

Rapid Automatic Naming Mixed-Stimulus Probes

SECTION 2 · FOUR TIMED FORMS

RAN PROBES

RAPID NAMING

Rapid Naming — Form A

Form A: 40 items — 10 letters, 10 numbers, 10 shapes, 10 colors — interleaved so no two items next to each other share a type. Timed as one whole grid, not a fixed window.

STUDENT

DATE

FORM
A timed - 40 mixed items

Say: "Name each one as fast as you can, left to right, top to bottom — letters, numbers, shapes and colors, all by name. If you are not sure, keep going." Point to the first item, start the timer, and time the whole grid — there is no time limit to stop at.

t			3			m	3
	t		8	m		8	
		8	m		8	t	
3	t			3	m		
		8	t	3	m		

TEACHER: MARK EACH ITEM CORRECT OR AN ERROR AS YOU GO, THEN TOTAL

TIME USED (WHOLE GRID)
min sec

NAMED CORRECTLY
/ 40

ERRORS

Write the time, correct count and errors on the data log (page 15) the same day; the log turns them into ICPM (items correct per minute = correct ÷ seconds × 60). There is no "items reached" stat here — the student always names all 40.

Rapid Automatic Naming (RAN) Mixed-Stimulus Progress Monitoring Probes

Page 10 of 22

BRIGHT PATH SPED

Automatic Naming — Goal and Directions

RAN PROBES

as for one skill. No preset time limit; score is items correct per minute (ICPM) and accuracy.

grid of letters, numbers, shapes and colors aloud, one at a time, as fast as possible, for equivalent forms, forty items each, no two adjacent items of the same type. There student names the whole grid and the adult times it. The score is speed and accuracy per minute (ICPM) — never accuracy alone.

EDIT EVERY BRACKET TO FIT THE STUDENT

10-item mixed-stimulus (letters, numbers, shapes and colors) rapid naming (40 items correctly at a rate of [40] items per minute with at least [95] percent weekly probes, as measured by teacher-administered Rapid Automatic Naming [13]).

CRITERION (ICPM, AND ACCURACY PERCENT, TOGETHER)

ANY ALLOWED ON OF CONSECUTIVE PROBES

AS MEASURED BY (RAPID AUTOMATIC NAMING PROBES, FORMS A-D, PAGE 10-13)

ON THREE

PRE

MEDIAN ICPM (THE BASELINE)

BENCHMARK	TARGET DATE	TARGET ICPM / ACCURACY	ACTUAL	MET?
1				
2				
3				

can, left to right, top to bottom: letters, numbers, shapes and colors, all by name; there is no time limit to watch for — stop the timer the instant item 40 or an error as the student goes.

used × 60, rounded to the nearest whole number. Accuracy = correct ÷ 40; a

er.

CEPTED

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE TALLY)

Monitoring Probes

Page 8 of 22

BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

22 pages, one skill, start to finish: no norm-referenced score, no benchmark rate.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up

PAGES 6–8



**Binder Cover and
Divider Tabs**
SETUP

6



**How This Pack
Works**
REFERENCE

7



**Rapid Automatic
Naming — Goal
and Directions**
GOAL

8

02 Four Timed Forms

PAGES 10–13



**Rapid Naming —
Form A**
RAPID NAMING

10



**Rapid Naming —
Form B**
RAPID NAMING

11



**Rapid Naming —
Form C**
RAPID NAMING

12



**Rapid Naming —
Form D**
RAPID NAMING

13

03 Track, Report and Share

PAGES 15–21



**Rapid Naming —
Data Log and
Graph**
TRACKER

15



**Stimulus-Type
Error Tally**
CHECKLIST

16



**Caseload
Summary**
ROSTER

17



**Quick Reference
for a Second Adult**
NOTES

18



**Family Update —
This Skill's
Progress**
NOTES

19



**Progress Note
Phrase Bank**
REFERENCE

20



**A Filled-In Data
Log (Invented
Student)**
EXAMPLE

21

Reading the tags: **Setup** is typed once, before the first probe; **Goal** is the sample and the six-part frame; **Rapid Naming** is one of the four timed forms; **Tracker** rolls several weeks onto one page; **Checklist** is marked after a probe; **Roster** puts a whole caseload on one grid; **Notes** is ready to send or read back to a family or a second adult; **Reference** is a bank of language to pull from; **Example** is the worked, invented sample.



START HERE

Start Here — Three Steps

Ninety seconds of reading; the weekly routine takes about five.



