capti

# Capti® Assess + ETS® ReadBasix™

## Teacher's Manual

November 2024 Edition

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# ABOUT

## About Capti® Assess

Capti Assess is a suite of reading assessments (Gr. 3-12) aimed at informing instruction, focusing intervention, and monitoring progress. Capti Assess includes an assessment of foundational reading skills, ReadBasix, and a scenario-based assessment of advanced reading comprehension, ReadAuthentix. Capti Assess is a part of the Capti platform that is created for assessing, accommodating, and advancing reading in K-12 and higher education. This document is the user manual for Capti ReadBasix.

To start using Capti Assess in your school or district, your institution needs to sign up for an educational institution multi-license account. If you do not have one yet, please contact us at sales@captivoice.com for more information. If you are a technical administrator in an educational institution looking to set up Capti, please refer to the Capti Rostering: Admin's Manual and/or contact us at support@captivoice.com.

## About ReadBasix™

About 15 years ago, an ETS research team started working with a school district on a problem they had identified: A huge percentage of their middle school students struggled to understand their textbooks. The schools had end-of-year reading comprehension scores to inform their work, but those scores were not very informative about what *part* of the comprehension process was causing difficulty. As you might guess, the researchers thought the schools should assess their students' foundational skills, and so they looked for a test to recommend. Funny thing: the team could not find any, at least not the ones that covered a range of foundational skills and were appropriate for middle school students. They decided to create one: ReadBasix.

ReadBasix offers a fast and accurate measure of five foundational skills and basic reading comprehension in Grades 3-12. ReadBasix has 6 subtests — one for each skill and one for comprehension that can be assessed separately or together. ReadBasix helps identify at-risk struggling readers and provides teachers with detailed information on students' specific reading strengths and weaknesses. ReadBasix can be used both as a benchmark to capture student growth and a diagnostic to inform the RTI approach. In fact, it is a go-to assessment for researchers who value it for its accuracy, sensitivity, and other psychometric qualities.

ReadBasix, also known as RISE and SARA in research literature, has evolved over time, but what has not changed is its focus on assessing foundational skills for students beyond elementary school. In 2019 ETS partnered with Capti to take ReadBasix to the next level with an amazing user experience, informative student performance reports, customizable and personalizable assessments, actionable recommendations for improving student outcomes, and much more. Building on 15+ years of research and development, ReadBasix was released as part of Capti Assess in early 2020 and has been the subject of non-stop improvements and refinements ever since.

# UNDERSTANDING FOUNDATIONAL READING SKILLS

Foundational reading skills are the individual skills that readers develop and integrate in order to become proficient at reading and understanding text. A quick search on the web will yield lists of many different foundational reading skills. The reading research team at ETS has spent about 20 years studying the ways students develop reading comprehension, focusing on the following 5 skills:

- Word Recognition & Decoding
- Vocabulary
- Morphology
- Sentence Processing
- Reading Efficiency

## Word Recognition & Decoding

Word recognition and decoding are phonics skills. Collectively, they comprise the ability to “get words off the page.” Word recognition develops when we have built up a representation in our memories for words that we have seen over and over. When we encounter these “sight words”, we recognize them automatically, without having to pause to sound them out.

Decoding is the process of converting words printed on a page into speech. To be able to pronounce new (or unknown) words correctly, readers need to know how letters (graphemes) relate to their sounds (phonemes) and sounds to letters. As adults, we encounter novel or infrequent words in our daily lives often. Think about words like “indict” and “listeria” or proper nouns like “Jenuvia”, “Kleenex”, and “Vizio”. Our decoding skills help us read these unknown words and many more.

As readers develop, decoding becomes quick, accurate, and automatic - requiring little attention). Unfortunately, the sound-to-letter correspondences of English do not always match up as expected. For example, the letter “c” sometimes makes the sound /k/, as in “call”, while sometimes it sounds like /s/, as in “cement”. Because of unexpected sound-to-letter correspondence, decoding skills take time to master as readers learn the irregular English patterns, and it may well be the case that the decoding skill continues to develop across one’s lifespan as we encounter novel words.

## Vocabulary

Vocabulary, or the words a reader needs to know to understand what was read, is essential to strong reading comprehension. Recent research points to differences in vocabulary skill as a significant indicator between good and poor readers. One thing to keep in mind is that vocabulary skill does not develop as a completely separate entity from word recognition and decoding. The two areas are intertwined, and the more students know about the spelling and pronunciation of a word, the better they know its meaning—and vice versa.

It is also important to keep in mind that many words have more than one meaning. Think of the word “bank.” We can think of a bank as a place where money is kept… or as the land along the edge of a river

or stream… or as a way to shoot a basketball. Multiple meanings can make vocabulary improvement more complicated; fortunately, vocabulary development is ongoing as we continue to learn new words—and new meanings of “old” words—throughout our lifespan.

An additional aspect of vocabulary is the understanding of conceptual connections between and among words. If you have ever used a semantic word web in your classroom, you know that this means starting off with an individual word and then identifying related words and concepts. Making these connections helps students build topical knowledge that can help them build background knowledge to comprehend the texts they read, particularly in content area classes.

# Morphology

Morphology refers to the study of forms of words and the parts of a word (morphemes) that give it meaning. It includes various parts of words, such as stems, roots, prefixes and suffixes, that change word meaning and may change the pronunciation of a word. These word parts often change the meaning of words in predictable ways. For example, when we add “-s” to the end of certain words the words become plural, such as one “blanket” to many “blankets”. In this example, the “s” is called an inflectional morpheme. Other examples of inflectional morphemes include the endings “-ed” and “-ing”, as in “added” and “adding”, which mark the tense (past) and aspect (progressive) of the verbs.

Derivational morphology refers to prefixes and suffixes that are added to root words and change the meaning and lexical category (i.e., the part of speech–changing a verb to a noun or an adjective to an adverb) of the root word. Think of the root words “paint” and “exact”. If we add “-er” to “paint” to form “painter”, we have changed the meaning of the word from *to paint* to *a person who paints* and the lexical category from a verb to a noun. Additionally , if we add “-ly” to exact, we form “exactly,” which changes the meaning from *exact* to *in an exact manner* and the lexical category from an adjective to an adverb.

An understanding of morphology (also called morphological awareness) can help a reader when trying to determine the meaning of a word. For example, if a reader comes across the new word “undecided” and understands that the prefix “un-” means “not” and the root word “decide” means “to make a choice”, the reader could conclude that “undecided” means “to not have made a choice.” In this way, morphology saves readers time and effort when determining the meaning of the word, while building vocabulary.

# Sentence Processing

Sentence processing is the ability to understand the relationships between words within a single sentence of varying lengths and complexity. The relationships in a sentence may be complex, and subtle changes in the relationships impact the meaning of a sentence. For instance, there is a crucial difference in the meaning of the sentence “*The man caused the accident*, said the witness.” vs. “*The witness caused the accident*, said the man,” even though the words used in each sentence are the same.

While words and their meaning may be easier to understand in simple sentences, as the sentence complexity increases, it becomes more difficult to correctly interpret the relationships. For instance, a simple sentence such as, “They waited for the police.” is much easier to understand than a compound-complex sentence such as, “They waited for the police, but the bumper-to-bumper traffic caused a long delay even though they called the police right after the accident.” In cases like the second sentence, readers must hold several pieces of information in memory, and the words or phrases that mark the relationship may get lost. Understanding discourse markers, such as “even though”, “before”,

“therefore”, “not”, “less-than”, and “because”, and their role in linking ideas or organizing sentences is critical for sentence comprehension.

## Reading Efficiency

Reading efficiency is the ability to read accurately and quickly (silently or orally), while also comprehending the material. As students—and, really, all of us—read a variety of texts, from newspapers to webpages to text messages, being able to read fluently is important to understanding and learning from reading. If students read too slowly or misread several words, it becomes a greater challenge to understand what was read. The more demanding and challenging a text, the more cognitive resources, such as working memory or attention, are needed for comprehension. When students can read fluently, they do not have to spend effort on decoding.  As fluent readers students can focus their attention on comprehending and thinking about the text’s content.

# HOW CAN READBASIX™ HELP?

## The Importance of Assessing Foundational Skills

At this point, you may be thinking something along the lines of: Foundational reading skills are all well and good, but my students already know how to do all that. They were taught how to read in the early grades, and now they need to learn content. So why not just assess reading comprehension? That's what we care about, isn't it?

This is true, of course, but there are 3 reasons why assessing foundational reading skills are important, even for older students.

### *Challenge 1: Older Students Struggling with Basics*

Our data suggest that many students in upper elementary, middle, and high school do NOT have on-grade-level foundational skills. Let's consider the typical instructional trajectory. Generally speaking, from PreK to about 3rd grade, students are taught to read. In the most effective programs, explicit, systematic instruction in foundational skills leads to successful, on-grade-level reading comprehension. During these years, teachers directly assess foundational reading skills and make adjustments to their instruction for those who struggle.

Around 4$^{th}$ grade, students are no longer taught to read; instead, conventional wisdom dictates that they are ready to focus on building knowledge through reading. This is the well-known construction, coined by the influential reading researcher Jeanne Chall, that through grade 3, students are learning to read and when they reach grade 4, they are reading to learn.

But what happens if a student does not have these foundational skills in place by 4$^{th}$ or 5$^{th}$ grade, or struggles to comprehend what they read? If foundational reading skills are no longer directly taught—and therefore no longer directly assessed—in later elementary, middle, or high school, students who struggle to read will suffer. A common practice is to assume that older struggling readers must have a "comprehension problem", not a foundational reading skills problem, solvable by teaching comprehension strategies like making predictions or using graphic organizers to understand advanced concepts. Make no mistake: These strategies are helpful, but they will not solve problems caused by poor foundational reading skills. And the only way to know the difference is to assess foundational reading skills beyond 3$^{rd}$ grade.

### *Challenge 2: Identifying Strengths and Weaknesses*

In this case, knowledge is instructional power. You need to know the skill(s) in which your students need additional instruction and support in order to improve their reading. And you can also look at it the other way around: If you know what students' strengths are, even relative ones, you can use that information to build confidence and bootstrap improvements in weaker skills. Understanding strengths and weaknesses will also help you put together instructional groups that fit your intervention approach.

### *Challenge 3: Personalized Learning vs. One-Size-Fits-All*

As a teacher, your job and mission is to ensure that all of your students meet or exceed grade level expectations. And you have to achieve this with students who may have a variety of skill levels. You can

think of it as leading your students to the single destination of on-grade-level reading comprehension… but they are starting from different locations. Consequently, each student (or group of students) will need a different route. Assessing foundational skills will help you plan these “instructional routes”, by personalizing them to fit the needs of your students.

# Common Testing Scenarios

ReadBasix gives you a lot of flexibility and control over how and when to assess your students. We will go over some common scenarios to help you figure out the best way to use ReadBasix, but before that, it’s worthwhile to pause and take a moment to ask yourself: Ideally, how would I use a reading assessment with my students? Would I assess everyone? Would I give everyone the same assessment? You may want to jot down your answers and write down a few notes on the aspects of assessments that are important to you and then compare those to the customizable features of ReadBasix.

Now, let’s think about some common scenarios and how you can use ReadBasix to get meaningful information about your students’ foundational reading skills.

### *Scenario 1: Starting the School Year with New Students*

At the start of the school year, it’s not unusual to have students who are new to you and your school. You might have only a few new faces, or you might have an entire classroom. Regardless, to provide effective instruction, you need to know your students’ reading skills. If you do not have access to any previous reading scores—or even if you do—you can give your students the ReadBasix reading comprehension subtest. In about 30 minutes, you can get a snapshot of your students’ reading comprehension skills. If you have students who struggle with comprehension, you can give the rest of the ReadBasix subtests to pinpoint students’ strengths and weaknesses in reading foundational skills. Of course, you can also give all of the subtests to your students initially, if you would like a complete picture of their reading skills at the beginning of the school year.

### *Scenario 2: Monitoring Progress Over Time*

As the academic year moves forward, you want to ensure that your students are making progress towards their educational goals. One way to do this is to give ReadBasix to your students at regular intervals. Two common schedules are 2 times per year (Fall and Spring) or 3 times per year (Fall, Winter, and Spring), but you determine the schedule that best fits your needs.

### *Scenario 3: Diagnosing Why a Student Is Struggling*

Sometimes a student gets stuck. They just stop making progress, and it is not obvious why. Giving such students ReadBasix can help you uncover any foundational reading skills that might be the culprit. For example, you might find that a student is struggling with vocabulary, that when faced with academic or content area words, the student is not progressing. This information can be the key to personalizing instruction for your students by giving them exactly what they need to succeed.

# AN IN-DEPTH LOOK AT THE ASSESSMENT

## Overview of the ReadBasix Assessment

ReadBasix is a computerized, web-based assessment. There are six subtests in the ReadBasix assessment that cover the 5 foundational reading skills described in the What are Foundational Reading Skills section, plus reading comprehension.

### *The Science Behind Reading*

ReadBasix™ was created by ETS researchers while working on the Reading for Understanding (RfU) Initiative by the Institute of Education Sciences (U.S. Department of Education). The latest Science of Reading includes research from a variety of interdisciplinary fields including Cognitive Psychology, Communication Sciences, Developmental Psychology, Education, Special Education, Implementation Science, Linguistics, Neuroscience, and School Psychology. A team of experts led by Dr. John Sabatini, a world-renowned reading researcher, developed the assessment based on the Science of Reading principles. This assessment measures key foundational reading skills derived from the Science of Reading literature, which allows educators to effectively identify areas where learners struggle. Since teachers can pinpoint the areas of need, they help students overcome reading deficiencies, and make the U.S. education system better prepared for the 21st century. Learn more about the science behind ReadBasix™.

### *Summary of Features*

- **Subtest Selection**. You can pick and choose which subtests to administer, making the assessment time efficient. Each subtest contains example and practice items to ensure students understand how to complete the questions. The content is focused on academic and content-specific words and passages. See also the Quick Start Guide.
- **Lexile®**. Students that completed the last 3 subtests will be assigned a Lexile reading measure. Redoing any one of the subtests will update the Lexile result.
- **Time Limits**. All of the subtests have time limits and, although they can be turned off, we recommend that you keep them in place when possible.
- **Adaptable Subtest Difficulty**. ReadBasix has 3 difficulty levels. You can manually choose the difficulty level, or allow the assessment to pick the difficulty level based on the students' grade level or previous scores on ReadBasix assessments.
- **Scheduling for a Future Date**. You can schedule the assessment to automatically start on a specific date; the students will be able to access and submit the assessment independently.
- **Proctoring and Monitoring**. You can proctor students in person or remotely, monitor their progress, and submit the assessment on the student's behalf if the student cannot complete it within your time constraints.
- **Activity Log**. All major updates to the assessment, such as adding a student or submitting a completed assessment, are logged and can be reviewed at any time.

- **Reports**. You can review, export and print comprehensive reports with detailed metrics for individual students, custom student groups, classes, a school or a district. Individual student summative reports are presented in an easy to read and print natural language. The report export is highly customizable and can supply *124* advanced metrics per student (some of which not displayed on screen[1]), such as scale score standard error or raw Lexile score.
- **Accessibility**. ReadBasix is screen-reader and keyboard accessible, and compliant with WCAG 2.1 AA standard. Students can use *Alt+0* shortcut to turn off/on all Capti shortcuts when needed.

### *Assessment Duration*

Below is a table summarizing the time it takes to complete each subtest and the number of questions (items) the students will need to answer. Keep in mind that you can assign subtests in any combination.

| **Subtest / Skill** | **Expected Time Limit** | **Number of Items** |
|---|---|---|
| Word Recognition and Decoding | 5-8 minutes | 30 items |
| Vocabulary | 5-9 minutes | 30 items |
| Morphology | 5-10 minutes | 30 items |
| Sentence Processing | 5-9 minutes | 30 items |
| Reading Efficiency | 5-9 minutes | 32-41 items (2 passages) |
| Reading Comprehension | 20-30 minutes | 31-32 items (4 passages) |
| **Total** | **45-75 minutes** | **183-193 items** |

### *Alignment with Common Core Standards*

ReadBasix aligns with the CCSS for foundational reading skills, language standards, and the college and career readiness anchor standards for reading. The foundational reading skills standards cover constructs related to ReadBasix including decoding, word recognition, fluency, and morphology. ReadBasix augments the standards by measuring the five foundational skills beyond grade 5 (where the foundational reading skills in the CCSS end). Failure to measure foundational skills beyond grade 5 may limit the detection of key sources of reading issues. ReadBasix can assist educators in determining sources of reading difficulties with students in grades 6-12 where foundational reading skill standards are assumed to be fully developed, and therefore not addressed.Language standards cover constructs related to vocabulary and sentence processing, which are focused on in the CCSS from grades 3-12. ReadBasix

[1] Advanced metrics are provided for the benefit of reading assessment researchers and are unlikely to be useful in educational institutions.

specifically measures the language standards aligned with choosing words and phrases for effect (i.e., L.3.3a., L.4.3a.) and pronoun use (i.e., L.6.1c., L.6.1d.).

The college and career readiness anchor standards for reading cover constructs related to ReadBasix's comprehension subtest. Specifically, the reading comprehension subtest measures CCSS anchor standards 1, 2, and 4 related to reading closely, determining central ideas, and interpreting words and phrases used within a text.

Given that the assessment is aligned with standards, it does show progress with the skills addressed in the standards. Each subtest uniquely demonstrates progress on various standards. The table below shows an overview of the connection between each subtest and its aligned standards.

| **Subtest / Skill** | **Common Core State Standard (CCSS)** |
|---|---|
| Word Recognition and Decoding | CCSS Reading Standards, Foundational Skills, Phonics and Word Recognition |
| Vocabulary | CCSS Language Standards, Vocabulary Use and Acquisition |
| Morphology | CCSS Reading Standards, Foundational Skills, Phonics and Word Recognition |
| Sentence Processing | CCSS Language Standards, Knowledge of Language |
| Reading Efficiency | CCSS Reading Standards, Foundational Skills, Fluency |
| Reading Comprehension | CCSS Reading Anchor Standards 1, 2, and 4 |

# Breakdown of Subtests

## *Word Recognition & Decoding*


***Common Core State Standard**: Reading Standards, Foundational Skills, Phonics and Word Recognition*

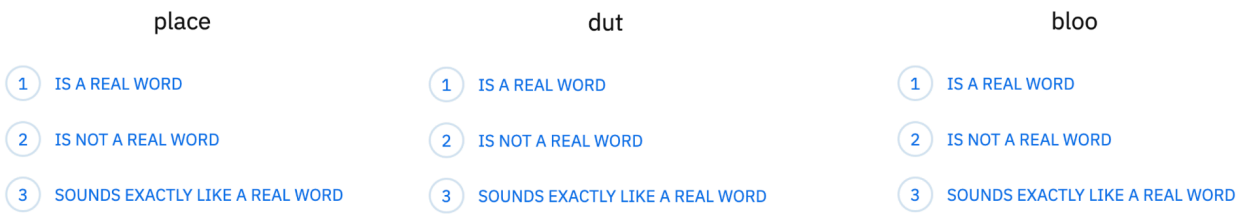
***Length**: 30 items, plan for about 8 minutes*

The Word Recognition and Decoding subtest uses three types of test items to measure a student's ability both to recognize sight words and to decode nonsense words:

1. Real words – Real words are focused on the kinds of words that students encounter and use in school. Some examples include *elect*, *mineral*, and *symbolic*.
2. Nonsense words – Nonsense words cover a range of spelling and morphological patterns. Some examples are *clort*, *plign*, and *phadintry*.
3. Pseudohomophones – These are special kinds of nonsense words that, when pronounced, sound exactly like real English words. Some examples are *whissle*, *brane*, and *rooler*.

Students see one of the types of items on the screen at a time and are asked to decide if what they see (1) is a real word, (2) is not a real word, or (3) sounds exactly like a real word.

Examples below demonstrate items from the Word Recognition & Decoding subtest.



