number of errors should be the sum of sound-for-name errors and plain errors (wrong letter or skipped item).
- Note skipped/missed items by writing / next to the letter, and count this as an error.