1

Baseline, then write the goal

Give Forms A, B and C on three different days; there is no time limit to set — the student names all 40 items and you time the whole grid. The middle ICPM (items correct per minute) score is the baseline (page 8).

Write the goal from the six-part frame, starting from the sample and changing every bracket to fit the student.



2

Probe once a week, timed start to finish

Rotate the forms (A, B, C, D, A...), never the same one two weeks running. Every form mixes letters, numbers, shapes and colors; no two items next to each other share a type.

Score and log the same day (page 15); the log turns the raw time and correct count into items correct per minute.



3

Watch which type, decide, report, share

The stimulus-type tally (page 16) shows whether errors cluster in one of the four types or spread evenly — the team writes its own call, never a cutoff this file sets.

The family update (page 19) and the phrase bank (page 20) turn the log into a note without a separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal page, the log, the tally, the caseload page and the organizer are type-in; the four timed forms print (the student speaks from a grid the adult holds, so nothing on them needs to be a field).

WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc or an Excel workbook, and not a norm-referenced or published test. It carries no fixed benchmark rate — your team decides what fast enough means for this student, from the baseline and the IEP.

MIXED-STIMULUS, AND WHY IT MATTERS

Every form interleaves letters, numbers, shapes and colors — the student never names four of the same type in a row. Switching categories item to item is the retrieval demand this file measures that a single-type grid cannot.

CONFIDENTIALITY, IN ONE PARAGRAPH

A filled-in log is a student record. It stays in the data folder, never where another family can see it. Use initials on any page that leaves your hands; the family update carries a first name only.

PRINT AND PREP

- ☐ One adult copy of each form in a sheet protector; the student speaks from it or points, and never writes on it.
- ☐ A stopwatch or phone timer; there is no preset cutoff to watch for — time the full grid.
- ☐ The caseload page prints once a month.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

GOAL

Rapid Automatic Naming — Goal and Directions

Goal, baseline and directions for one skill. No preset time limit; score is items correct per minute (ICPM) and accuracy, together.

The student names a mixed grid of letters, numbers, shapes and colors aloud, one at a time, as fast as possible, left to right, top to bottom. Four equivalent forms, forty items each, no two adjacent items of the same type. There is no preset time limit — the student names the whole grid and the adult times it. The score is speed and accuracy together — items correct per minute (ICPM) — never accuracy alone.

SAMPLE GOAL — INVENTED; EDIT EVERY BRACKET TO FIT THE STUDENT

By [May 18], when given a 40-item mixed-stimulus (letters, numbers, shapes and colors) rapid naming probe, [Student] will name all items correctly at a rate of [40] items per minute with at least [95] percent accuracy on [3] consecutive weekly probes, as measured by teacher-administered Rapid Automatic Naming probes (forms A–D, page 10–13).

BY (DATE)

CRITERION (ICPM, AND ACCURACY PERCENT, TOGETHER)

GIVEN (THE 40-ITEM MIXED GRID, ANY ALLOWED SUPPORT)

ON ____ OF ____ CONSECUTIVE PROBES

STUDENT WILL (NAME, IN THE WORDS OF THE PROBE)

AS MEASURED BY (RAPID AUTOMATIC NAMING PROBES, FORMS A–D, PAGE 10–13)

BASELINE: GIVE FORMS A, B AND C ON THREE DAYS, TAKE THE MIDDLE ICPM SCORE

BASELINE PROBE 1	BASELINE PROBE 2	BASELINE PROBE 3	MEDIAN ICPM (THE BASELINE)

BENCHMARKS TOWARD THE GOAL

#	BENCHMARK	TARGET DATE	TARGET ICPM / ACCURACY	ACTUAL	MET?
1					
2					
3					

GIVING AND SCORING THE PROBE

☐ Say: “Name each one as fast as you can, left to right, top to bottom: letters, numbers, shapes and colors, all by name.” Start the timer on the first item; there is no time limit to watch for — stop the timer the instant item 40 is named, marking each item correct or an error as the student goes.

☐ ICPM = items correct ÷ seconds elapsed × 60, rounded to the nearest whole number. Accuracy = correct ÷ 40; a criterion needs BOTH to clear together.

SCORING RULES FOR THIS STUDENT (ACCEPTED ANSWERS, SUPPORTS ALLOWED)

WHAT THE ERRORS SAY TO RETEACH (CARRY OVER FROM THE TALLY)

RAPID NAMING

Rapid Naming — Form A

Form A: 40 items — 10 letters, 10 numbers, 10 shapes, 10 colors — interleaved so no two items next to each other share a type. Timed as one whole grid, not a fixed window.