## *Vocabulary*

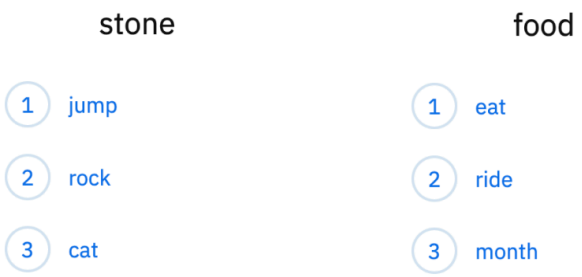

***Common Core State Standard**: Language Standards, Vocabulary Use and Acquisition*

***Length:** 30 items, plan for about 9 minutes*

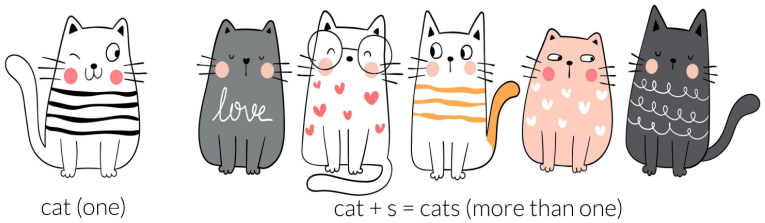
The Vocabulary subtest uses two types of test items to measure a student's vocabulary knowledge:

1. Synonyms – Synonym items ask students to identify words that mean the same thing. An example is data (information, schedule, star).
2. Topical associates – These kinds of items ask students to identify words that are connected to the same topic. An example is dialogue (speaking, washing, grabbing)

Examples below demonstrate items from the Vocabulary subtest.



## *Morphology*




cat (one) cat + s = cats (more than one)

***Common Core State Standard**: Reading Standards, Foundational Skills, Phonics and Word Recognition*

***Length:** 30 items, plan for about 10 minutes*

The Morphology subtest uses a fill-in-the-blank style to measure a student's understanding of morphology—the parts of words . In practice, this means how well students understand the impact prefixes and suffixes (such as *un-, il-, dis-, -ize, -ist, -or*) have on word meaning and parts of speech. An example is "She is good at many sports, but her _____ is basketball." (specialty, specialize, specialist).

Examples below demonstrate items from the Morphology subtest.

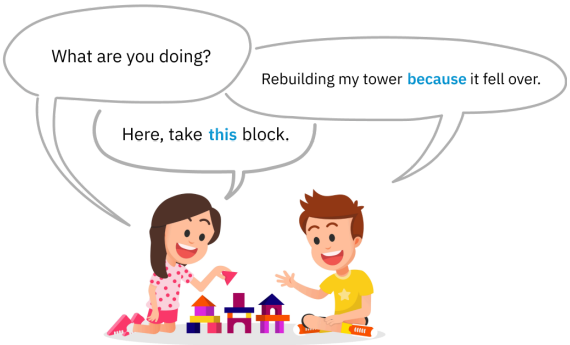
They _____ the barn.

1. builder
2. building
3. rebuilt

He tried to _____ to his friend.

1. apology
2. apologize
3. apologist

## *Sentence Processing*




***Common Core State Standard**: Language Standards, Knowledge of Language*

***Length:** 30 items, plan for about 9 minutes*

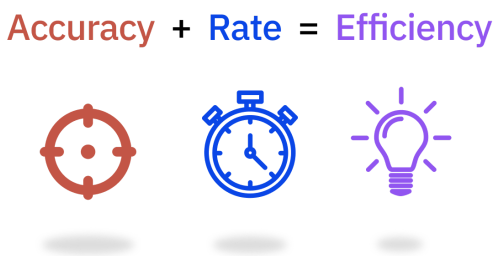
The Sentence Processing subtest uses a fill-in-the-blank style to measure a student's ability to understand sentences that vary in complexity, especially those that use discourse markers, such as *because, nevertheless, if-then,* to manage the flow and structure of the sentence. An example is "The seat got wet _____ the car window was open." (<u>because</u>, despite, especially). Other questions rely on the internal logic within a sentence to complete the idea. An example is "The person ate _____ brownies." (several, soon, far).

Example below demonstrates an item from the Sentence Processing subtest.

The flower grew _____ it was in the sunlight.

1. despite
2. also
3. because

### *Reading Efficiency*




***Common Core State Standard**: Reading Standards, Foundational Skills, Fluency*

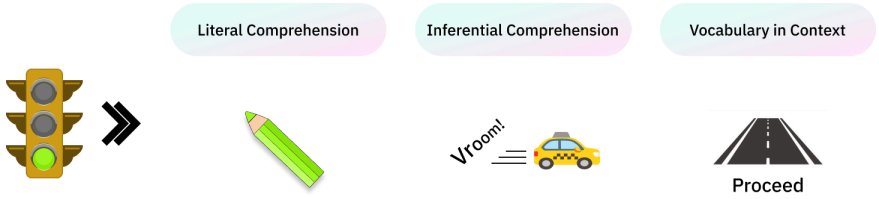
***Length**: 3 passages (selected out of 14 passages in total), plan for 3 min. per passage (9 min. total)*

The Reading Efficiency subtest uses a fill-in-the-blank style embedded within a passage to measure the efficiency of a student's silent, basic reading comprehension. The subtest uses expository passages, and the text builds sentence by sentence on the screen.

Example below demonstrates an item from the Reading Efficiency subtest.

> Dolphins are mammals that are related to whales. There are many different types of *pencils* / *clouds* / *dolphins*. Most dolphins live in the ocean, but some can live in fresh water, like (1) rivers / (2) shoes / (3) cups.

## *Reading Comprehension*

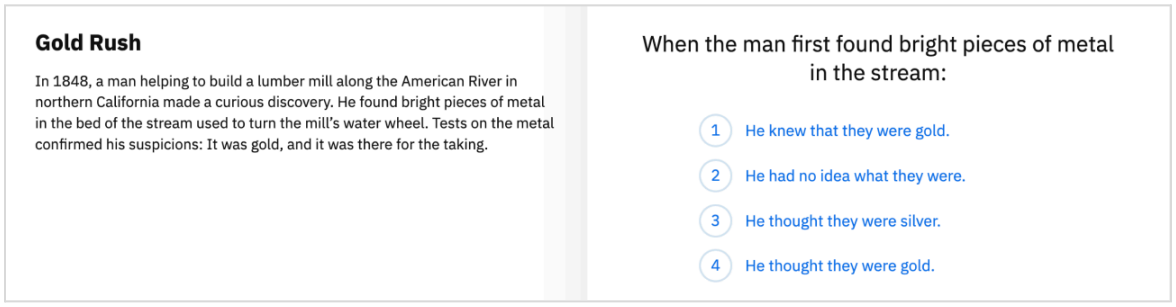



***Common Core State Standard**: Reading Anchor Standards 1, 2, and 4*

***Length**: 4 passages (selected out of 24 passages in total), plan for 7.5 min. per passage (30 min. total)*

The Reading Comprehension subtest uses multiple choice items about expository passages to measure a student's reading comprehension ability. ReadBasix contains both literal and inferential questions. Literal questions have a direct link to something described in the text that answers the question, while inferential questions require students to infer connections between ideas in the text but not explicitly stated within it. Strictly speaking, reading comprehension is the outcome that we are interested in and is not itself a foundational skill, but we have included it in the ReadBasix assessment because it is important to understand your students' overall comprehension skill without having to spend the time to find and use another assessment program.

Example below demonstrates an item from the Reading Comprehension subtest.



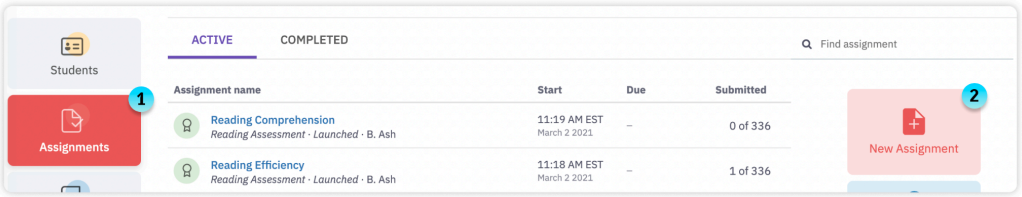
# ADMINISTERING THE ASSESSMENT: A GUIDE

## Setting Up an Assessment

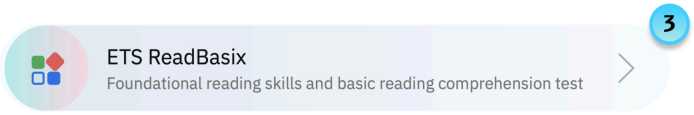
### *Assigning ReadBasix to some or all students in a school*

To create a ReadBasix assessment, go to the **Home** screen (the screen you first see when you log in), then follow these instructions:

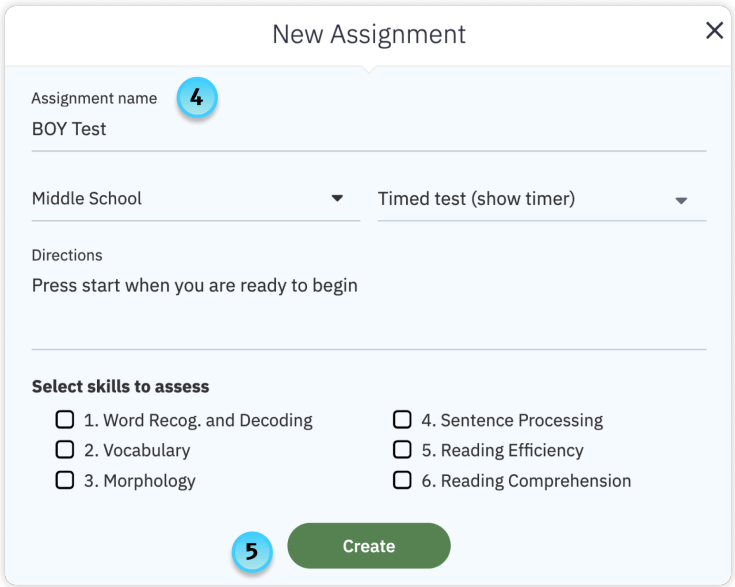
1. Select the school name in the top-left corner of the screen.
2. Open the **Assignments** screen in the left sidebar.




3. Click the **New Assignment** button on the right.
4. Select **ReadBasix** in the dialog.

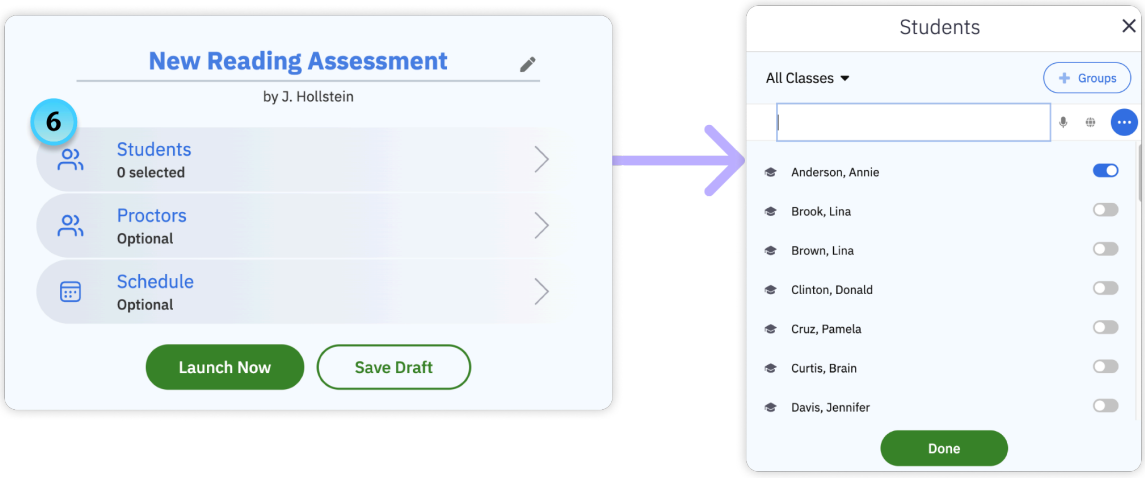



5. A “New Assessment” dialog box will open. Specify the assessment name (that’s how you and your students will find it later). See Advanced Test Configuration for more configuration options.

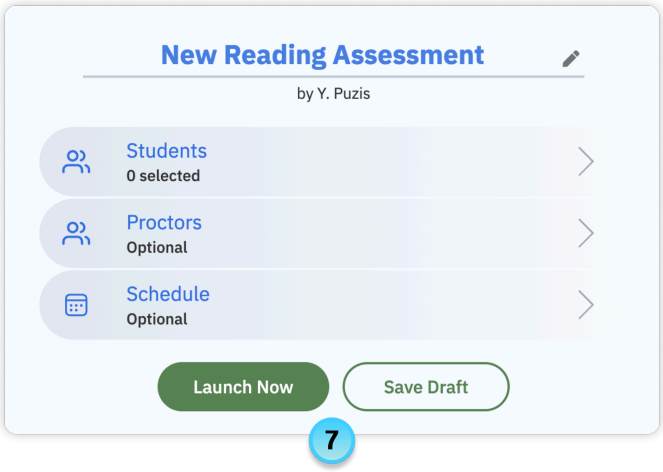


6. When done, click **Create** and the assessment configuration dialog will open.

7. Click **Students** to select the students who will receive this assignment. You can filter by class and use the ··· button to add/remove in bulk, or click the **+ Group** button to quickly add students from multiple classes or at specific grade level.

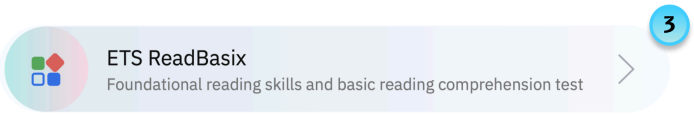



8. Click **Launch Now** to post the assessment to selected students. To save the assessment as a draft for later click **Save Draft**. You can also schedule the assessment for later, if needed. Note that you can't launch an assessment until all students in it have a grade level.

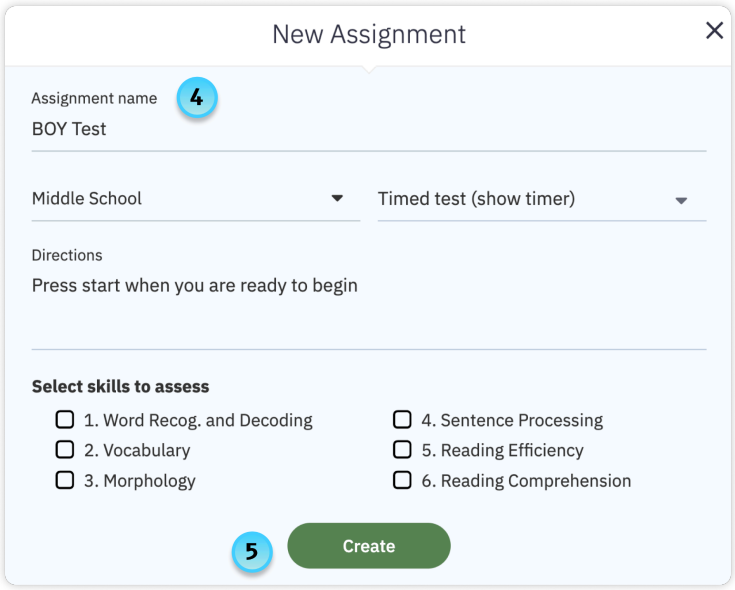



### *Quickly assigning ReadBasix to students in multiple schools*

1. Select "All Locations" in the top-left corner of the screen.
2. Open the **Assignments** screen in the left sidebar.
3. Click the **New Assignment** button on the right.
4. Select **ReadBasix** in the dialog.




5. A “New Assessment” dialog box will open. Specify the assessment name (that’s how you and your students will find it later). See Advanced Test Configuration for more configuration options.



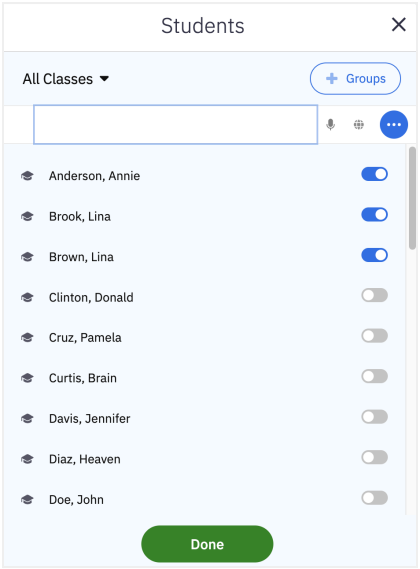

6. When done, click **Next** and the location selection dialog will open.
7. Check all the schools in which you want to create an assessment, and click “**Create Assignments**”. A new assessment will be created in each of the locations selected. Each assessment will have the same name and will be assigned to all students in the school.

# Managing Student Enrollment

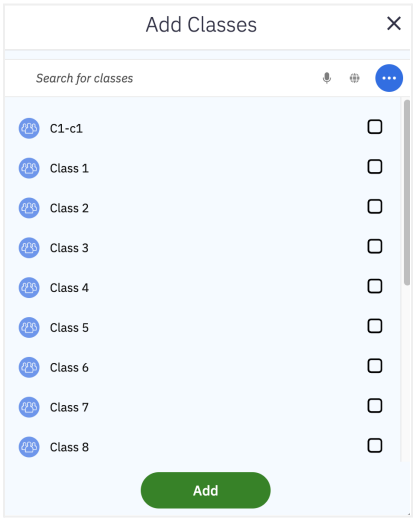
## *Adding students to existing assessments*

To add students to an assessment that has already been scheduled or launched, follow these steps:

1. **Open the Assignment**: Navigate to the desired ReadBasix assignment.
2. **Edit the Assignment**: Click the **Edit Assignment** button to open the assignment configuration dialog box.
3. **Select Students**: Click on **Students** to display a list of all available students that can be added to the assignment. Use the toggles to add or remove students as needed.



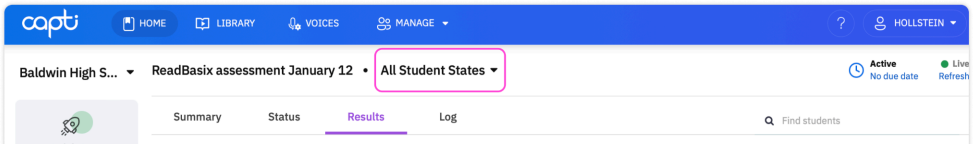

4. **Add Students in Bulk**:




   a. Click the **+ Group** button, then choose either **Add Classes** or **Add Grades**.

b. Choose which classes or grade levels to add by checking the box next to each, then click **Add**.

5. **Finalize Changes**: Close both dialog boxes when you're finished. The newly added students will be placed in the On Hold state.
6. **Post the Assessment to Newly Added Students**
    a. Filter Students by State: Use the student state filter at the top of the screen to select On Hold.




    b. Post the Assignment: Click the **More Actions** button, select **Post…**, and confirm to release the assessment to the students in the On Hold state. Students' state will change to **Posted**.

## *Sharing assessment links with students*

You can share the assignment link with students directly, or post it to platforms like Google Classroom, Schoology, or Clever. In each case, you have control over who can access the assessment using the link:

1. **Open the Assignment**: Navigate to the desired ReadBasix assignment.
2. **Share the Link**: Click the **Share Link** button to open the sharing menu.
3. **Configure Link Access**:
    - **Full Access**: Select this option if you want any student with the link to access the assessment.
    - **Partial Access**: Choose this option if you prefer to approve students who try to access the assessment with the link. Students who aren't already added to the assessment will be placed in the On Hold status, allowing you to either post the assessment to them later or remove them as needed.
    - **Locked Access**: Use this option if you want to restrict access to only those students you've personally added to the assessment. Only these students will be able to use the link to access the assessment.

# Advanced Test Configuration

## *Creating multiple test setups*

You can create and customize multiple test configurations to suit the diverse needs of your students. For example, some students might benefit from taking the full, timed 6-subtest ReadBasix, while others may only need to take 2 or 4 subtests, possibly without time constraints. ReadBasix allows for flexible test configurations within a single classroom or by a single teacher. To create a new test configuration, follow the steps outlined in the Quick Start Guide. When a test configuration is no longer needed, you can archive it by opening the configuration and selecting **More Actions → Archive Assignment**.

## *Configuring time limits*

Time limits play a crucial role in the effectiveness of the ReadBasix assessment. By default, assessments are timed, meaning that students must complete specific sections within designated timeframes. These timed sections include:

- **Reading Efficiency** subtest: 2 timed sections.
- **Reading Comprehension** subtest: 4 timed sections.
- **Other** subtests: 1 timed section each.

In timed assessments, students have limited time to answer scored questions in these sections. However, they can take as much time as needed to read instructions and complete practice questions. If a student runs out of time in a timed section, they can continue with the rest of the assessment without penalty, as the overall test duration is not capped.

There are instances where you might consider configuring an untimed assessment. For example, literacy coaches working one-on-one with students might prefer an untimed setting to allow for thorough discussion and review of each question. Untimed assessments may also be beneficial for ensuring students can answer as many questions as possible or for accommodating students with disabilities who require extended time.

