



Early Literacy Screener Task Force

May 14, 2021
2:30 – 3:45 PM

Welcome

Co-Chair Jenny Lawrence, teacher on special assignment, welcomed everyone and reviewed the agenda.

Review Today's Outcomes

Jenny provided an overview of the outcomes for this meeting.

- To become familiar with our general ideas of implementation plans and the connection with the Foundational Skills Curriculum Committee
- Know and can explain the Rapid Automatized Naming Skills (RAN) – how it works, the purpose, and how it can be used. Also, how the state is working on RAN development.
- To have a general understanding of the screeners we are looking at and ready to dig deeper.

Reminder of Task Force Purpose

- To select an Early Literacy Screener in response to the 2018 legislation for implementation beginning fall 2021.
- Implement and support within a multi-tiered support system (MTSS) structure.
- Keep students at the center as our “why”.

Reviewed the Task Force Agreements

- Be Respectful
 - State concerns and interests clearly, listen carefully to and assume the best in others.
 - Ensure all voices are heard/everyone gets a chance to share their thoughts and feelings in multiple ways.
 - View differences of opinion as a constructive and important part of the problem-solving process.
- Be Productive
 - Respect time constraints.
 - Be forward-thinking, anticipate future needs.
 - Use “parking lot” for additional issues/questions.
 - Recognize non-closure as part of processing.
- Be Stewards of the Process
 - Seek creative ideas and solutions that have students at the center.
 - Balance advocacy with inquiry.
 - Ensure and support outreach for stakeholder input.
 - Work toward consensus and expect compromise.

Learning Session – RAN

The two articles below were emailed to members at the start of the meeting.

<https://www.understood.org/en/school-learning/evaluations/types-of-tests/rapid-automatized-naming-tests-what-you-need-to-know>

<http://dyslexiahelp.umich.edu/professionals/dyslexia-school/word-retrieval-fluency-and-ran>

Members were provided time to read each article. After reading the articles, members were placed into breakout rooms to discuss what they learned, main points, and any takeaways or questions they may have. Each breakout room shared some highlights from their discussion with the larger group.

Here are some highlights:

- Empowering students by providing them with the tools they need.
- Students understand how we are assisting them.
- Describes the RAN implementation and how it is used to benefit students.
- The RAN is a predictor, it is not intended to guide instruction.
- Empowering students to understand having dyslexic tendencies does not mean you are not smart. Dyslexia is a learning difference and people that have dyslexia have many strengths. Using the RAN needs to be only one piece of the assessment process.
- The RAN measures fluency, which is crucial to reading development.
- We do not necessarily improve RAN with practice.
- The articles discussed processing speed, its importance.

Jenny showed the team the Rapid Automated Naming and Rapid Alternating Stimulus Test (RAN/RAS) materials by GANDER, this tool is on the state list.

Three principle uses of the RAN:

1. Early ID of children as risk for reading/learning difficulties K, 1, and 2 and used as a predictive assessment.
2. Ongoing assessment of processes underlying naming speed and reading fluency.
3. Measurement of development and the efficiency of basic word retrieval system.

Jenny asked the team if they had any additional comments or feedback about RAN, comments included:

- Make sure test is not biased for students who are color blind.
- Provide teachers with professional development training on how to use.
- Concern teachers are not given enough time during the workday to test.
- The information on RAN was a good review. How will we use the RAN results for students? Will we change our fluency expectation?
- Learned that there are different views on why RAN is important.

Assessment

Brian Rick, Director of Research and Assessment asked the team what data points are most helpful when collecting the data about students in Homeroom? What data should be collected, what is reasonable and actionable?

Team member responses:

- Staff need Homeroom professional development training to include how to navigate, what tools are available and how to search and access data.
- The RAN is just one data point.
- Request for color coded data that is consistent among all other tests; coloring consistency allows for a quick look at progress in reaching goals.
- In addition to color coded data, request to add a number/percentage that is comparable to the norm or standard scores.

MTSS

Jenny stated that the foundational skills team has been meeting parallel to the early literacy team. Both teams are in alignment and will merge at later time.

The team accessed individual learning activities and resources located on [Task Force Review Team OneNote](#). Jenny asked the team if they had any feedback. Some members were unable to access or due to time conflicts were unable to review the activities and resources.

Task for Next Meeting on May 28, 2021

- Review individual learning activities and resources located on [Task Force Review Team One Note](#)
- Watch 5–10-minute videos from the top five publishers before May 28, 2021

Next Meeting: May 28, 2021 (Asynchronous)