STUDENT

DATE

FORM

A timed • 40 mixed items

Say: "Name each one as fast as you can, left to right, top to bottom — letters, numbers, shapes and colors, all by name. If you are not sure, keep going." Point to the first item, start the timer, and time the whole grid — there is no time limit to stop at.

t			3			m	3
	t		8	m		8	
		8	m		8	t	
3	t			3	m		
		8	t	3	m		

TEACHER: MARK EACH ITEM CORRECT OR AN ERROR AS YOU GO, THEN TOTAL

TIME USED (WHOLE GRID)

_____ min _____ sec

NAMED CORRECTLY

_____ / 40

ERRORS

Write the time, correct count and errors on the data log (page 15) the same day; the log turns them into ICPM (items correct per minute = correct ÷ seconds × 60). There is no "items reached" stat here — the student always names all 40.

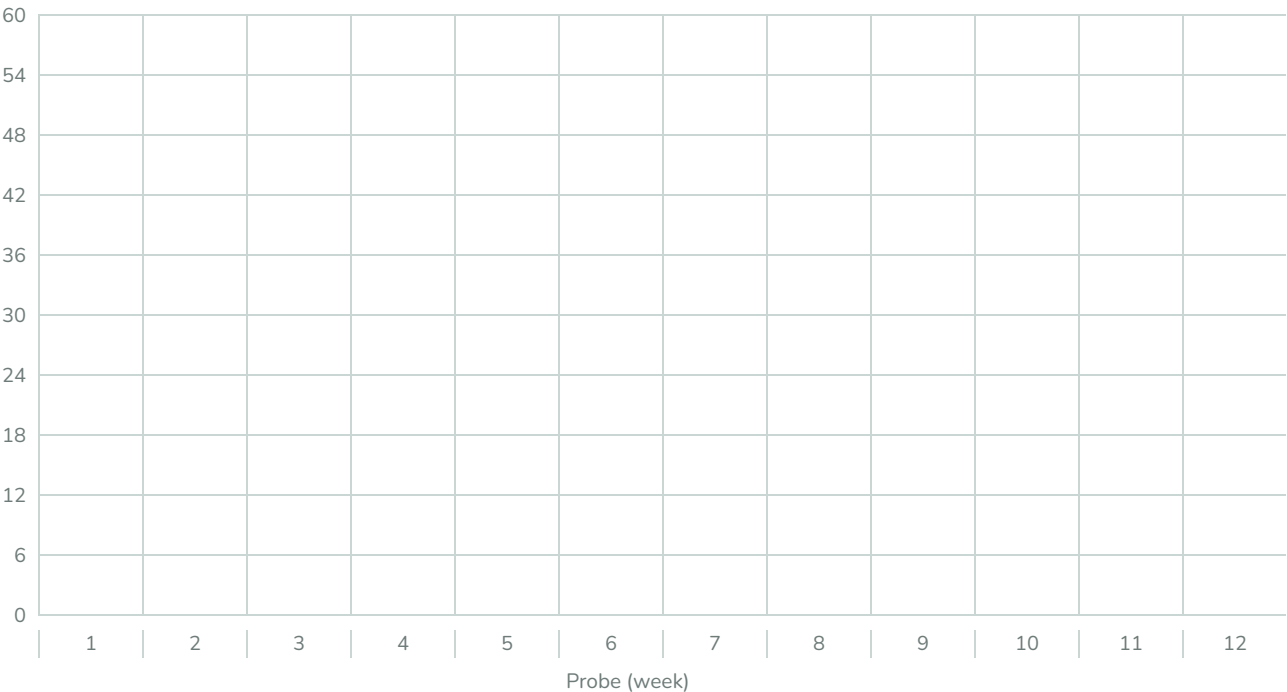
 TRACKER

Rapid Naming — Data Log and Graph

One row per probe. Three points in a row under the aim line is a decision: change the teaching and write what changed in the notes.

STUDENT	CRITERION / AIM (ICPM)	GOAL DATE

ITEMS CORRECT PER MINUTE (ICPM), 0 TO 60 · DRAW THE AIM LINE FROM THE BASELINE TO THE CRITERION FIRST, THEN PLOT EACH WEEK



#	DATE	FORM	TIME (SEC)	CORRECT	ERRORS	ICPM	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

 CHECKLIST

Stimulus-Type Error Tally

Not a second score. A place to see whether errors cluster in ONE stimulus type — letters, numbers, shapes or colors — or spread evenly across all four.