**Important**: The Reading Efficiency subtest is designed to measure how quickly and accurately students can process text, which means that timing is an essential component. As a result, the Reading Efficiency subtest cannot be assigned if the assessment is configured as untimed. If you opt for an untimed assessment, you will need to exclude the Reading Efficiency subtest.

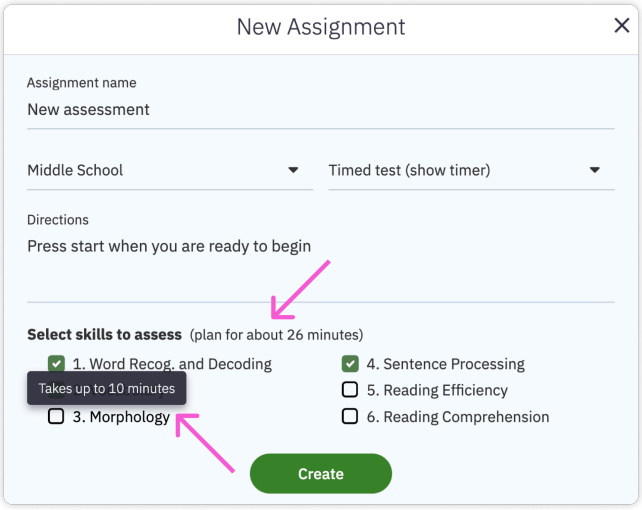
In summary, while ReadBasix offers flexibility in timing configurations to suit various instructional needs, it's crucial to consider the purpose of each subtest and how time constraints—or the lack thereof—might affect the validity of the results..

## *Selecting skills to assess*

ReadBasix offers a flexible approach to assessment, allowing you to choose which skills to evaluate based on the specific needs and goals of your students. You can administer all six subtests in a single assessment or select only those that are most relevant to your students. The ability to customize the assessment enables you to tailor the testing experience to match individual learning objectives or to focus on areas where a student may need additional support.

When deciding which subtests to include, keep the following in mind:

- **Assessment Duration**: As can be expected, the more subtests you include, the longer the assessment will take. To help you plan, the estimated time for each subtest is displayed when you hover over the subtest name when creating an assessment. Additionally, the total estimated duration of the assessment is shown above the list of selected subtests and will update as you make your choices.




  Total duration of all subtests is up to 45-75 minutes, breaking down as follows:

  - **Word Recognition and Decoding**: 5-8 minutes
  - **Vocabulary**: 5-9 minutes
  - **Morphology**: 5-10 minutes
  - **Sentence Processing**: 5-9 minutes
  - **Reading Efficiency**: 5-9 minutes
  - **Reading Comprehension**: 20-30 minutes

- **Targeted Skills**: Each subtest focuses on a different aspect of reading ability. Consider your instructional goals and the specific skills you wish to assess when selecting subtests. For example, if you're primarily interested in assessing a student's reading comprehension, you might choose to administer just the Reading Comprehension subtest. Alternatively, you could include multiple subtests for a more comprehensive evaluation.
- **Skill-Specific Recommendations**: Certain conditions may affect which subtests should be administered. For instance, if a student's scale score on the Word Recognition and Decoding subtest falls below 235, it is recommended that you do not administer the Reading Comprehension subtest, as the student may struggle with the material.

To maintain the integrity of the assessment, ReadBasix dynamically generates different sets of questions for each subtest whenever a skill is reassessed. This reduces the likelihood of cheating and minimizes the impact of repeated exposure to the same questions. While some overlap in questions may occur over multiple assessments, this is unlikely to significantly influence the results.

### *Personalizing subtest difficulty*

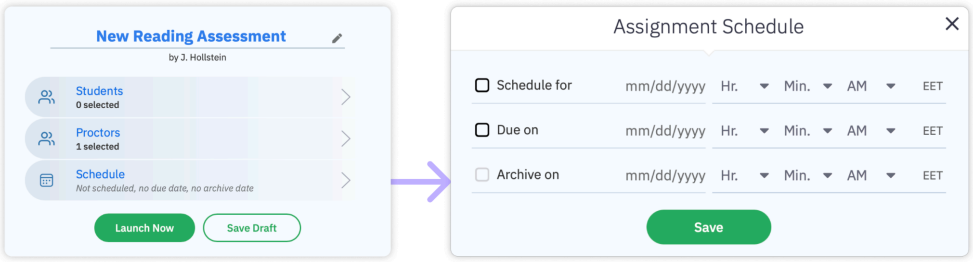
You can choose to set the assessment difficulty level for all students and all subtests to a fixed level—**Elementary**, **Middle**, or **High**—or select the **Personalized** option. In the latter case, each subtest's difficulty level for each student will be individually determined based on the student's prior performance in that subtest. If there is no prior data, the difficulty level defaults to Elementary.

When selecting an assessment difficulty level it is important to realize that there is no incorrect difficulty level. Assigning a difficulty level that is not ideally suited to a student will not fundamentally change the outcome; it may only reduce the accuracy of the assessment. For example, suppose a student is assigned a medium-level assessment battery. The student performs very well on word recognition and decoding, reasonably well on vocabulary, and poorly on morphology. The next time you assign the battery or individual subtests with Personalized difficulty, the student will receive the High level on the Word Recognition and Decoding subtest, Middle level on the Vocabulary subtest, and Elementary level on the Morphology subtest.

A student's performance in one subtest does not necessarily predict their performance in another, as students may compensate for deficiencies in one area by developing strengths in another. Therefore, performance in one subtest will not be used to select the difficulty of another subtest. For instance, mild word-reading difficulties can make decoding challenging, but the student may develop strategies to overcome these challenges. Poor knowledge of morphology may interfere with higher-level skills, but a student could still perform reasonably well in those areas. Similarly, lower reading efficiency might slow down reading but may not affect reading comprehension.

### *Scheduling assessments for future dates*

If you need to control when an assessment is made available to students, you can schedule it to start at a specific date and time. Once scheduled, the assessment will automatically be posted to the selected students at the designated time. You can also modify or cancel the scheduled launch at any time before it occurs. To schedule an assessment, open it, then click **Edit Assignment** → **Schedule**.




- **Set the Start Date and Time**: check the "Schedule for" box to specify the date and time when the assessment will be posted to students. You can verify that the assignment is scheduled by checking the "Scheduled for" label and date in the top right corner of the screen. To adjust the scheduled time, simply click on the date.
- **Set the Due Date and Time**: check the "Due on" box to specify the deadline. The assignment will automatically close for all students who have not submitted it by this time.
- **Set the Archive Date and Time**: check the "Archive on" box to set when the assignment should be moved to the archive. Once archived, the assignment will end for any students who haven't submitted it. Archived assignments can be reviewed but cannot be modified or relaunched.

# Understanding Student Assessment States

## *Definitions of Student States*

Throughout the lifecycle of an assessment, a student's state can change. Below are the possible states and their meanings:

- **On Hold**: The student does not have access to the assessment.
- **Posted**: The assessment is available, but the student has not yet started or resumed it.
- **In Progress**: The student is actively working on the assessment. If the session is interrupted (e.g., due to a computer shutdown or internet issue), Capti may incorrectly display the student as "In Progress."
- **In Review**: The assessment results are under review, and the student cannot access the assessment.
- **Done**: The student's work has been submitted, either by the student, automatically (e.g., due to a timeout), or by the teacher. If the teacher submitted the assessment, they can repost it by changing the student's state to "Posted," allowing the student to resume work. In this state, the student cannot access the assessment.

## *Checking a Student's State*

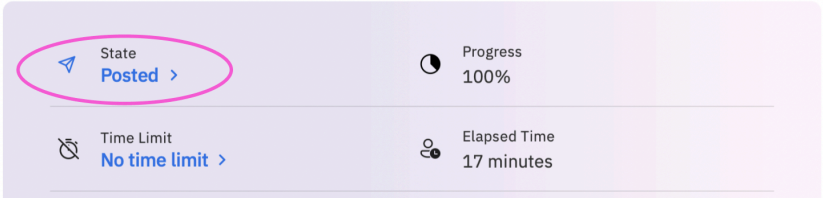
To quickly check a student's state, use any of the following:

- Go to **Assignments** in the left sidebar, open the relevant assignment, and navigate to the **Status** tab.
- Go to **Students** in the left sidebar.
- Go to **Assignments** in the left sidebar, open the assignment, and switch to the **Summary** tab.

Each tile also shows the percentage of the assessment screens the student has completed, including directions, practice, and questions. This percentage reflects overall progress, not the number of questions answered or the student's score.


## *Changing a Student's State*

To change a student's state:



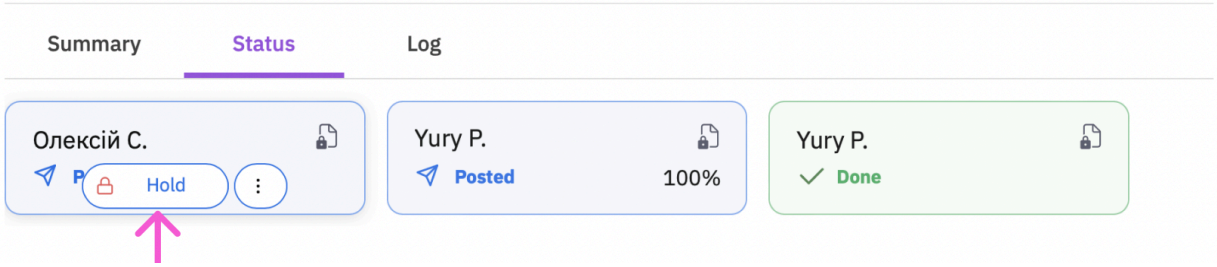

1. Open the relevant assessment.
2. Click the student's name in the list to open a dialog box.

3. Click the current state and select a new one from the options.

Alternatively, you can change a student's state from the Students screen:

1. Go to **Students** in the left sidebar.
2. Hover over the student's tile.
3. Click the **Student** button, select **View Active Assignment…**, and a dialog box will appear.
4. Click the current state and select a new one.

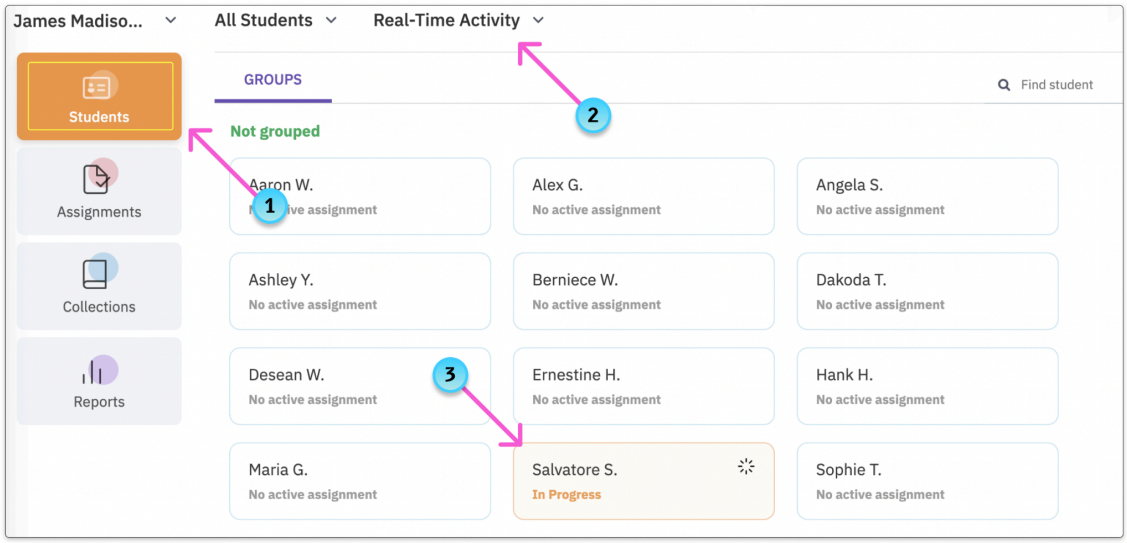
You can also quickly change a student's state by hovering over their tile in the assignment's **Status** tab.



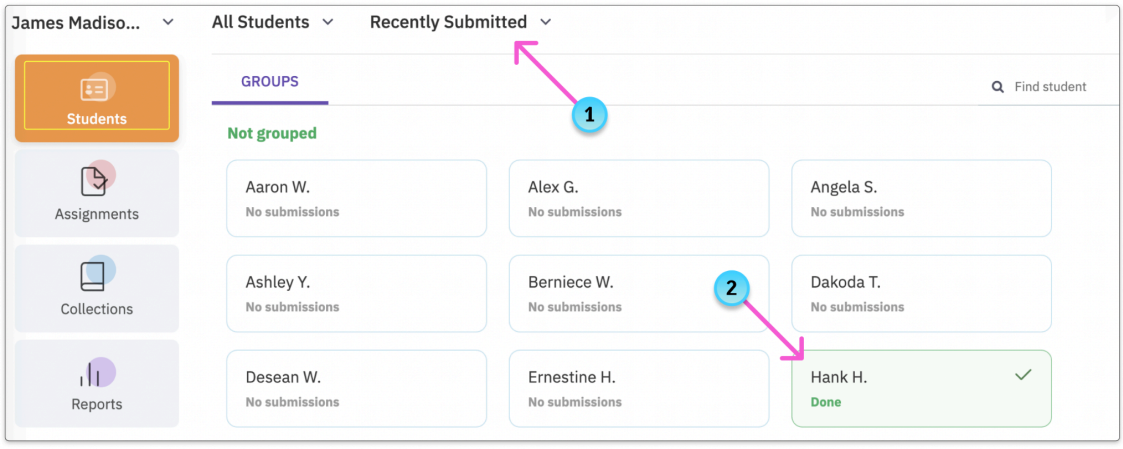

🚩 Note: You cannot manually set a student's state to "**In Progress**." The system will automatically update the state to "**In Progress**" when the student starts the assessment.

# Proctoring The Assessment

To view students' real-time progress towards completion of their assessments, click **Students** in the left sidebar and make sure that you are viewing **"Real-Time Activity"** at the top of the screen. You can also narrow the student list down to a specific class.




To see which students have completed their assessments, switch the viewing option to **Recently Submitted** in the same screen.



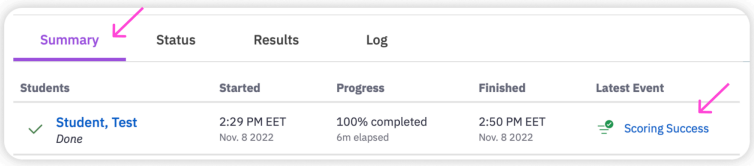

You can also assign your colleagues to proctor assessments by assigning them as "*proctors*". Add new *proctors* by opening the assessment and going to **Edit Assignment → Proctors.** A dialog listing your colleagues will open. Now you can give proctoring access by clicking a toggle next to your colleague's name.

# Utilizing the Assessment Log

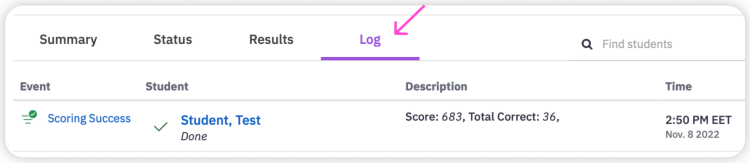
The assessment log is a powerful tool that provides insights into a student's interaction with the assessment. It helps you track when and why a student started, paused, or completed the assessment, when results were first calculated or later updated, and other key events.

## *Accessing the Log*

- **For an Individual Student**: To view a log for a single student, open the assessment, go to the **Summary** tab, and click on the latest event listed in the "**Latest Event**" column next to the student's name.




- **For All Students in a Specific Assessment Instance**: To see the log for all students within a particular assessment, click the **Log** tab on the assessment screen.




- **For All Students Across All Assessments**: To access logs for all students across different assessments, go to the Reports screen and click on **Activity Log**.

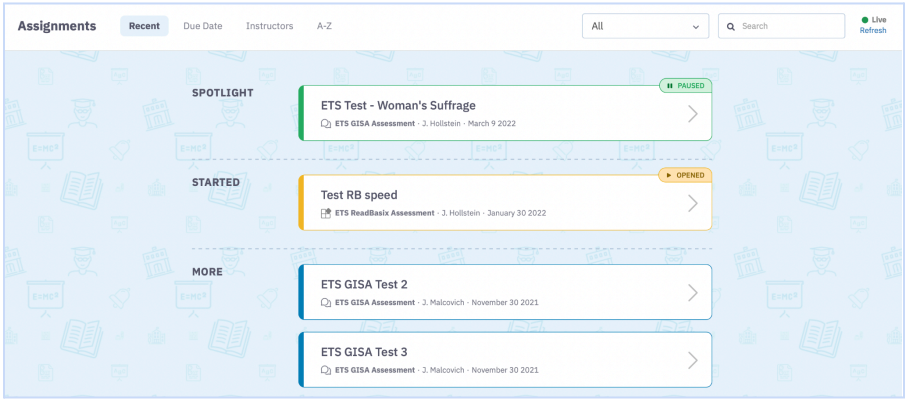
## *Understanding Logged Events*

- **Time Limit Exceeded**: The student exceeded the allocated time for a timed section of a subtest.
- **Note**: A custom note created by the teacher for a student.
- **Scoring Failure**: The subtest could not be scored due to an unknown internal failure, or a Lexile score could not be calculated, possibly due to a connection issue with the MetaMetrics server.
- **Scoring Success**: The subtest was successfully scored, or a Lexile score was successfully calculated.
- **Scoring Skipped**: The subtest could not be scored due to an insufficient number of responses.
- **Scores Updated**: The student's scores were automatically updated. The update date can be exported along with the score by selecting the "Technical Update Date" column in a spreadsheet.
- **Scoring Canceled**: Couldn't score because the student hasn't started the assessment.
- **State Changed**: The student's status in the assessment was changed.
- **Assignment Creation Failed**: The assessment could not be created for the student due to an unknown issue. Try again or contact support at *support@captivoice.com* for assistance.
- **Student Added**: The student was added to the assessment.
- **Student Removed**: The student was removed from the assessment.

# Instructions for Student Access

## *Access via Capti Website*

The simplest way for students to access their assessments is to login on www.capti.com. In addition to the regular login that will require knowledge of their Capti password, students can also sign in using Google or Clever. Once logged in, the student will see all of their assigned work, including any ReadBasix assessments, as shown in the screenshot below.

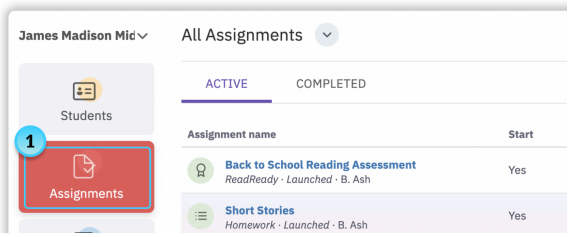



🚩**Tip**: Not started assessments will be shown in blue, assessments that were started and then paused will be shown in green, and assessments that are currently open in another browser tab or on another device will be shown in yellow.

## *Access via Direct Link*

You can send a link to an assessment by email, or using another preferred method of communication with your students. To get a link to send to your students:

1. Click the **Assignments** button in the left sidebar.




2. Find your assessment in the list and click on it.
3. Click the **Share Link** button, then select the **Copy Link** option from the menu.


Only students with the necessary access permissions will be able to access the assignment by clicking on the link you shared. Students will only be able to access the assignment while it is open.

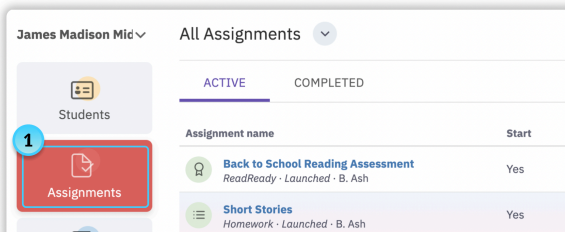
### *Access via Learning Management System (LMS)*

Teachers and students can use a single sign-on to open Capti from supported Schoology, Canvas or Blackboard accounts. In the supported accounts, students will be able to access specific reading assessments you share with them. See Capti Rostering: Admin's Manual or contact us at support@captivoice.com to set up your Learning Management Software (LMS) integration.

### *Access via Google Classroom*

You can export a link to an assessment to your students in Google Classroom. To post a link to Google Classroom:

1. Click the **Assignments** button in the left sidebar.




2. Find your assessment in the list and click on it.
3. Click the **Share Link** button, then select the **Share to Google Classroom** option from the menu.


4. Choose which Google Classroom course to post the link.

Only students with the necessary access permissions will be able to access it by clicking on a link in Google Classroom. Additionally, students will only be able to access the assessment while it is open. If a student is not logged into Capti, they will be able to use Google single sign-on to login.

# Forming Instructional Groups

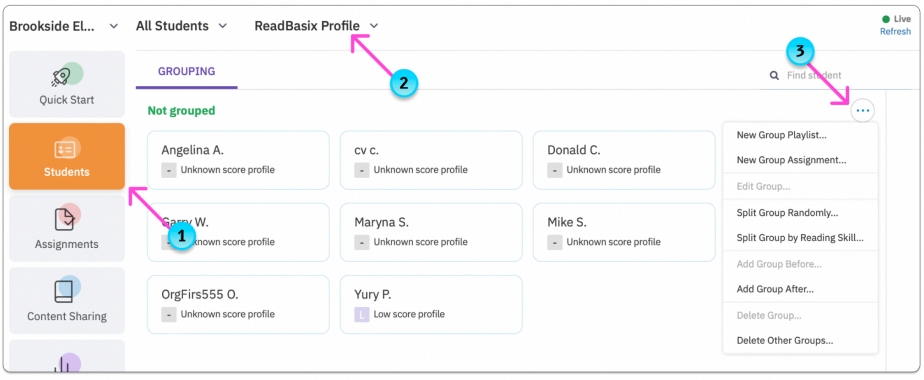
Capti provides two methods for working with instructional groups:

- **Automatically Generated Groups**: You can review the MTSS Guide report, which automatically generates instructional groups based on student performance.
- **Manually Created Groups**: As described in this section, you have the option to manually form instructional groups tailored to your specific needs.

By organizing students into groups within each of your classes, you can assess, monitor, and evaluate each group individually. The groups you create are private and only visible to you. When a new student is added to a class, they will appear as “Ungrouped” until you assign them to a group.

To create student groups:

1. Click **Students** in the left sidebar and click the arrow next to “All Students” to select which class you want to look at.
2. Choose the **ReadBasix Profile** option at the top to reveal students’ ReadBasix performance profile next to students’ names on screen. You can read more about this metric in the Overall reading skills profile section, and in the ReadBasix Performance Profiles appendix.
3. Split students into groups, either automatically or by dragging and dropping students between groups. Click the **(...)** button as shown below to reveal your grouping options:
    - **Split Group Randomly** - split students into groups randomly. You can fix either the number of groups or the number of students in each group.
    - **Split Group by ReadBasix Profile** - split students into groups by their overall ReadBasix performance profile.
    - **Add Group After** - add a new empty student group to the right of the current group, then drag and drop students manually into that group from other groups.
    - **Add Group Before** - add a new empty student group to the left of the current group, then drag and drop students manually into that group from other groups.



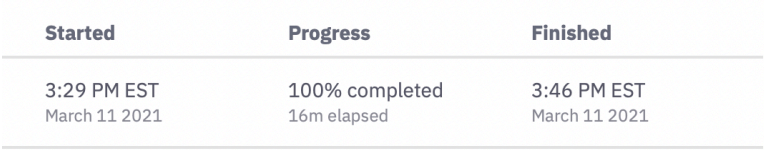

Once you are happy with how you grouped the students, you are ready to create custom assessments for each of the groups. Click the **(...)** button as shown above and select the **New Group Assignment**, then follow the steps outlined in the Quick Start Guide section.

# INTERPRETING ASSESSMENT RESULTS

## Time Metrics

### *Total Assessment Time*

ReadBasix counts the overall duration of the assessment, including time spent on all the subtests in the assessment. You can view the total assessment time by opening the assignment and looking for the “Progress” column in the list of students. You can also export this value into an EXCEL file report in the “Wall-Clock Elapsed Time” column.



| Started | Progress | Finished |
|---|---|---|
| 3:29 PM EST<br>March 11 2021 | 100% completed<br>16m elapsed | 3:46 PM EST<br>March 11 2021 |

### *Time Spent on Subtests*

ReadBasix counts the overall time spent on each individual reading skill subtest within the assessment, including time spent on reviewing directions, reviewing practice questions, and responding to scored questions. The subtests in ReadBasix do not have an overall time limit; however, if a student completed a subtest too quickly, the score will be flagged as unreliable in the final report. You can find the subtest total time by opening a student's individual ReadBasix report and scrolling to the “Time to completion” section within each individual subtest. You can also export this value into an EXCEL file report in the “Total Elapsed Time” column.

### *Operational Time*

ReadBasix counts the time spent on answering just the scored questions within each subtest. If the assessment was configured as timed, the time available to a student for answering scored questions (operational time) will be limited. Scored questions within ReadBasix are split into question groups, with each group having its own time limit. Students who timeout in one such question group will be taken to the screen following the question group and allowed to keep working on the rest of the assessment. In ReadBasix it is unnecessary for the student to answer all questions to get an accurate assessment of their reading skills. In other words, it is advisable that students concentrate on giving their best answers rather than on answering as many questions as possible. You can find the subtest operational time, as well as percent of questions answered, by opening a student's individual ReadBasix report and scrolling to the “Time to completion” section within each individual subtest. You can also export this value into an EXCEL file report in the “Operational Elapsed Time” column.

# Performance Metrics

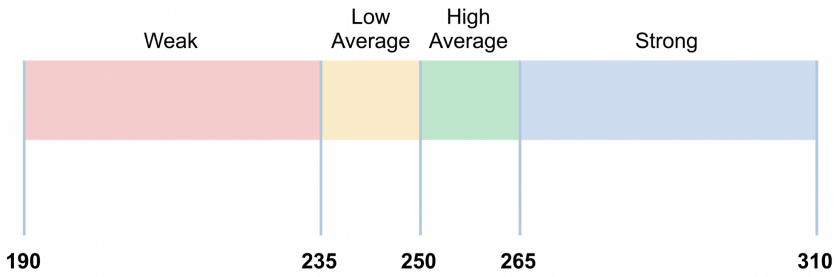
## *Subtest Scale Score*

ReadBasix reports a student's performance score on each subtest in a band from 190 - 310. This score is the best way to understand a student's reading skill on an absolute scale. If the student completed too few questions for ReadBasix to provide an accurate score, the subtest will be reported as incomplete, and no score will be displayed. However, it is not necessary to complete all questions in a subtest to get an accurate score for the subtest.

A ReadBasix score falls into one of 4 bands. The following table shows how students in different grades are placed into specific scale score bands.

| **Band** | Grade 3 | Grade 4 | Grade 5 | Grades 6+ |
|---|---|---|---|---|
| Weak | 190-208 | 190-209 | 190-212 | 190-235 |
| Low Average | 209-214 | 210-217 | 213-220 | 236-249 |
| High Average | 215-246 | 218-252 | 221-258 | 250-264 |
| Strong | 247-310 | 253-310 | 259-310 | 265-310 |

Below is an example of scale score bands for grades 6 and up.




You can find detailed interpretations of the meaning of the bands and recommendations for the instructional activities based on those bands by opening a student's individual ReadBasix report and scrolling to the "Performance on an absolute scale" section within each individual subtest. You can also export this value into an EXCEL file report in the "Scale Score" column; you can also export the score standard error in the "Score Std. Error" column.

## *Percentage Correct per Subtest*

ReadBasix reports the student's percentage of correct answers for each subtest in the "Performance on an absolute scale" section of the student's summative report. For all subtests except the Reading Efficiency subtest, this percentage is determined by the ratio of correct answers to the total provided answers. For the Reading Efficiency subtest, the percentage is determined by the ratio of correct answers to the total number of questions, assessing the student's ability to provide accurate responses quickly.

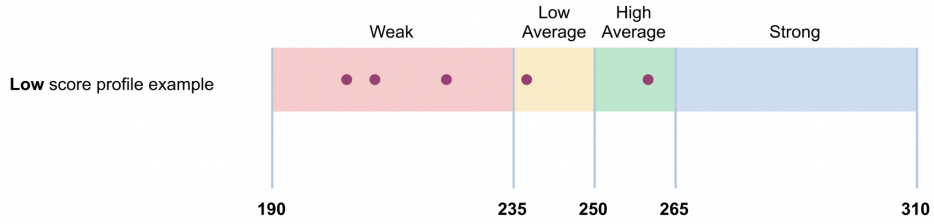
It's essential to handle the percentage of correct answers with care, as certain questions carry more weight towards the final score, and some questions are repeated to enhance assessment accuracy. Additionally, it's advised to consider this value in relation to the percentage of questions the student had the time to answer, which can be found in the "Time to completion" section of the individual ReadBasix report. You  can also export this value to an EXCEL file report in the "Percent Correct" column.

### *Overall Reading Skills Profile*

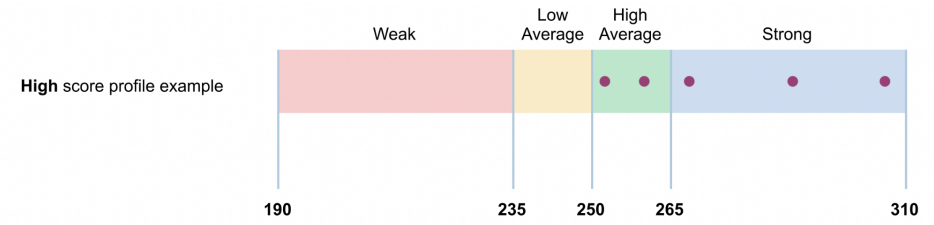
The 6 ReadBasix reading skills scores are used to infer the student's *overall reading skills profile:* a type of summary of the student's overall reading proficiency. Importantly, each of the constituent subtest scores is the most recent available, and need not come from the same assessment. To get the most accurate estimate, scores older than 1 year are disregarded for the purposes of this calculation.

The overall reading skills profile is computed according to the following rules:

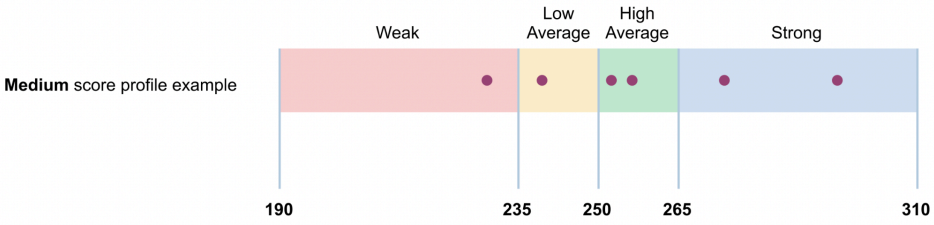
- If a student has fewer than 3 scored subtests, the profile will not be assigned.
- If the pattern of a student's scores matches a special pattern, then a **Notable** profile will be assigned.
- If a student received a score that's considered "Weak" (see above) on 3 or more subtests, and has no scores that are considered "Strong", then a **Low** profile will be assigned.




- If a student received a score that is considered "Strong" on 3 or more subtests, and has no scores that are considered "Weak", then a **High** profile will be assigned.




- In all other cases a **Medium** profile will be assigned.




You can find the student's profile at the top of the individual student ReadBasix report.

Find an overview of the ReadBasix Performance Profiles in the Appendix: Performance Profiles.

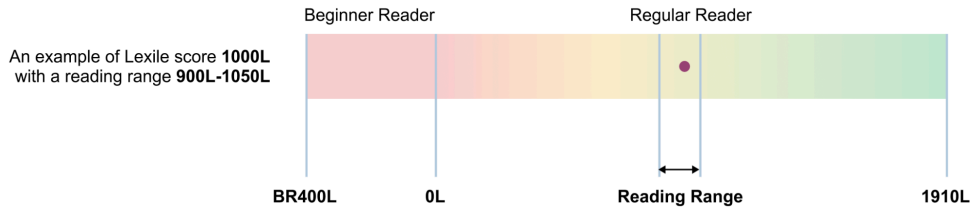
### *Lexile® Framework Measures*

Lexile measures identify what level of text a student can effectively read and understand, developed by MetaMetrics®. Capti, ETS, and MetaMetrics partnered to provide a Lexile reading measure in Capti Assess by linking it to ReadBasix. Lexile's strength is in its industry-wide recognition and availability: a Lexile reading measure (or *score*, for short) computed with Capti and ReadBasix is directly comparable to a Lexile score computed using other tools certified by MetaMetrics, though there may be some discrepancies between scores given the variation in each assessment's psychometric qualities (see Managing Multiple Measures Resource Center from MetaMetrics for more information).

A Lexile score will be calculated when students complete the *Sentence Processing*, *Reading Efficiency*, and *Reading Comprehension* subtests. The subtests can be completed in one sitting or separately; for example a student may be assigned Sentence Processing and Reading Efficiency subtests on day 1, and a Reading Comprehension subtest on day 2. A new Lexile score will be calculated every time a ReadBasix assessment with at least one required subtest is submitted (i.e. the student's state in the assignment changes to "Done"). If the submitted assessment had only one or two of the three required subtests, most recently completed subtests from other assessments will be used to compute the Lexile score. Note that simply completing one of the required subtests is not enough to trigger calculation of a new Lexile score: the score will only be computed after assessment submission.

Lexile score is reported in a range between -400 to 1910, or BR400L-1910L. The higher the score, the higher the level of reading ability. Values below zero are reported with a Beginner Reader (BR) prefix, meaning the lower the number following the letters BR, the more advanced the reader is (e.g., BR300L is more advanced than BR350L).

Capti will also report a student's "Lexile reading range": the suggested range of Lexile measures that a reader should be reading–50L above to 100L below a reader's Lexile measure. For example, if a student's Lexile score is 1000L, then the reading range will be 900L-1050L.




Capti will also report a grade-level specific Lexile score *cap*, i.e. a theoretical limit to address developmental appropriateness of the material for students in a given grade level. This value can be considered as a potential limitation of the student's reading skill level regardless of how high the assigned score is, but should be taken with a grain of salt since exceptionally strong readers may in fact demonstrate reading skill far in excess of their peers. See Lexile Percentiles section to gain further insight into what Lexile score means in a context of a specific grade level.

You can find the Lexile score, the Lexile reading range, grade-level reading cap, and information about when the score was created in student's Summative Report's "Lexile" subsection, student's "Report History" table, the Group Report's "Students" table, and in the "Results" tab of the assignment where the score was created. You can also export these and other Lexile-related values into an EXCEL file report.

### *MTSS Groups*

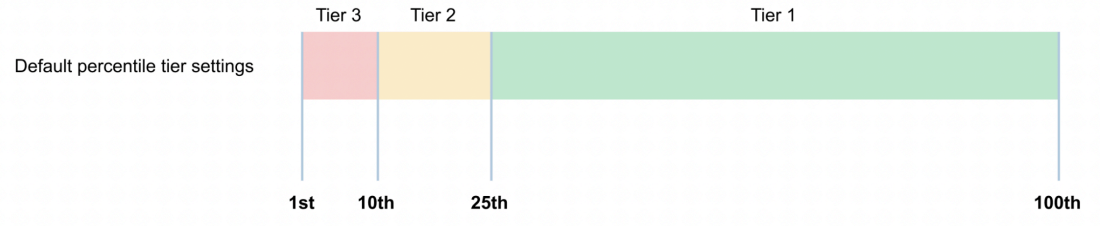
ReadBasix will classify students into the following MTSS groups:

| Group Name | Brief Description | Target Grades |
|---|---|---|
| Complete Additional Subtests | In order to make an informed MTSS recommendation, the student needs to complete additional subtests. | 3-12 |
| Measure Decoding Skills | In order to pinpoint students' needs, complete an additional phonics survey. | 3-12 |
| Complete Reading Comprehension Subtest | In order to make an informed MTSS recommendation, the students need to complete the Reading Comprehension subtest. | 3-12 |
| Phonemic Awareness | The student will benefit from phonemic awareness instruction. | 3-5 |
| Phonics Intervention | Any student who scores below 220 on the Word Recognition and Decoding subtest should receive a phonics reading intervention. | 3-12 |
| Word Reading Intervention | Any student who scores below 235 on the Word Recognition and Decoding subtest should receive a multisyllabic word reading intervention. | 3-12 |
| Language Comprehension Intervention | Students in this group will likely benefit from an intervention focused on language comprehension. | 3-12 |
| Comprehensive Reading Intervention | Students in this group will likely benefit from a comprehensive reading intervention. | 6-8 |
| Sentence Level Reading | To support readers who struggle with sentence processing, show how to construct sentences using embedded clauses and phrases and teach more advanced sentence constructions. | 3-12 |
| Fluency | Students in this group will likely benefit from support in building their fluency. | 3-12 |
| Comprehension Strategies | Students in this group will likely benefit from building their comprehension. | 3-12 |
| No Intervention Recommended | Based on the students' scores, no reading intervention is recommended. | 3-12 |

### *Percentiles & RTI Tier Recommendations*

ReadBasix reports student's nationally-normed percentile in each subtest. The percentile is computed relative to the student's grade level at the time the assessment is administered. This is the best metric by which to compare the student to his or her peers in the same grade. ReadBasix also provides a percentile RTI tier recommendation. The tier threshold can be customized by organization administrators.

The following is the default configuration:




You can find the percentile and tier information in the "Percentile and RTI tier" section of the individual student report. You can also export the percentile value into an EXCEL file report in the "Percentile" column.

### *Grade Equivalent Scores*

ReadBasix reports a student's grade equivalent score in each subtest. To compute it, ReadBasix compares a student's scale score in a specific subtest to the weighted mean (score needed to get into the 50th percentile) of that subtest in each grade level. The closest weighted mean within 1 standard error (SE) from the student's score is the student's grade equivalent score. For example, if the median for grades 4 and 5 were 230 and 233 respectively, a fourth grader with a score of 231 with an SE of 6 would have an interval ranging from 225 to 237. Since the lower bound of the interval captures the grade 4 median, the grade equivalent score for the student would be 4.

The grade equivalent score is reported as a range to emphasize its approximate nature. For example, if a student's grade level is reported as **6-7-8** then the student performed approximately at 7th grade level, with a margin of error between grades 6 and 8. Grade equivalent score is reported starting from grade 3 and up.

You can find the grade equivalent score in the "Grade equivalent score" section of the individual student report. You can also export this value into an EXCEL file in the "Grade Equivalent Score" column.

# Handling Unreliable and Incomplete Results

### *Unreliable/Missing Results*

While a student does not need to answer every question to receive an accurate score, a minimum of 10 responses is required to ensure score reliability. If fewer than 10 questions are answered, the score will not be displayed in the on-screen report, though it can still be exported. You can identify when a student didn't answer enough questions when you see a "skipped" icon in the "Results" tab of an assessment.

### *Rushed Responses*

If a student completes any subtest in less than one minute, the system flags this as "rushed." This will be indicated in the report with an orange underline. Should any subtest used to calculate the Lexile score be flagged as rushed, the Lexile score itself will also be flagged accordingly.

### *Outdated Scores*

Assessment scores can lose their relevance if too much time passes between assessments. In ReadBasix, a score older than 90 days is considered outdated and will be flagged in the teacher's report with an orange underline. The Lexile measure will be flagged as outdated if one or more subtest scores contributing to it become outdated. You have the option to set the time limit after which a score is considered outdated or to disable this feature entirely.

### *Incomplete Submissions*

A situation may arise where a proctor submits the assessment before the student has completed it. In this case, some subtests may have no responses, and the subtest the student was working on may only have partial responses. ReadBasix will attempt to score based on the available responses: subtests with sufficient responses will be scored, while others will not.

### *Paused Assessments*

Students have the option to pause the assessment and return later, subject to any scheduling restrictions. In such cases, ReadBasix will score the subtests based on the answers provided up to that point: subtests with enough responses will be scored, while others will remain unscored. Upon completion, the entire assessment will be rescored, updating any incomplete subtests and adding missing scores.

### *Timeouts*

If the assessment is configured with time limits, these will apply to specific sections within each subtest that contain scored questions. If a student runs out of time on a section, they will be directed to the next part of the assessment and can continue working. Multiple timeouts can occur within a single assessment or even within the same subtest. You can view all instances of timeouts in the student's assessment activity log.