STUDENT WEEKS COVERED FORM ROTATION

#	DATE	FORM	LETTERS ERRORS	NUMBERS ERRORS	SHAPES ERRORS	COLORS ERRORS	WHICH TYPE TOOK LONGEST, OR WAS HARDEST
1							
2							
3							
4							
5							
6							
7							
8							

HOW TO MARK IT

- ☐ After the probe, look back at the items that were missed or clearly slow, and tally them by TYPE, not by item: a missed “m” and a missed “t” both go in the Letters column.
- ☐ A hesitation long enough that you could count “one-Mississippi” before the name came counts, even if the name was eventually correct.
- ☐ Tallies describe the SAME probe scored on the graph page (page 15), not a different one — they explain the score, they are not a second score.

WHAT THIS PAGE IS FOR

A student whose errors cluster in one stimulus type — say, every miss is a number — is a different picture than a student whose errors spread evenly across all four, even when the overall ICPM looks the same. This page is where that difference gets written down, so the reteach plan targets the type actually driving the score, not the grid as a whole.

WHICH TYPE, IN THE TEAM'S OWN WORDS — NOT A CUTOFF THIS FILE SETS

There is no fixed tally count anywhere in this file that means “this type is the problem.” Write your team’s own call below, and change it whenever the pattern changes.

THE TYPE DRIVING ERRORS IS (LETTERS / NUMBERS / SHAPES / COLORS / SPREAD EVENLY), AND WHY

DATE OF THIS CALL

EXAMPLE

A Filled-In Data Log (Invented Student)

SAMPLE · INVENTED STUDENT

Maya is invented, first grade. Twelve weekly probes, the aim line, the change three flat points forced, and the criterion close to being met.

THE GOAL, AS WRITTEN FOR MAYA, FIRST GRADE (INVENTED)

By May 18, when given a 40-item mixed-stimulus (letters, numbers, shapes and colors) rapid naming probe, Maya will name all items correctly at a rate of 40 items per minute with at least 95 percent accuracy on 3 consecutive weekly probes, as measured by teacher-administered Rapid Automatic Naming probes (forms A–D).

#	DATE	FORM	TIME (SEC)	CORRECT	ERRORS	ICPM	NOTES
1	9/9	A	90	28	12	19	baseline
2	9/16	B	85	29	11	20	baseline
3	9/23	C	88	27	13	18	baseline (median of 19, 20, 18 = 19)
4	9/30	D	84	28	12	20	flat vs. baseline
5	10/7	A	83	27	13	20	flat vs. baseline
6	10/14	B	85	29	11	20	3 probes flat at ~19–20: tally showed most errors were the two letters; added a 30-second daily letter-naming warm-up before the weekly probe
7	10/21	C	75	31	9	25	–
8	10/28	D	68	33	7	29	–
9	11/4	A	60	35	5	35	–
10	11/11	B	55	36	4	39	accuracy 90%, below the 95% target
11	11/18	C	50	38	2	46	ICPM and accuracy criterion met (1 of 3); accuracy 95%
12	11/25	D	48	39	1	49	ICPM and accuracy criterion met (2 of 3); accuracy 97.5%

HOW TO READ THE LOG

- ☐ Baseline was the median of three forms on three days: 19, 20, 18, so 19. Not the average, not the best.
- ☐ Probes 4, 5 and 6 (20, 20, 20) sat flat near baseline: three probes with no real rise, so the stimulus-type tally was checked, most errors were the two letters, and a short daily letter-naming warm-up was added before the change is written on the row.
- ☐ ICPM and accuracy were both met together on probes 11 (46, 95%) and 12 (49, 97.5%); probe 10 (39, 90%) fell short on both. One more consecutive probe and the goal is met.

THE PROGRESS REPORT SENTENCE THIS LOG PRODUCES

“On weekly rapid automatic naming probes (40 mixed letters, numbers, shapes and colors, no preset time limit, examiner timed), Maya named 19 items correctly per minute at 70 percent accuracy in early September, and 46 to 49 items correctly per minute at 95 to about 98 percent accuracy on the two most recent probes in November. Progress is sufficient to meet the goal of 40 items per minute at 95 percent accuracy on three consecutive probes by May.” Every number in it is on the log above.