# ASSESSMENT REPORTS

## Overview of Available ReadBasix Reports

### *Comparison of groups*

| Report | On-Screen | Export To… |
|---|---|---|
| **School Comparison**<br>Compares reading skill levels across schools within a district. | ✔ | – |
| **Grade Comparison**<br>Compares reading skill levels across grades within a school or a district | ✔ | – |
| **Class Comparison**<br>Compares reading skill levels across classes within a school | ✔ | – |

### *Comparison of students within a group*

| Report | On-Screen | Export To… |
|---|---|---|
| **Group Performance Statistics**<br>Visualizes latest reading skills performance of a chosen group. | ✔ | PDF |
| **Group Growth Trends**<br>Traces reading performance evolution across benchmarks for a chosen group, annually and year-over-year. | ✔ | PDF |
| **Group Latest Results**<br>Compares individual student reading skills performance within a chosen group. | ✔ | PDF, EXCEL |
| **Parent/Home Summary**<br>Provides a parent- and a student-friendly overview of a student's reading performance, optimized for ease of understanding and sharing. Exports a group of students, one page per student. | – | PDF |
| **MTSS Guide**<br>Groups students for instruction based on their overall performance, considering all scores and accounting for any absences. | ✔ | PDF |

## *Analysis of a specific assessment*

| Report | On-Screen | Export To… |
|---|---|---|
| **Assessment Overview**<br>Provides a comprehensive summary of a specific reading assessment. | ✔ | EXCEL |
| **Assessment Timeline**<br>Documents a group's reading assessment history | – | EXCEL |
| **Student Assessment Analysis**<br>Presents a review of a student's specific reading assessment results, through narrative, charts, and tables. | ✔ | PDF |

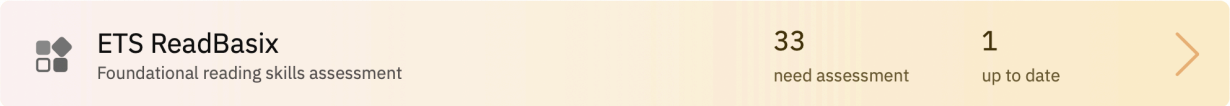
## *Analysis of individual student results*

| Report | On-Screen | Export To… |
|---|---|---|
| **Student Latest Performance**<br>Presents a thorough review of a student's latest reading performance through narrative, charts, and tables. | ✔ | PDF |
| **Student Assessment History**<br>Illustrates a student's reading assessment trajectory, clearly showing growth and areas for improvement. | ✔ | EXCEL, PDF |
| **Parent/Home Summary**<br>Provides a parent- and a student-friendly overview of a student's reading performance, optimized for ease of understanding and sharing. | – | PDF |
| **Skill Resources**<br>Offers personalized recommendations for enhancing each of the five foundational reading skills, as well as reading comprehension, tailored to the individual student’s assessment results and grade level. | ✔ | PDF (Print) |

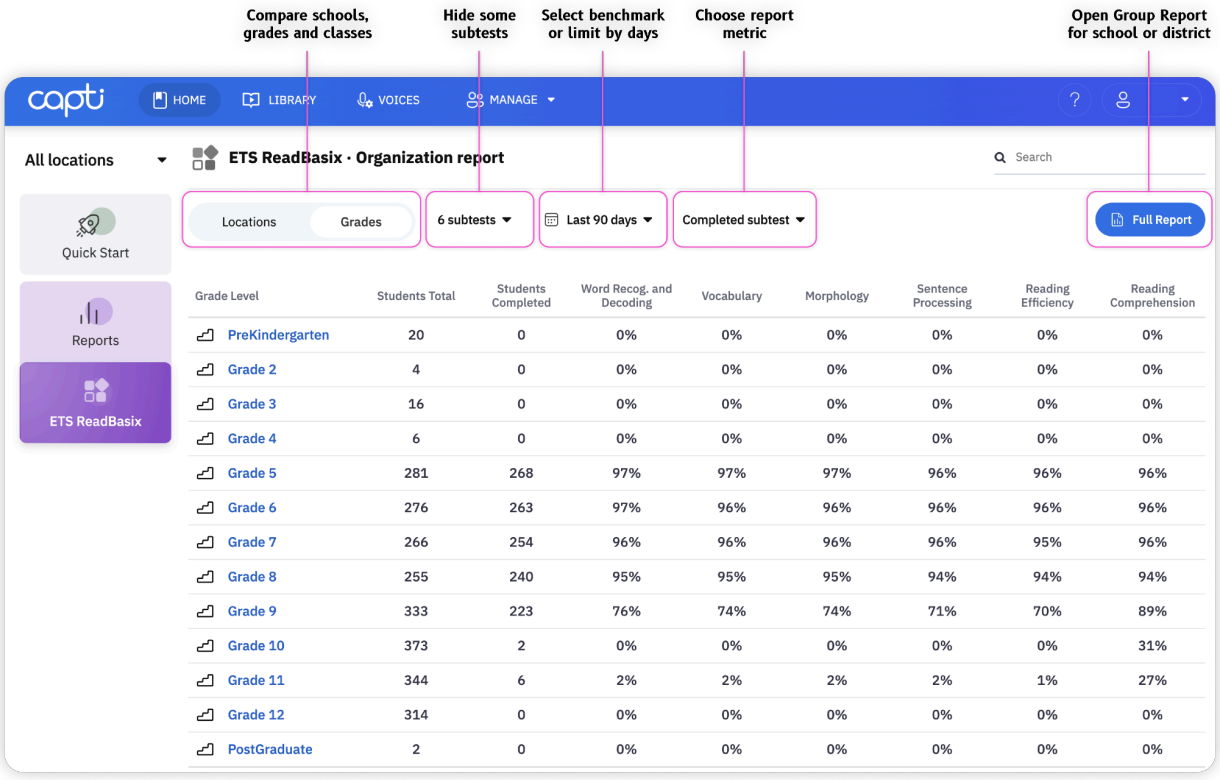
# Comparison of Groups

In this report you can compare performance of schools within a school district, grades within a school district or a specific school, and classes within a specific school.

Clicking the **Reports** button in the left sidebar, then click the **ReadBasix** tile




To view reports at a district level select “All Locations” in the top-left corner (requires District Admin role). To view reports at a school level select a specific school name in the top-left corner.



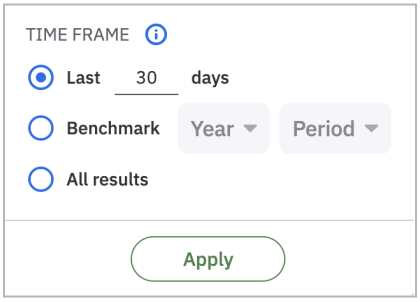

### Choose subtests to display

You can choose which subtests will be displayed in the report by clicking on the **Subtests** dropdown above the report table. Check or unchecked the subtests, then click **Apply** to save. Changing this setting will reflect in the report table as follows:

- Remove columns for the subtests you unchecked from the table.
- Change the value of the “Students Completed” column to show the number of students that completed all the subtests you selected (while ignoring the unchecked subtests).

### Choose report time frame

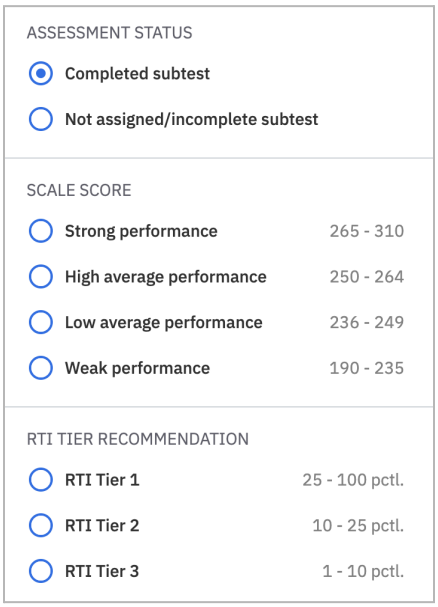
You can choose the time frame by clicking on the time frame dropdown above the report table. Select how many days back the statistics should apply, select a specific benchmark period, or use the “All time” option to remove the time restriction.




**Choose metric to display**

You can choose metric from the following options:

- **Assessment status** - percentage of students that completed or did not complete a subtest within the given time frame, out of the total number of students in the group.
- **Scale score** - percentage of students in a strong, high average, low average, or weak performance category, out of the number of students in the group that completed the subtest.
- **RTI Tier** - percentage of students with recommendation of RTI tier 1, 2, or 3, based on custom tier configuration in your organization account, out of the number of students in the group that completed the subtest.

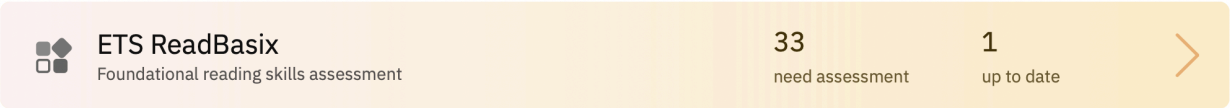


# Comparison of Students Within a Group

In this report, you can compare student performance within a district, a school, a class, or a grade.

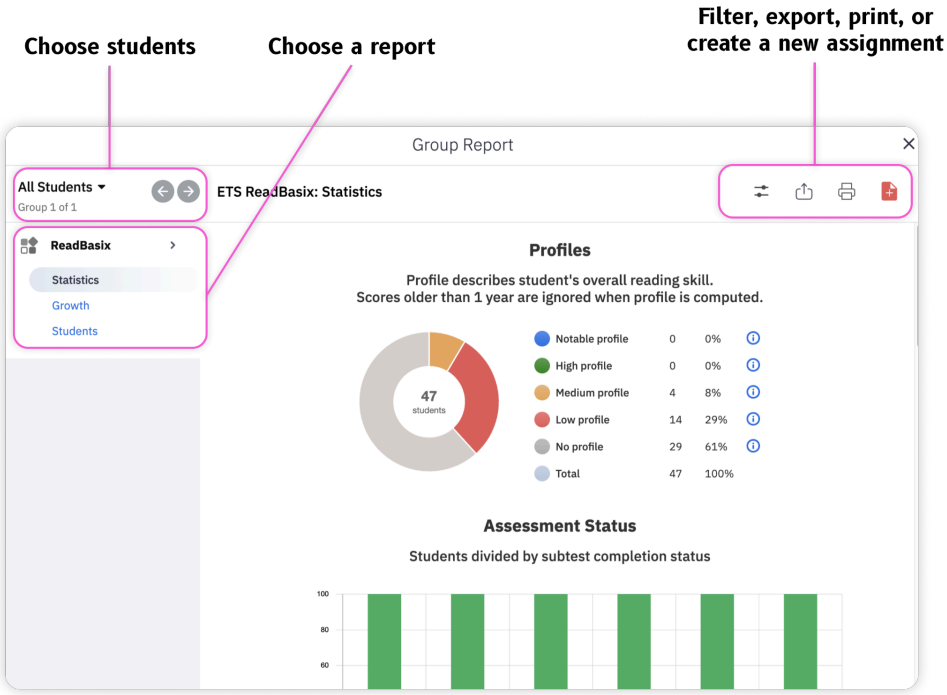
## *Navigating the reports*

Click the **Reports** button in the left sidebar, then click the **ReadBasix** tile.




Click on a name of a group or button “Full Report” in the top-right corner, and the “Group Report” dialog box will appear.

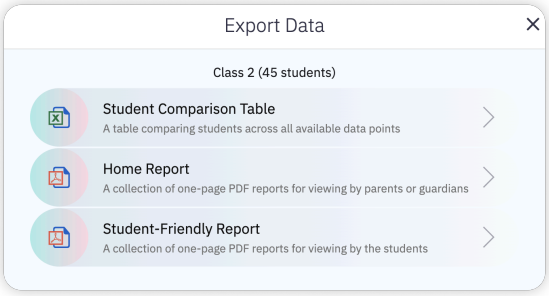
When viewing the student group report you can easily navigate between different reports for the same group, as well as between different groups while staying on the same report. Below is a diagram highlighting important areas of the user interface of the group report. Click on “Statistics”, “Growth”, or “Students” in the left sidebar to choose a report.




You can filter students by profile, print the report you are viewing, export various reports to a file, or create a new assignment for the students in the group.

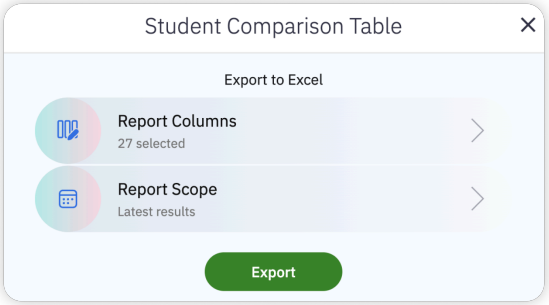
## *Exporting a report*

Click the “**Export**” button in the top-right corner of the Group Report dialog, then choose the name of the report to export:

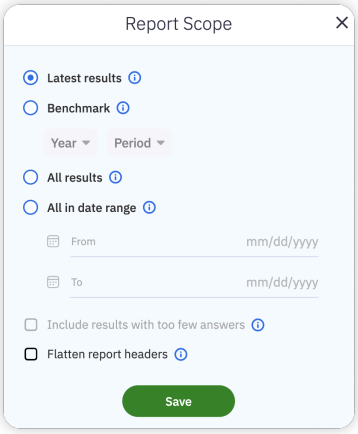



## Student Comparison Table

A table comparing students across all available data points.




- Click the **Columns** button to add or remove report columns. Learn more in the Export additional metrics section.
- Click the **Report Scope** button and select timeframe for the exported data:



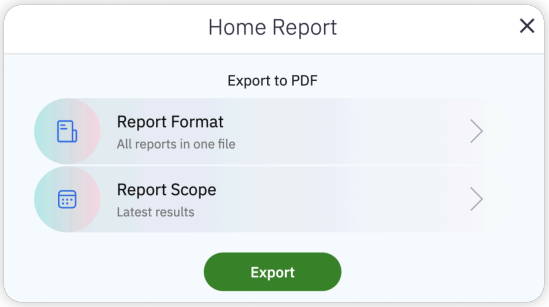

  - **Latest results**: export the most recent assessment results for each student. Each row will represent one student. Results from different assessments may be combined to provide the latest result for each subtest.
  - **Benchmark:** export results for the selected time period: choose academic year and benchmark period.

    - **All results**: export results from all assessments. Each row will represent one assessment of one student. Multiple rows per student may be needed.
    - **All in date range**: export results from all assessments completed within the specified timeframe. Each row will represent one assessment of one student. Multiple rows per student may be needed.
- Click "**Export**"

🚩**Tip**: If you want to include results that were considered to be too unreliable to include due to too few answers, check the "**Include results with too few answers**" checkbox. The percentile and the grade equivalent score will not be available for those results in the exported data.

### Home Report and Student-Friendly Report

The **Home Report** and the **Student-Friendly Report** are similar in content but differ in their intended audience. The Home Report is designed for parents or guardians, providing detailed insights into the student's performance. In contrast, the Student-Friendly Report is a simplified version tailored for students to review themselves or with an adult. Both reports can be exported either as a collection of one-page PDFs or as a single PDF file containing one page per student.



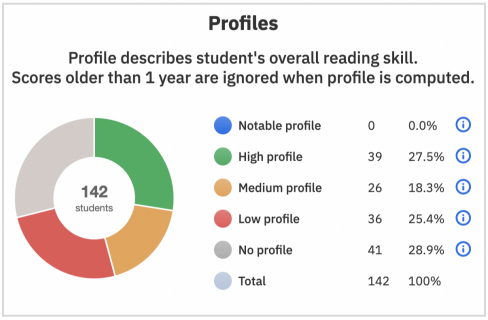

To configure the report and export it:

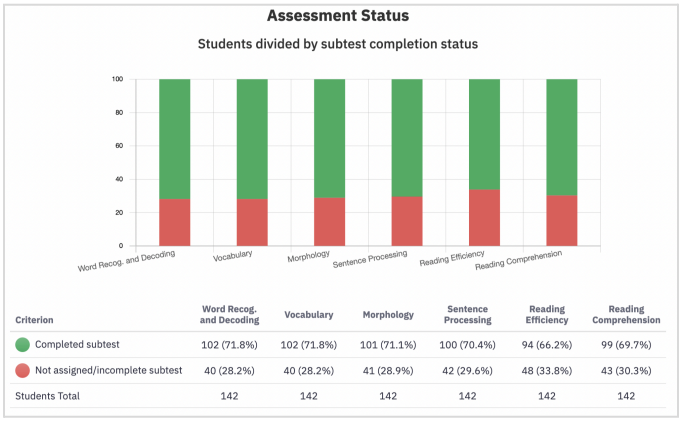
- Click "**Report Format**" to choose between exporting all student reports into a single PDF file (useful if you are planning to print it out), and bulk-exporting each student report into an individual PDF file (useful if you are planning to email each report separately).
- Click "**Report Scope**" to choose between exporting the latest progress report, or benchmarks report.
- Click **Export**

## *On-screen reports*

### "Overview"

To access this report, navigate to the "Group Report" dialog and choose the "Statistics" option from the left sidebar. This report provides charts and statistics on the latest student performance, including overall reading skills profile, assessment status per subtest (students with and without valid score), subtest scale score, grade equivalent score, and RTI tier recommendation.

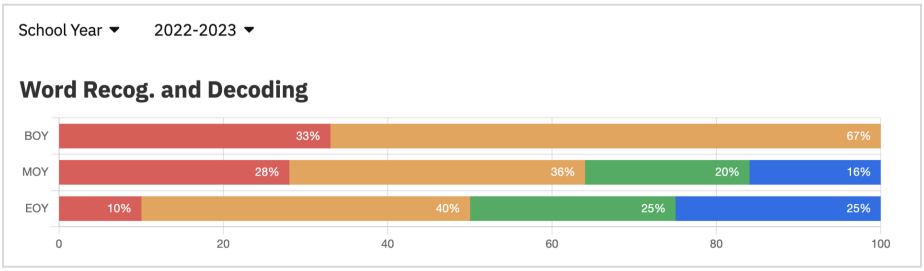



| Criterion | Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|---|
| Completed subtest | 102 (71.8%) | 102 (71.8%) | 101 (71.1%) | 100 (70.4%) | 94 (66.2%) | 99 (69.7%) |
| Not assigned/incomplete subtest | 40 (28.2%) | 40 (28.2%) | 41 (28.9%) | 42 (29.6%) | 48 (33.8%) | 43 (30.3%) |
| Students Total | 142 | 142 | 142 | 142 | 142 | 142 |

## “Growth”

To access this report, navigate to the "Group Report" dialog and choose the "Growth" option from the left sidebar. This report provides growth measurements for benchmark periods, allowing for both year-over-year and period-over-period comparisons. Only students who have been assessed in a given skill across all displayed benchmark periods are included in these statistics. Therefore, if a student is missing assessments for one or two periods out of three displayed, they are excluded from the statistics for all benchmark periods.

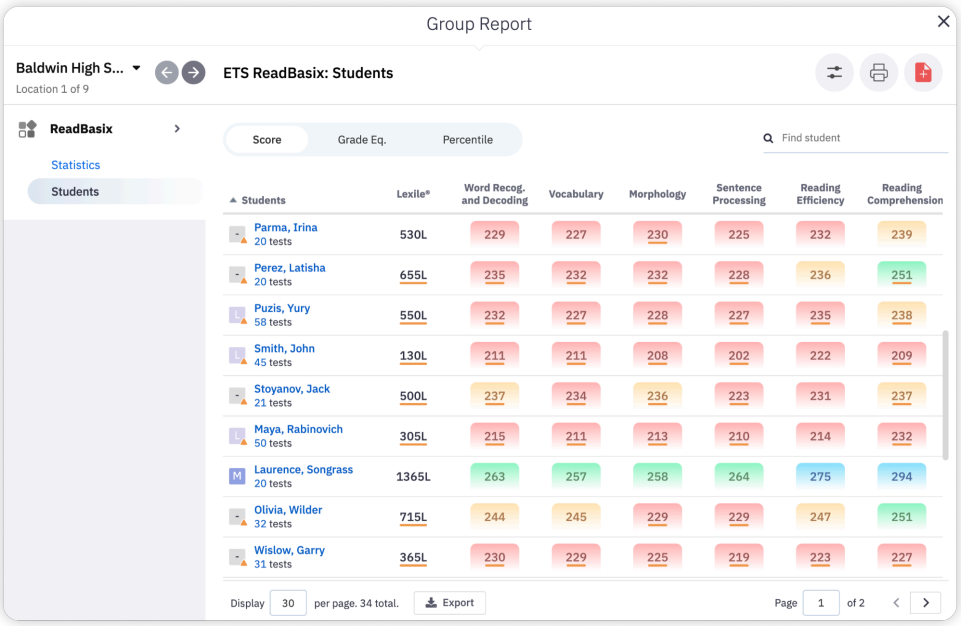



Hover over each bar to view detailed information about the corresponding student subgroup, including the number of students, the exact dates of the benchmark period, and the scale score performance band.

🚩**Tip:** To view the report, a District Admin user must configure the benchmark periods for your district in the Manage > Organization > Periods screen.

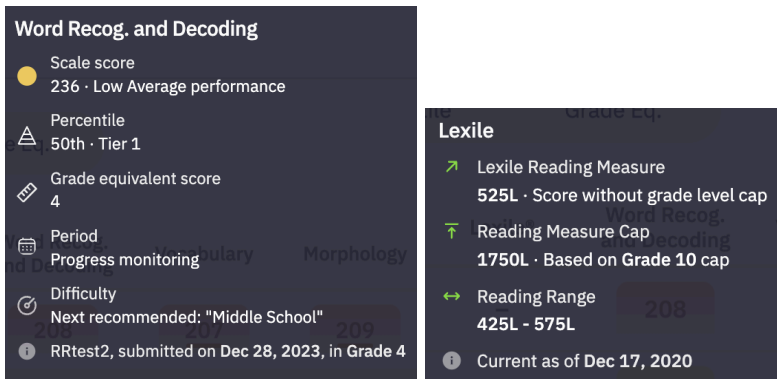
## “Students”

To access this report, navigate to the "Group Report" dialog and select the "Students" option from the left sidebar. The report presents a table showing students’ latest results for each reading skill, their overall reading profile, and the Lexile reading measure.




You can toggle the table between grade equivalent scores, percentiles & RTI tier recommendations, scale scores, and percent correct (available only for post-secondary institutions). Click on a student's name to open the Student Summative Report dialog. Hover over a grade level, percentile, scale score, or Lexile reading measure in the table to view additional details.

*Example: tooltips in students list*



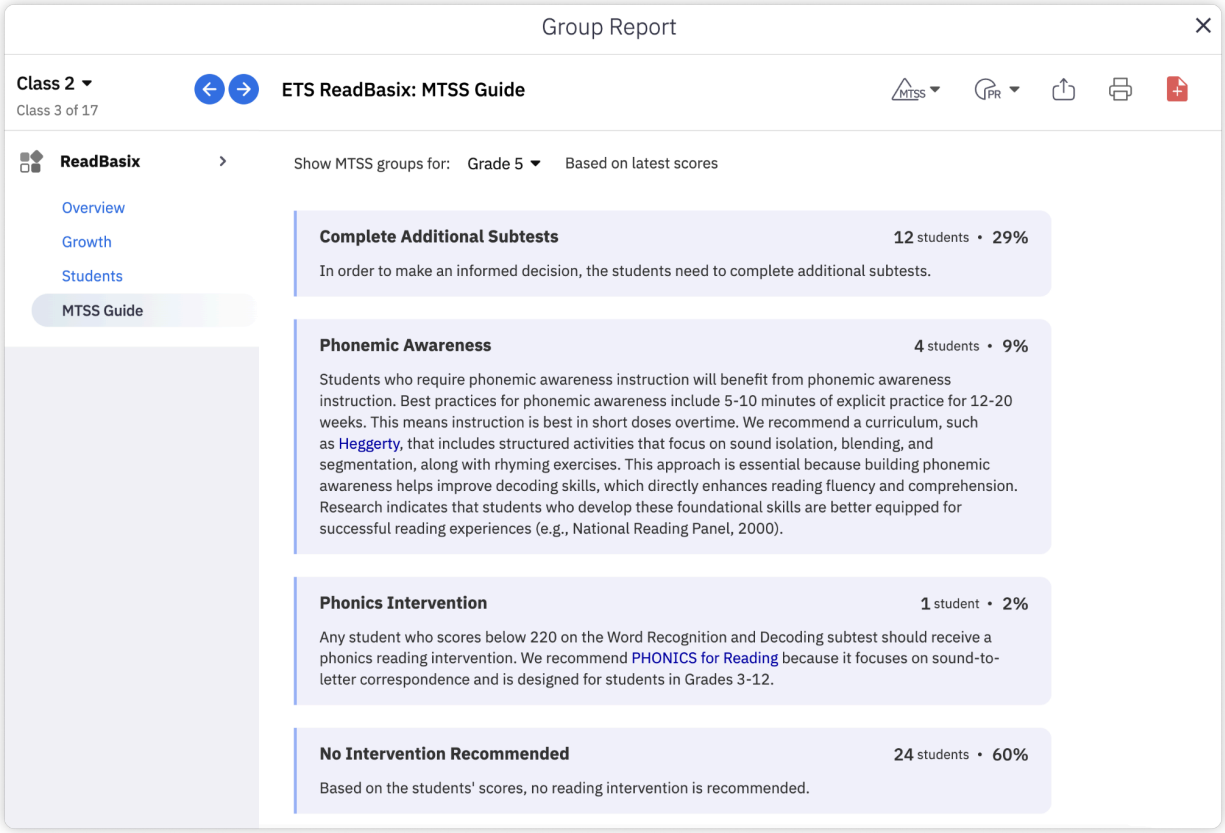

🚩**Tip**: Scores flagged with an orange underline in the table are considered potentially unreliable, either because the score is outdated or because the student rushed while completing a subtest. Hover over a score with your mouse to view the reason why the score was flagged. The number of days after which the score is flagged is 90 by default, but may be changed by an administrator in your organization's account.

## "MTSS Guide"

To access the Capti Multi-Tiered System of Supports (MTSS) guide, open the 'Group Report' dialog and select 'MTSS Guide' from the left sidebar. This report helps you tailor support for students based on their ReadBasix assessment results, enabling informed, data-driven decisions rooted in Capti's Science of Reading expertise.

To review a report:

- **Select grade level from a dropdown**. Students in different grade levels get separate reports, and sometimes slightly different, grade-appropriate recommendations (even if placed into the same group).
- **Select benchmark period from a dropdown**. If your organization account hasn't defined benchmark periods then MTSS groups will be reported on the basis of the latest scores.



# Analysis of a Specific Assessment

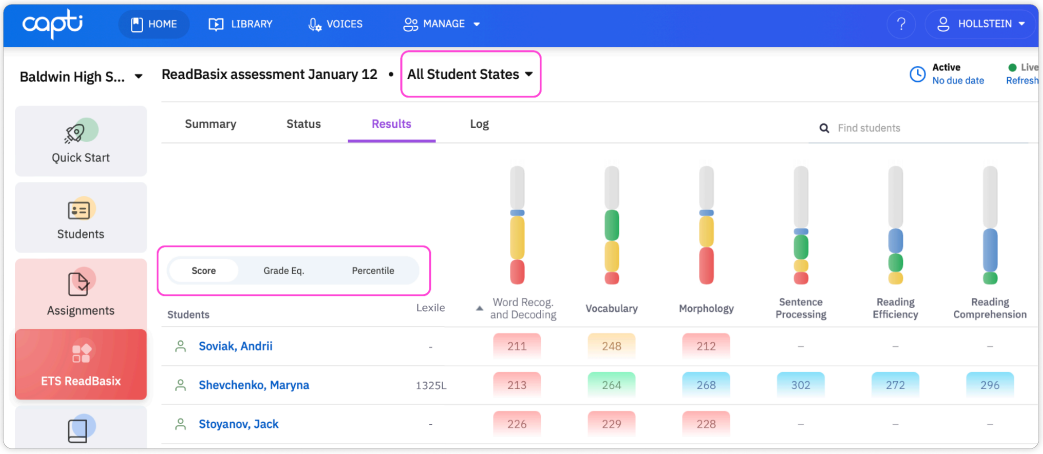
In this report you can compare progress and performance of students within a particular assessment.

### *View assessment results by student*

Access the report by clicking the **Assignments** button in the left sidebar, open the assessment you are interested in, then open the **Results** tab.

The report is displayed as a table of students' assessment results.


You can switch the report table between grade equivalent scores (for K-12 institutions only), percentile & RTI tier recommendation (for K-12 institutions only), scale scores, and percent correct (for post-secondary educational institutions only). Click on the student name for this student's results.




🚩**Tip:** If not all students have completed the assessment, you can filter the student list by clicking the "All Student States" dropdown and selecting "Done." However, note that even students who haven't completed all subtests might have their scores for the completed subtests displayed in the report.

### *Export assessment results by student*

To export all the results for each student that completed this assessment:

1. Open the assessment and go to the **Results** tab
2. Click the **Export** button in the bottom of the table to open the export dialog
3. Click the **Report Columns** button to add additional metrics to the report, or remove metrics you don't need. Learn more in the Export additional metrics section.
4. Click the **Report Scope** button to limit the export by completion date.
    a. Select "**All results**" to export all results from this assessment.
    b. Select "**Time range**" to export all assessment results completed within the specified timeframe.
5. Click **Export**

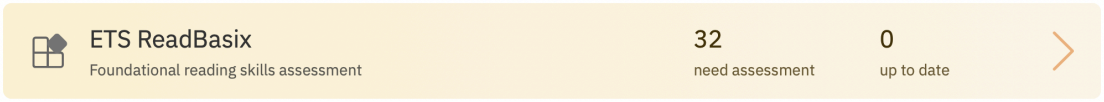
The exported table will have 1 row per student.

# Analysis of Individual Student Results

## *Accessing the report*

*From the "**Reports**" screen:*

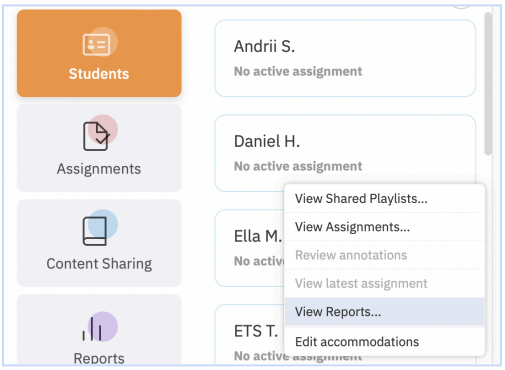
1. Click the **Reports** button in the left sidebar
2. Click on the **ReadBasix** tile




3. Click on a name of a group the student is in, and the "Group Report" dialog box will appear
4. Click **Students** in the sidebar
5. Click on the student's name in the table, and the "**Student Summative Report**" dialog box will appear with ReadBasix selected in the sidebar.

*From the "**Students**" screen*

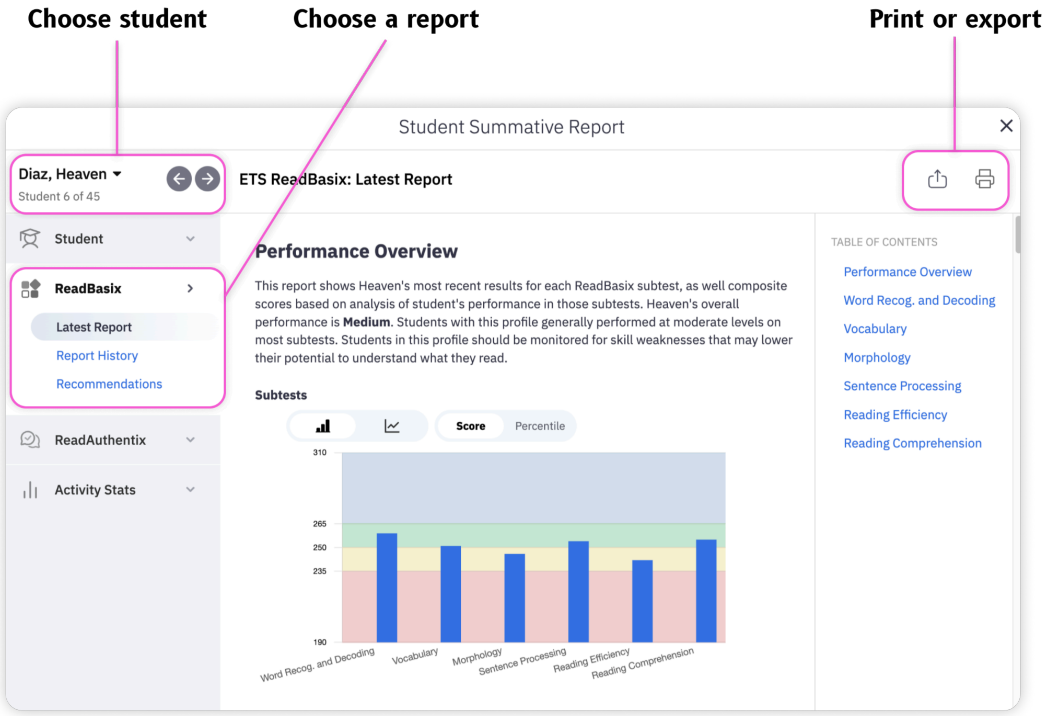
1. Click the **Students** button in the left sidebar
2. Hover mouse over the name of the student you are interested in and click the **Student** button
3. Select **View Reports…** option from the menu and the "**Student Summative Report**" dialog box will appear
4. Click **ReadBasix** in the sidebar to open ReadBasix report options




## *Navigating the report*

When viewing the summative report for a student you can easily navigate between different reports for the same student, as well as between different students while staying on the same report. You can print any report by clicking the **Print** icon in the top-right corner.

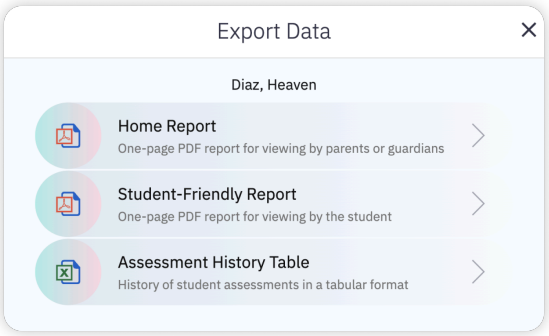
Below is a diagram highlighting important areas of the user interface of the student summative report.




🚩**Tip**: Availability of individual reports within the student summative report dialog will be dependent on student's prior assessments and configuration of your organization account.

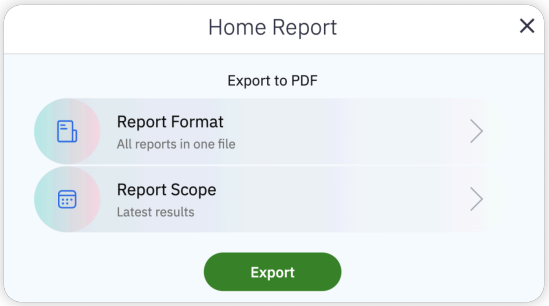
## *Exporting a report*

Click the "**Export**" button in the top-right corner of the **Student Summative Report** dialog, then choose the name of the report to export:




## Home Report and Student-Friendly Report

The **Home Report** and the **Student-Friendly Report** are similar in content but differ in their intended audience. The Home Report is designed for parents or guardians, providing detailed insights into the student's performance. In contrast, the Student-Friendly Report is a simplified version tailored for students to review themselves or with an adult.




To configure the report and export it:

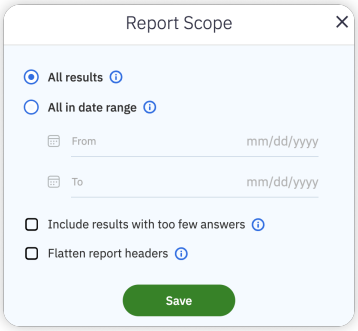
- Click “**Report Scope**” to choose between exporting the latest progress report, or benchmarks report.
- Click **Export**

## Assessment History Table

A history of student’s assessments in a tabular format.

To configure the report and export it:

- Click the **Columns** button to add or remove report columns. Learn more in the Export additional metrics section.
- Click the **Report Scope** button and select timeframe for the exported data:




    - **All results**: export results from all assessments. Each row will represent one assessment of the selected student.
    - **All in date range**: export results from all assessments completed within the specified timeframe. Each row will represent one assessment of the selected student.
- Click “**Export**”

### *Student’s performance*

In this report, you can review a student's performance in all 6 reading skills assessed by ReadBasix.

Access this report by clicking on the **ReadBasix** → **Latest Report** in the “Student Summative Report” dialog.

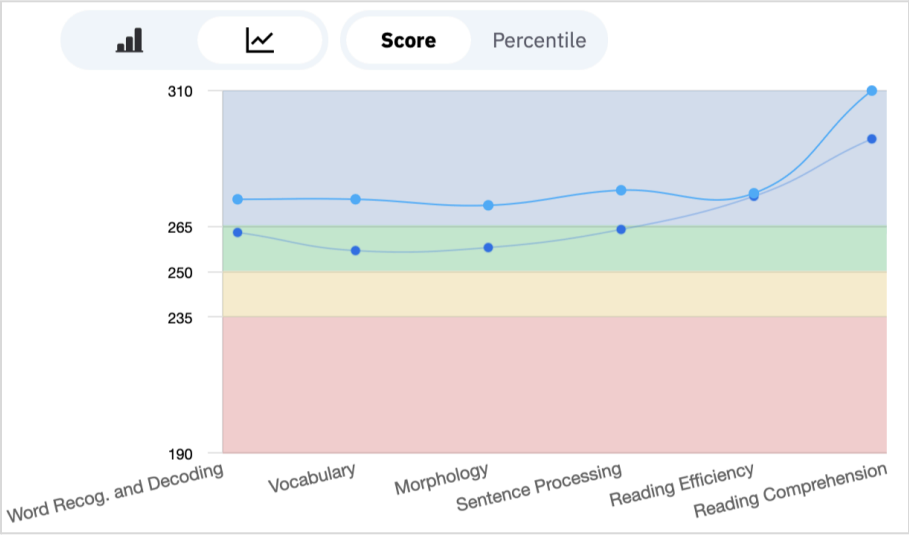
The report is displayed in a printable and easily readable format with charts, tables, natural-language, and precise numbers. This report integrates the most recent results for each reading skill, even if the skills were assessed individually at different times and by different instructors (remember that with Capti Assess you can assess reading skills individually, or in combination). For example, if your student finished a full battery of tests in January, and then was retested on Vocabulary only in March of the same year, the report will have “Vocabulary” results from March and the rest of the results from January.

## “Performance Overview” section

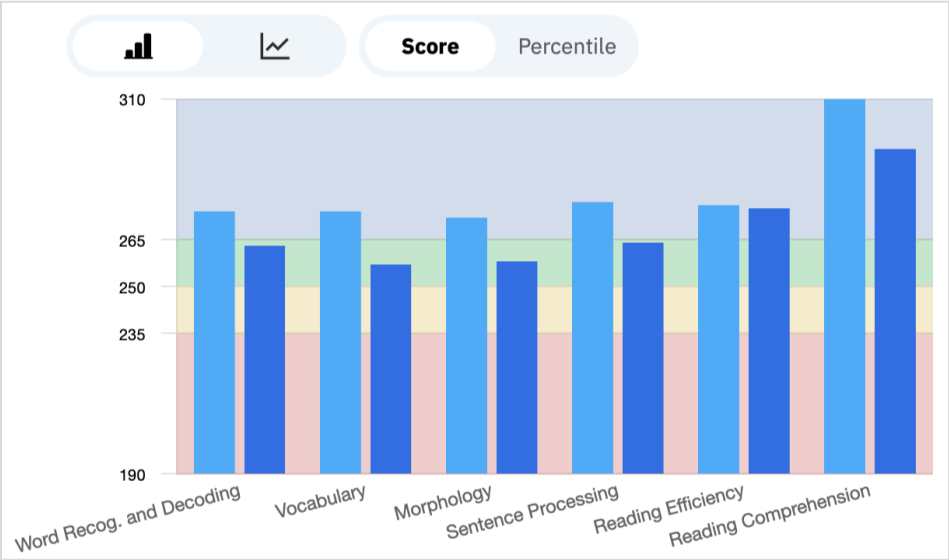
### *“Subtests” subsection*

In this section you can learn about the student's overall skills profile and view a quick summary of a student's individual reading skills. You can compare the most recent score in each subtest (dark blue) with the previous score (light blue) by looking at a chart. In this example the student's skills have deteriorated across the board.

*Example: comparing scores using a linear chart*




*Example: comparing scores using a bar chart*




*Example: details of scores for each of the six subtests*

| Subtest | Score | Percentile | Grade Eq. | Elapsed | Completed |
|---|---|---|---|---|---|
| Word Recog. and Decoding | 258 | 78 | 7 | 2 min | Nov 28, 2023 |
| Vocabulary | 252 | 75 | 7 | 3 min | Nov 28, 2023 |
| Morphology | 233 | 40 | 6 | 6 min | Nov 28, 2023 |
| Sentence Processing | 248 | 64 | 6 | 5 min | Nov 28, 2023 |
| Reading Efficiency | 261 | 85 | 7 | 4 min | Nov 28, 2023 |
| Reading Comprehension | 239 | 39 | 7 | 22 min | Dec 19, 2023 |

### *“Lexile” subsection*

In this section, you can find an interactive chart with a student's performance extrapolated by the Lexile reading framework from the ReadBasix assessment results.

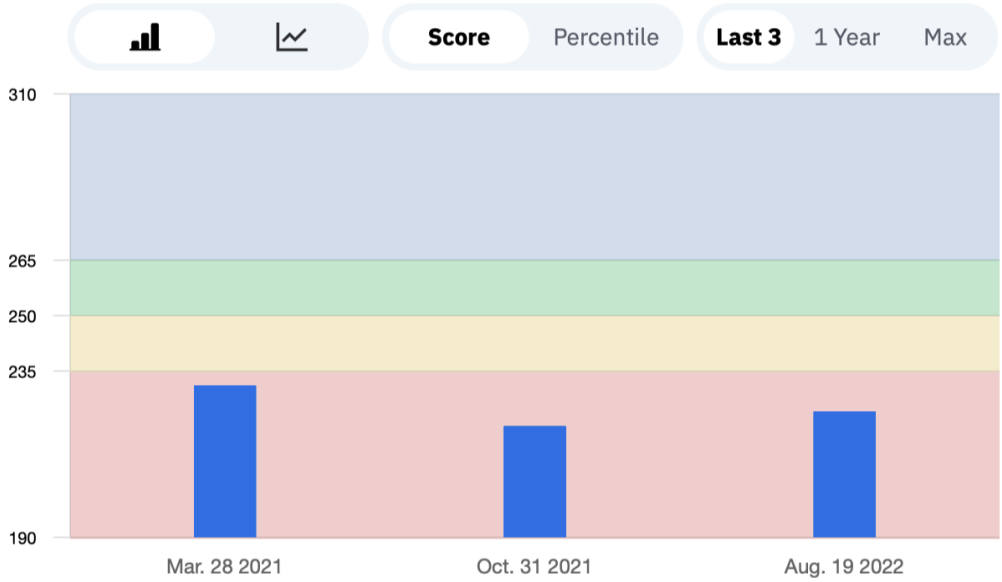
## Subtest sections

Each subtest section shows data for a specific reading skill, broken up as follows:

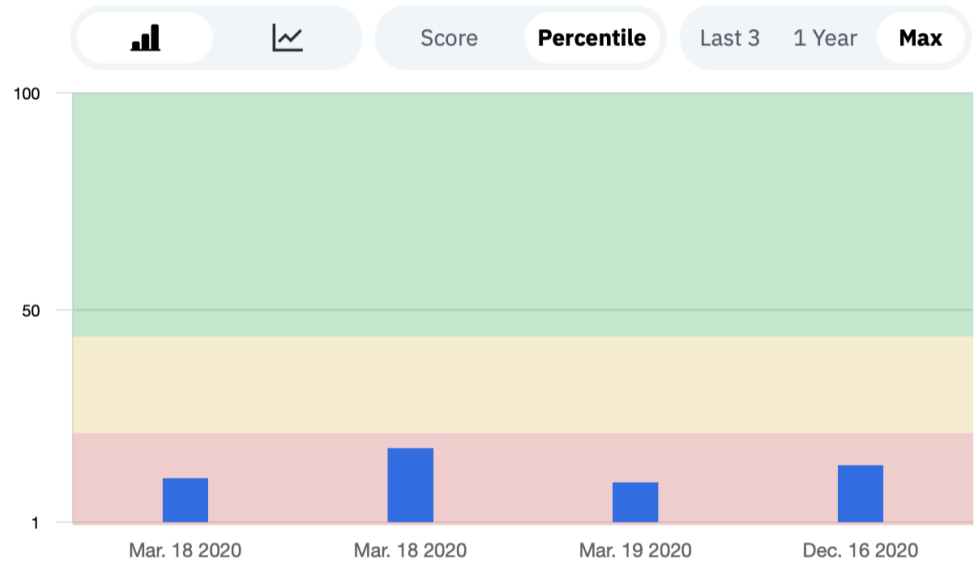
### *“Progress summary” subsection*

In this subsection, you can find an interactive chart with a student's prior performance in the given skill, and a verbal summary of the student's progress. The chart can be used to view either percentiles or scores on an absolute scale. The background color of the chart serves as a reference for RTI tier recommendations or the score’s scale quadrants.

*Example: comparing last 3 scores for a specific subtest, using a bar chart*




*Example: comparing all available percentile results for a specific subtest, using a bar chart. The RTI tier thresholds were configured to the 10th (for tier 3 recommendation), and the 25th (for tier 2).*




*Example: student's progress summary in words*

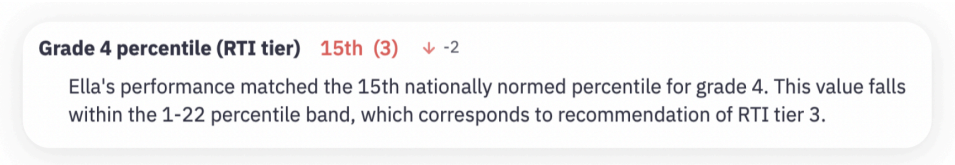
*Since the last assessment on March 18 2020:*

- Ella's percentile has decreased by 2 points (nationally normed). Ella's performance will need to grow by another 7 percentiles to move from RTI tier 3 to RTI tier 2 instruction recommendation.
- Ella's grade equivalency has remained unchanged at 3.
- Ella's score decreased by 1 points.

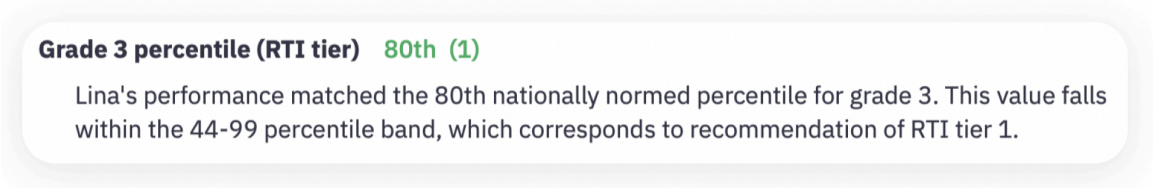
### *“Percentile (RTI tier)” subsection*

In this subsection, you can find a student’s nationally normed percentile scores and RTI tier recommendation (based in part on RTI tier configuration of your organization account). This value is not reported in Higher Ed organization accounts.

*Example: student’s RTI tier summary in words*




*Example: student’s RTI tier summary in words*

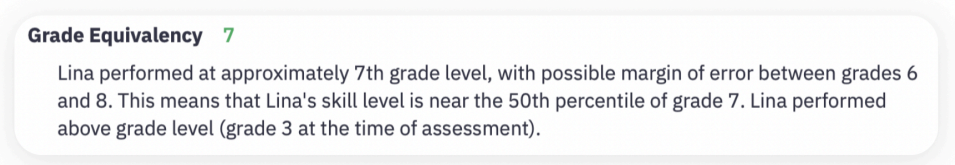



### *“Grade equivalent score” subsection*

In this subsection, you can find a student's grade equivalent score. This value is not reported in Higher Ed organization accounts.

*Example: student’s grade equivalent score in words*


*Example: student’s grade equivalent score in words*




### *“Time to completion” subsection*

In this subsection, you can find the total time it took for the student to complete each individual subtest (which includes questions, directions, and practice), as well as the operational time (which includes just the scored questions).

*Example: student’s time to completion in words*

**Time to completion** **1 minute**

Ella completed the subtest's scored questions in approximately 1 minute. Total time taken (including reading directions and tutorials) was 2 minutes. The subtest's scored questions were timed, with a 8 min. 0 sec. time limit. Ella answered 100% of the questions.

### *"Performance on an absolute scale" subsection*

In this subsection, you can find a student's scale score, % of questions answered correctly, and the score explanation. In addition, if a "Word Recognition and Decoding" score is below 235 the report will notify that completion of the "Reading Comprehension" subtest is not advised, since progress in the reading comprehension skill is highly unlikely until the student improves the word recognition and decoding skill.

*Example: student's performance assessment details*

**Performance on an absolute scale** 229 ↓ -1

Ella's score falls within the band of 190-235 points and is classified as Weak. Student achieved this score by responding correctly to 32% of questions (not all questions count equally towards the score). Students at this level:

- **Have** significant difficulty recognizing words that are relatively common in the English language. The inadequate word recognition skill presents a substantial barrier and significantly impacts the ability to comprehend text.
- **Have** inadequate decoding skill which impacts the ability to sound out the parts of words. The inadequate decoding skill also impacts students' ability to learn new words, which are often skipped as the students may not spend enough time and effort that is necessary to decode these words.
- **Is** below the *decoding threshold* of 235 and, therefore, unlikely to improve reading comprehension before crossing the threshold.
- **Will benefit** from direct instruction in word recognition and decoding.

## *Skill Resources*

In this report, you can review the latest recommendations for improving individual reading skills.

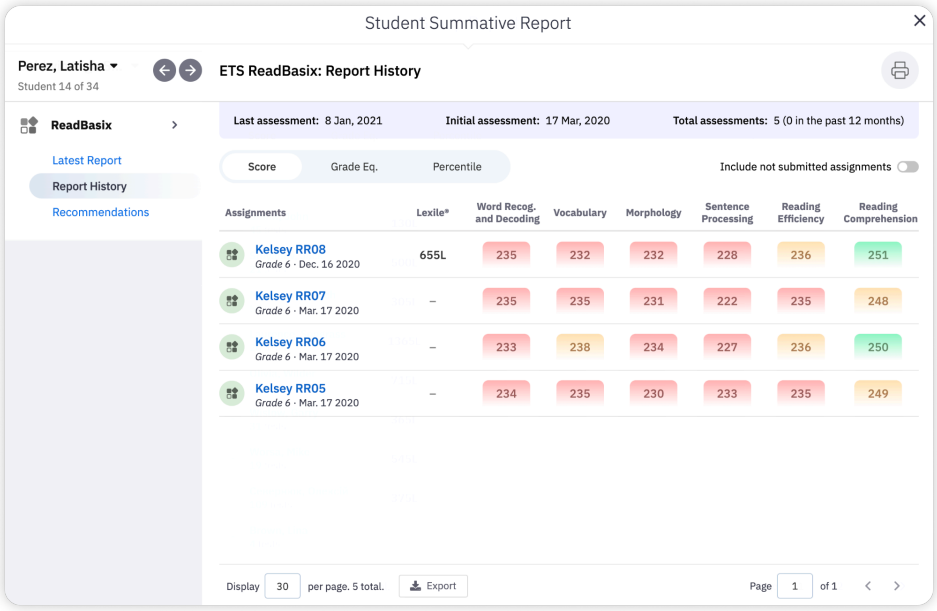
Access this report by clicking on the **ReadBasix** → **Skill Resources** in the "Student Summative Report" dialog.

This report provides a comprehensive review of instructional activities tailored to help students enhance their reading skills. Like the student's 'Latest Report,' the recommendations here are derived from the most recent results for each reading skill, regardless of whether the skills were assessed separately, at different times, or by different instructors. The suggestions for developing each skill are informed by two key factors: the student's scale score in the relevant ReadBasix subtest and their current grade level.

### *Student's assessment history*

In this report, you can review a student's history of ReadBasix assessments.

Access this report by clicking on the **ReadBasix → Report History** in the "Student Summative Report" dialog.




The report lists all of the student's ReadBasix assessments in reverse chronological order. By default, only assessments with one or more subtest scores are shown. To include all assessments click the **"Include assignments without data"** checkbox.

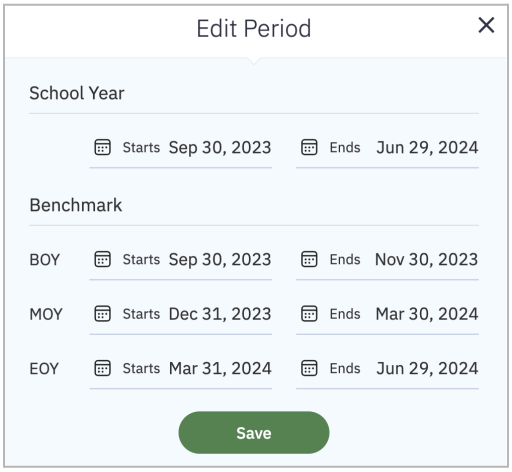
You can switch the report table between grade equivalent scores (K-12 only), percentile & RTI tier recommendation (K-12 only), scale scores, and percent correct (post-secondary ed. institutions only). You can click on any assessment's name for the student's assessment-specific report, displayed in a printable and easily readable format with charts, tables, natural-language, and precise numbers.

# Customizing Reports

## *Defining Benchmark Periods*

Organization account members with the *Administrator* role can define up to 3 benchmark periods (BOY, MOY, EOY) per school year. When defined, benchmark periods are used throughout the reports and exports. Benchmark periods will apply retroactively as well.

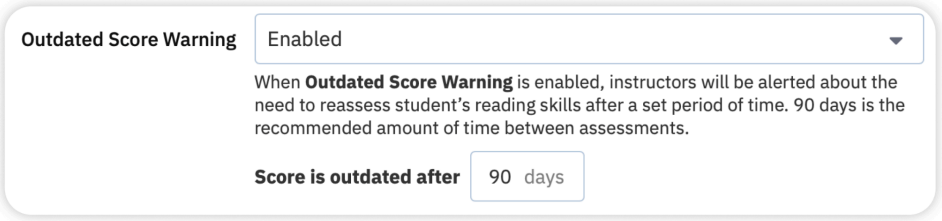
To customize, go to **Manage** → **Organization** → **Periods** and click the "**+ Grading Period**" button to define a new school year and benchmarks, or click on one of the listed school years to configure it.




## *Setting Criteria for Outdated Scores*

Organization account members with the *Administrator* role can choose how many days need to pass before ReadBasix score is flagged as "outdated". Once the score is flagged as outdated it will be reported as such in the reading skills report so that any instructor viewing the report would know to handle it appropriately or administer a new assessment to refresh the score. Administrators can also disable this feature so that no score is flagged as outdated regardless of how old it is.

To customize, go to: **Manage** → **Organization** → **Settings** → **Assessment Settings**. Enable or disable "Outdated Score Warning" setting and choose the number of days. Then click on "**Save**" at the bottom of the screen.

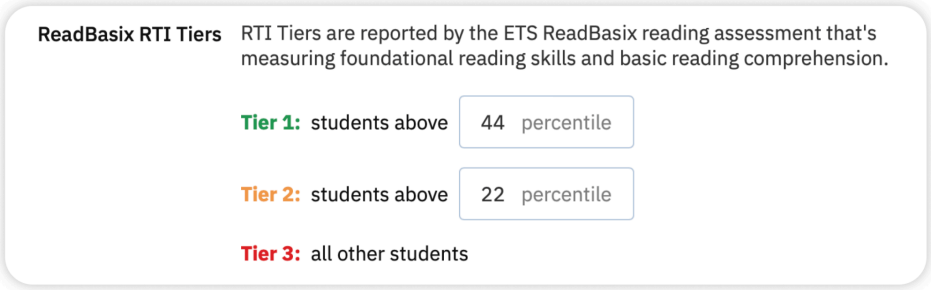



## *Customizing RTI Tiers*

By default, students are recommended RTI Tier 1 if their score is above the 25th percentile; RTI Tier 2 is recommended if the score is above the 10th percentile but below Tier 1; and RTI Tier 3 is recommended

in all other cases. However, Organization account members with the *Administrator* role can customize the thresholds for the RTI tiers.

To customize, go to **Manage** → **Organization** → **Settings** → **Assessment Settings** and choose the thresholds. Then click on "**Save**" at the bottom of the screen.




🚩**Tip**: This feature is available to K-12 institutions only.

## *Disabling MTSS Groups*

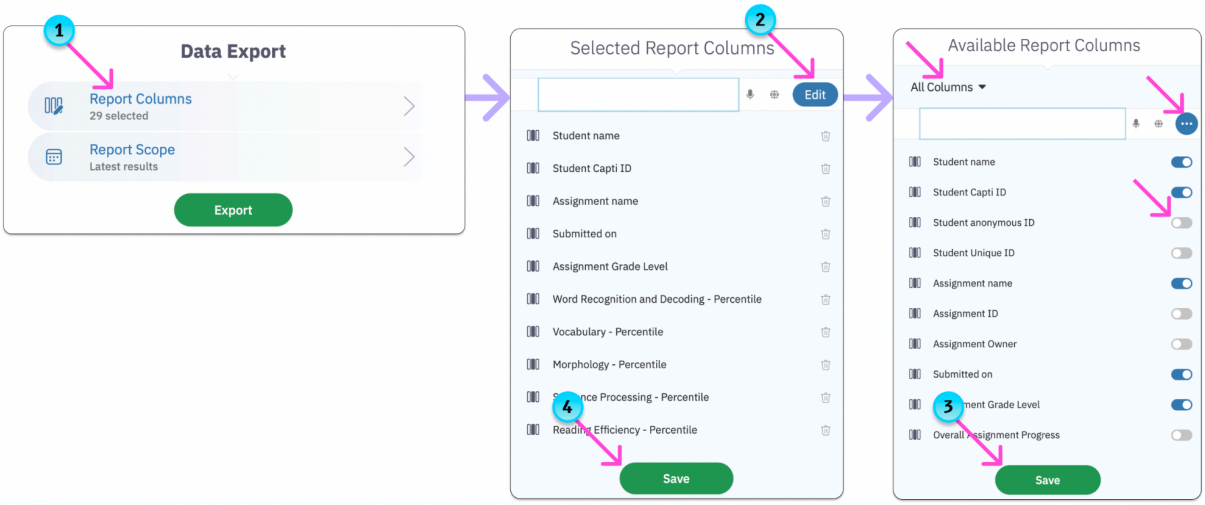
Administrators within an organization's account can disable MTSS groups across the entire district. When an MTSS group is disabled, students who would have been assigned to that group are automatically placed into the next most appropriate group.

To disable a group, go to **Manage** → **Organization** → **MTSS** and click the "..." button next to the group name, then select "Enable" or "Disable".

## *Adjusting Report Export Settings*

### Export additional metrics to Excel spreadsheet

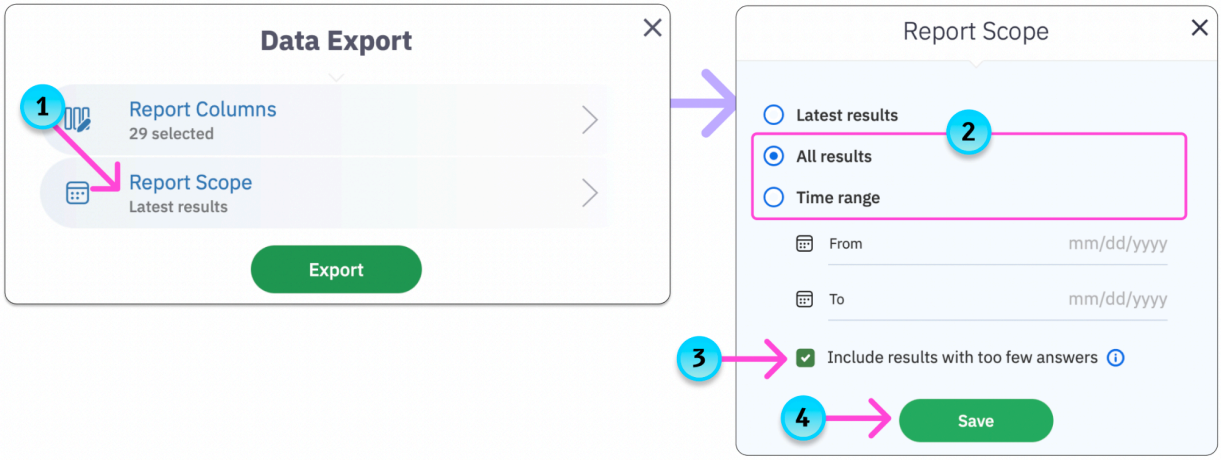
To select which metrics you want to see in the report: when in the "**Data Export**" dialog, click the **Report Columns** button to open the "**Selected Report Columns**" dialog.



There are 3 broad categories of metrics: student's personal information, details of the test assessing the student's reading skills, and the reading skill assessment results, divided into six groups (one per reading skill). You can learn more about which reading skill assessment results are available for export in the "Metrics measured by ReadBasix assessment" section.

By default, only the basic data columns are selected. You can delete any of the selected columns or click the **Edit** button to open the "**Available Report Columns**" dialog and select additional columns from the complete list. In the dialog, you can configure the report to include or exclude individual columns by clicking on the toggle button next to column name. To add or remove groups of columns first click the "**All Columns**" filter and filter the list by criteria you want. Then click ··· button and select either "Select all columns" or "Unselect all columns" to add or remove all columns in the selected criteria. For example you can select "Percentile", then add percentile columns for all subtests at once. Or you can select "Vocabulary", then add all metrics measuring performance in the Vocabulary subtest. When done click the "**Save**" button to close each dialog.

## Export masked results to Excel spreadsheet




To include results with too few answers to compute a reliable score when in the "Data Export" dialog:

1. Click the **Reports Scope** button
2. Select either the "**All results**" or the "**Time range**" option (you can't export results with too few answers when "Latest results" option is selected)
3. Check the "**Include results with too few answers**" option
4. Click "**Save**" to go back

When this option is checked:

- Scores and other statistical information will be exported for all selected students and administrations, even for subtests with an unreliable score due to too few responses.
- Grade equivalent score and percentile values will not be exported for unreliable results.
- An additional column "**Reliability**" will be included in the report to help differentiate between the reliable and the unreliable results.

## Flatten report headers in Excel spreadsheet

If your goal is to process the exported data using statistical software, then it will be more convenient to do so when there are no merged cells.. However, by default the column headers in the exported file are organized for the human eye, with a merged-cell 2-row header structure. You can disable this feature and only export a single header row per column without merged cells. When in the “**Data Export**” dialog:

1. Click the **Reports Scope** button
2. Check the “**Flatten report headers**” option
3. Click “**Save**” to go tack

# APPENDIX

## EXCEL Data Columns Explained

The following tables list data columns available in most reports exportable to an Excel spreadsheet. Most important columns will appear in a report by default, while others will need to be manually selected.

### *Personal Information*

| Column name | Explanation |
|---|---|
| Name: Full | Student's first and last name as defined by the org. account |
| Name: First | Student's first name as defined by the org. account |
| Name: Last | Student's last name as defined by the org. account |
| Name: Full, Self-Given | Student's first and last name as defined by the student |
| Identifier: Capti ID | User's unique Capti login identifier |
| Identifier: Anonymous ID | User's unique, anonymized Capti identifier |
| Identifier: Unique ID | User's unique identifier provided by the school |
| Identifier: Personal Number | User's personal number (any value) provided by the school |
| Last Login | Date of most recent login by the user |
| Student's Location(s) / School(s) | List of locations or schools the student is enrolled in |
| Student's Classes | List of classes the student is enrolled in, in any location/school |
| Grade level | Student's grade level (CEDS code) at present time |

### *Assessment Configuration*

| Column name | Explanation |
|---|---|
| Assignment location | Name of location (school) where assessment was completed |
| Assignment name | Name of assessment given by assessment creator |
| Assignment ID | Unique assessment identifier |
| Assignment owner | Name of assessment owner (instructor with full access rights to the assessment, usually the person who created the assessment) |
| Submitted on | Date assessment was submitted (by the student or on student's behalf, for example in case of a timeout). |

| | |
|---|---|
| Percent assignment completed | Percent of assessment completed by the student |
| Time limit for assignment | Assessment can be “Timed” (time was limited), or “Untimed” (time wasn’t limited). |
| Wall-clock elapsed time | Elapsed time for the entire assignment<br>Format: hh:mm:ss |
| Student state in assignment | State of student in the assessment |
| Submitted by | Reason the assessment was submitted, with the following possible values<br>● **Student’s name** - if submitted by the student after completing all assigned subtests<br>● **Proctor** - if submitted by assessment proctor or owner<br>● **Capti (timeout)** - if submitted automatically due to timeout if assessment was timed<br>● **Capti (due date)** - if submitted automatically due to due date restriction<br>● **Not submitted** - if not submitted, it possible to receive a score in a subtest while the assessment as a whole is still incomplete and unsubmitted<br>● **Archived** - if assessment was moved to the archive, which automatically submits all outstanding work in progress |

### *Subtest Details*

The following can be exported for each of the 6 ReadBasix subtests.

| Column name | Explanation |
|---|---|
| Date started | Date the subtest was started on |
| Grade level | Student’s grade level (CEDS code) at the time this subtest was completed |
| Benchmark period | Name of the benchmark period this score belongs to (if any).<br>Value: “BOY”, “MOY”, “EOY” or empty value<br>See “Defining benchmark periods” |
| Scale score | Score on an absolute scale<br>Value: 190 - 310 |
| Percentile | Nationally normed percentile<br>Value: 1 - 99<br>Note: this value is not available for subtests that didn’t have enough answers to generate a sufficiently precise score. |
| Grade equivalent score | Grade equivalent score<br>Value: 3 - 12<br>Note: this value is not available for subtests that didn’t have enough answers to generate a sufficiently precise score. |

| | |
|---|---|
| Reliability | Shows score reliability status<br>● **Reliable** - had enough answers<br>● **Unreliable** - didn't have enough answers |
| Score std. error | Standard error for the scale score value |
| Percent correct | Percent of scored questions answered correctly<br>Value: 0 - 100 |
| Percent answered | Percent of scored questions answered<br>Value: 0 - 100 |
| Total elapsed time | Total time spent on completing the subtest<br>Format: hh:mm:ss |
| Operational elapsed time | Time spent on completing scored questions in the subtest<br>Format: hh:mm:ss |
| Score band | Classification based on scale score result<br>● Weak (score 190-235)<br>● Low average (score 236-250)<br>● High average (score 251-265)<br>● Strong (score 266-310) |
| Recency | Values based on settings of outdated score:<br>● Up to date<br>● Outdated |
| Next subtest difficulty | Recommended difficulty level of the same subtest the next time it is assigned. Will be automatically applied to the student's next assessment unless overridden. Possible values:<br>● Elementary school<br>● Middle school<br>● High school |
| This subtest difficulty | Difficulty level of current subtest. Possible values:<br>● Elementary school<br>● Middle school<br>● High school |
| This subtest difficulty trigger | Reason for the current subtest difficulty level:<br>● **Manually Selected** - if the assessment creator selected difficulty level for all subtests at the time assessment was created<br>● **ReadBasix Recommendation** - if a student's prior ReadBasix performance was used to determine difficulty level (see "Next subtest difficulty" export column)<br>● **ReadRoutix Recommendation** - if a student's prior ReadRoutix performance was used to determine difficulty level<br>● **Default Setting** - if difficulty level was set to default value of "Elementary" because there wasn't enough information about the student to recommend a difficulty level<br>● **Form Difficulty** - if difficulty was determined by a form that was used in the assessment |

| | |
|---|---|
| Scoring algorithm version | Version of the scoring algorithm used to generate the scale score, percentile, and grade equivalent score |
| Technical update date | If results for a particular subtest were automatically updated then this field will show the date of the update. An automatic update occurs when the scoring algorithm is updated. Technical updates are intended to make the results more accurate, but will not introduce large changes. |

### *Lexile® Framework Details*

🚩**Tip**: Every Lexile reading measure and related data points will be associated with the assessment that initiated the calculation of the reading measure, even if 1-2 of the subtest scores used to create the Lexile score might have come from an earlier assessment. Recall that calculation of a new Lexile score starts when an assessment with one of the subtests used to compute the Lexile score is submitted.

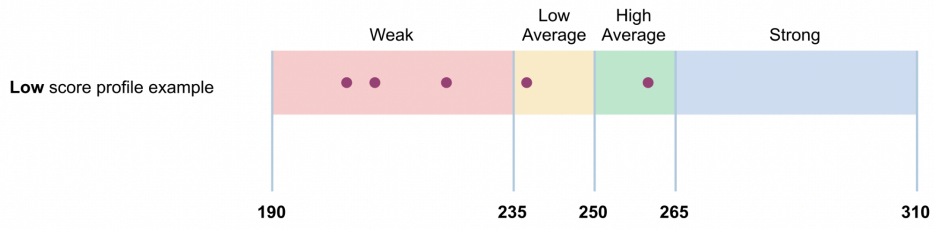
| Column name | Explanation |
|---|---|
| Raw reading measure | Lexile raw reading measure provided by MetaMetrics, before it is rounded to the nearest 5th, capped from the bottom, and branded. Can be used for statistical analysis. Not reported in the user interface. |
| Reading measure | Lexile reading measure as it is reported in the user interface. Computed by branding, capping, and rounding to the nearest 5th of the raw reading measure. |
| Capped reading measure | Reading measure, but capped from the top based on the student's grade level. |
| Reading range | Lexile text measure recommended for reading. |
| Sentence Processing score | Sentence Processing subtest scale score that was used in calculation of the Lexile results. |
| Reading Efficiency score | Reading Efficiency subtest scale score that was used in calculation of the Lexile results. |
| Reading Comprehension score | Reading Comprehension subtest scale score that was used in calculation of the Lexile results. |
| Result recency | Values based on settings of outdated score:<br>● **Up to date** - all 3 constituent subtests are up to date<br>● **Outdated** - 1 or more constituent subtests is not up to date |
| Technical update date | If Lexile results were automatically updated then this field will show the date of the update. An automatic update occurs when we update the ReadBasix scoring algorithm and is intended to make the results more accurate, rather than change them in a significant way. |
| API version | Version of the MetaMetrics Inc API that was used to calculate the reported Lexile results. |

# Understanding Performance Profiles

## *Common profiles*

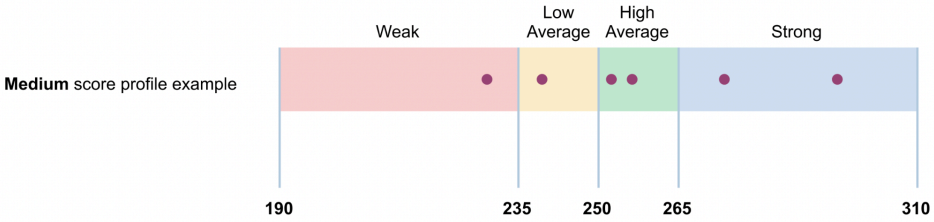
### Low profile

Students with this profile generally perform at the lowest level on more than half of the subtests. Students in this profile likely have a significant risk of failing to understand what they read at a basic level.



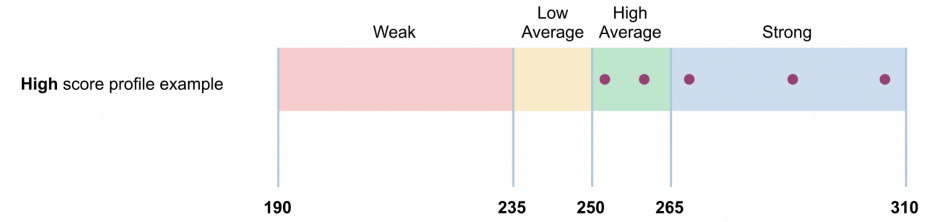

### Medium profile

Students with this profile generally perform at moderate levels on most subtests. Students in this profile should be monitored for skill weaknesses that may lower their potential to understand what they read.




### High profile

Students with this profile generally perform at the highest level on more than half of the subtests. Students in this profile likely have adequate basic reading skills and may benefit from more challenging comprehension activities.



### *Notable profiles*

Students with a “notable” profile generally perform at extreme levels on one or more subtests. For example, a student may score very high on one subtest, but score very low on a different subtest. This may indicate that students are trying to compensate for weaknesses in one skill by using their strength in another. It may also indicate a motivation or fatigue problem that affected performance. Addressing the subskill weakness may improve their understanding of text. Below is a list of 10 notable profiles identified by scale score a student got in each subtest, as follows: **Weak** performance (score < 235), **Average** performance (score is between 235 and 265), and **Strong** performance (score > 265).

**Profile 1**: Students with this profile have poor decoding and word recognition skills, which may lead to slow reading growth. Students with this profile may have learned to use the sentence context to help with word identification.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Weak | Average | Average | Strong | Average | Average |

**Profile 2**: Students with this profile have insufficient decoding and word recognition skills, but have managed to compensate for weak to moderate subskills to achieve satisfactory performance in the comprehension subtest. Instruction in decoding and other subskills may improve their efficiency and unlock their potential to do more complex comprehension tasks. This profile has the appearance of remediated word-reading difficulties or of a student who is a non-native English speaker, using alternate, visual word identification strategies.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Weak | Average | Average | Average | Average | Strong |

**Profile 3**: Students with this profile are at risk of failing to comprehend what they read at a basic level. While their vocabulary level is high, their relatively weak subskills prevent them from putting the pieces together to construct meaning from text. Students with this profile may be compensating for word-reading difficulties or are learning English as an additional language. While these students may have memorized a wide range of words, they have difficulty making connections across words, sentences and paragraphs.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Average | Strong | Average | Average | Average | Weak |

**Profile 4**: Students with this profile are at risk of failing to comprehend what they read at a basic level. Their moderate word level skills including decoding/word recognition, morphology and vocabulary as well

as their moderate efficiency may limit their understanding of longer texts. While their ability to understand basic sentence structure is effective, their weaker word level skills and efficiency harms their comprehension of text. Students may have issues with automaticity, stamina or sustained attention in reading.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Average | Average | Average | Strong | Average | Weak |

**Profile 5**: Students in this profile have weaknesses with understanding sentence structures. While their general vocabulary levels are high, they likely have problems with words that connect different parts of a sentence (e.g., therefore, more than, but). In addition, weaknesses in word recognition and decoding, morphology and efficiency probably lower students' comprehension of text. Students in this profile may be English language learners.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Average | Strong | Average | Weak | Average | Average |

**Profile 6**: Students with this profile are at risk of failing to comprehend what they read at a basic level. While their reading efficiency is high, their weaknesses in word recognition and decoding, vocabulary, morphology and sentence processing collectively harm their reading comprehension. These students could be "speed readers"—readers who do not allocate sufficient resources to foster deeper comprehension.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Average | Average | Average | Average | Strong | Weak |

**Profile 7**: Students with this profile are at risk of failing to comprehend what they read at a basic level. These students have good morphological awareness. Further improvements in other sub-skills should help improve their basic comprehension of text.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Average | Average | Strong | Average | Average | Weak |

**Profile 8**: Students with this profile are at risk of failing to comprehend what they read at a basic level. While they have strong word level skills (decoding, vocabulary and morphology), they experience more difficulties in understanding sentences with efficiency, and their comprehension is poor. It is also possible that these students are experiencing fatigue in the last subtest.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Strong | Strong | Strong | Average | Average | Weak |

**Profile 9**: Students with this profile have very good decoding and word recognition skills but weak sentence processing skills. These students likely have problems understanding words that connect different parts of a sentence (e.g., therefore, more than, but). In addition, their relatively moderate vocabulary, morphology and efficiency skills tend to also lower their reading comprehension. These students may benefit from training that improves their awareness of sentence structure and more reading practice.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Strong | Average | Average | Weak | Average | Average |

**Profile 10**: Students with this profile are at risk of failing to comprehend what they read at a basic level. While these students have very good decoding and word recognition skills, they have moderate vocabulary, morphology, sentence processing and efficiency skills that likely impair their reading comprehension. It is possible that these students are experiencing fatigue in the last comprehension subtest.

| Word Recog. and Decoding | Vocabulary | Morphology | Sentence Processing | Reading Efficiency | Reading Comprehension |
|---|---|---|---|---|---|
| Strong | Average | Average | Average | Average | Weak |

# Lexile® Percentiles

The table below correlates Lexile percentile values with corresponding Lexile reading measures.

| | | 10th Percentile | 25th Percentile | 50th Percentile | 75th Percentile | 90th Percentile |
|---|---|---|---|---|---|---|
| Grade 3 | Fall | 185L | 355L | 530L | 705L | 885L |
| | Winter | 250L | 415L | 590L | 760L | 935L |
| | Spring | 315L | 480L | 645L | 810L | 985L |
| Grade 4 | Fall | 415L | 570L | 735L | 895L | 1060L |
| | Winter | 485L | 635L | 790L | 950L | 1110L |
| | Spring | 555L | 700L | 850L | 1005L | 1160L |
| Grade 5 | Fall | 600L | 745L | 900L | 1050L | 1210L |
| | Winter | 625L | 770L | 925L | 1075L | 1235L |
| | Spring | 650L | 795L | 950L | 1100L | 1260L |
| Grade 6 | Fall | 685L | 835L | 990L | 1140L | 1300L |
| | Winter | 705L | 855L | 1010L | 1160L | 1320L |
| | Spring | 725L | 875L | 1030L | 1180L | 1340L |
| Grade 7 | Fall | 760L | 910L | 1060L | 1215L | 1375L |
| | Winter | 775L | 925L | 1080L | 1230L | 1390L |
| | Spring | 795L | 940L | 1095L | 1250L | 1410L |
| Grade 8 | Fall | 820L | 970L | 1125L | 1280L | 1375L |
| | Winter | 835L | 985L | 1140L | 1295L | 1455L |
| | Spring | 850L | 1000L | 1155L | 1310L | 1470L |

| | | 10th Percentile | 25th Percentile | 50th Percentile | 75th Percentile | 90th Percentile |
|---|---|---|---|---|---|---|
| Grade 9 | Fall | 875L | 1025L | 1180L | 1335L | 1495L |
| | Winter | 890L | 1040L | 1195L | 1345L | 1505L |
| | Spring | 900L | 1050L | 1205L | 1360L | 1520L |
| Grade 10 | Fall | 925L | 1075L | 1230L | 1385L | 1545L |
| | Winter | 935L | 1085L | 1240L | 1395L | 1555L |
| | Spring | 945L | 1095L | 1250L | 1410L | 1570L |
| Grade 11 | Fall | 965L | 1115L | 1270L | 1425L | 1590L |
| | Winter | 975L | 1130L | 1285L | 1440L | 1600L |
| | Spring | 990L | 1140L | 1295L | 1450L | 1610L |
| Grade 12 | Fall | 965L | 1115L | 1270L | 1425L | 1590L |
| | Winter | 975L | 1130L | 1285L | 1440L | 1600L |
| | Spring | 990L | 1140L | 1295L | 1450L | 1610L |

# Lexile® Grade Equivalent Level

**Target** - minimum score to meet student's grade skill level

**Medium Risk** - within 2 years of grade level

**High-Risk** - 2 or more years below grade level

| | | Target | Medium Risk | High-Risk |
|---|---|---|---|---|
| Grade 3 | Fall | 425 | 142-424 | BR-141 |
| | Winter | 535 | 285-534 | BR-284 |
| | Spring | 645 | 425-644 | BR-424 |
| Grade 4 | Fall | 645 | 143-644 | BR-142 |
| | Winter | 750 | 285-749 | BR-284 |
| | Spring | 850 | 426-849 | BR-425 |
| Grade 5 | Fall | 850 | 425-849 | BR-425 |
| | Winter | 900 | 535-899 | BR-534 |
| | Spring | 950 | 645-949 | BR-644 |
| Grade 6 | Fall | 950 | 645-949 | BR-644 |
| | Winter | 990 | 750-989 | BR-749 |
| | Spring | 1030 | 850-1029 | BR-849 |
| Grade 7 | Fall | 1030 | 850-1029 | BR-849 |
| | Winter | 1060 | 900-1059 | BR-899 |
| | Spring | 1095 | 950-1094 | BR-949 |
| Grade 8 | Fall | 1095 | 950-1094 | BR-949 |
| | Winter | 1125 | 990-1124 | BR-989 |

| | | Target | Medium Risk | High-Risk |
|---|---|---|---|---|
| | Spring | 1155 | 1030-1154 | BR-1029 |
| Grade 9 | Fall | 1155 | 1030-1154 | BR-1029 |
| | Winter | 1180 | 1060-1179 | BR-1059 |
| | Spring | 1205 | 1095-1204 | BR-1094 |
| Grade 10 | Fall | 1205 | 1095-1204 | BR-1094 |
| | Winter | 1228 | 1125-1227 | BR-1124 |
| | Spring | 1250 | 1155-1249 | BR-1154 |
| Grade 11 | Fall | 1250 | 1155-1249 | BR-1154 |
| | Winter | 1273 | 1180-1272 | BR-1179 |
| | Spring | 1295 | 1205-1294 | BR-1204 |
| Grade 12 | Fall | 1295 | 1205-1294 | BR-1204 |
| | Winter | 1295 | 1205-1294 | BR-1204 |
| | Spring | 1295 | 1205-1294 | BR-1204 |