ReadBasix by capti

Educator's Manual

August 10 2025 Edition

TABLE OF CONTENTS

INTRODUCTION TO READBASIX

About Capti and ReadBasix™

Capti is a comprehensive reading platform designed for students in grades 3–12. Central to its assessment capabilities is ReadBasix, a foundational reading skills assessment backed by extensive research. In research literature, ReadBasix is also known by the names “RISE” and “SARA.”

ReadBasix is trusted by researchers and practitioners alike for its accuracy, sensitivity, and strong psychometric qualities. It can serve as both a benchmark for measuring student progress and a diagnostic tool to inform Response-to-Intervention (RTI) strategies.

Origins of ReadBasix

More than 15 years ago, a team of researchers at Educational Testing Service (ETS) began investigating why so many middle school students struggled to understand their textbooks. Although the schools had end-of-year reading comprehension scores, those scores did not pinpoint which parts of the comprehension process were causing difficulty. When the researchers sought a test that could assess a broad range of foundational reading skills—especially for older students—they could not find one. Determined to fill this gap, they developed ReadBasix.

ReadBasix was created during the Institute of Education Sciences’ (U.S. Department of Education) Reading for Understanding (RfU) Initiative. Leveraging the latest findings from the Science of Reading, ReadBasix’s development drew on multiple disciplines, including Cognitive Psychology, Communication Sciences, Developmental Psychology, Education, Special Education, Implementation Science, Linguistics, Neuroscience, and School Psychology. Under the leadership of Dr. John Sabatini, a renowned reading researcher, the development team ensured that ReadBasix targeted the foundational skills necessary for reading success in grades 3–12.

In 2019, ETS partnered with Capti to enhance the ReadBasix experience, making it more accessible and insightful for educators. Within Capti, educators benefit from:

- A user-friendly interface designed for classrooms.
- Detailed performance reports that guide targeted instruction.
- Flexible and customizable assessments that fit diverse educational needs.
- Ongoing improvements based on educator feedback and emerging research.

Understanding the Foundational Reading Skills

ReadBasix assesses five foundational reading skills plus basic reading comprehension through six subtests. This granular approach reveals a student's unique reading profile - showing both strengths and areas in need of improvement. Educators can use ReadBasix to:

- Identify at-risk readers more accurately.
- Tailor MTSS tiered interventions and instruction to address specific skill gaps
- Monitor student growth and adjust teaching strategies over time.

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 crucial for reading development. Decoding is 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 "myopic" 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 skills as a significant indicator between good and poor readers. One thing to keep in mind is that vocabulary skills do 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.

Critically, 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 grammatical forms 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.

The Importance of Assessing Foundational Skills

Educators might wonder why assessing foundational skills when focusing on comprehension seems sufficient. 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, educators directly assess foundational reading skills and make adjustments to their instruction for those who struggle.

Around 4th 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 4th or 5th 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, especially word-level reading skills (i.e., word recognition and decoding). And the only way to know the difference is to assess foundational reading skills beyond 2nd 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 an educator, 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.

Testing Scenarios with ReadBasix

ReadBasix supports educators in common testing scenarios with research-backed data on five foundational skills and comprehension across six subtests, drawing from ETS studies in cognitive psychology and linguistics. It aligns with RTI and MTSS for tiered support, features an intuitive interface, and produces reports that highlight trends and guide adjustments - saving educators time while pinpointing gaps like inefficient decoding. For diagnostics, it delivers in-depth, research-validated insights for secondary students, offering more data than traditional screeners to analyze at-risk readers deeply. In benchmarking, it includes built-in reporting to track BOY, MOY, EOY, and summer progress, facilitating easy growth monitoring and instructional tweaks. For dyslexia screening, it uses word reading and fluency tasks to flag potential issues, extending accessibility through Grade 12. Grounded in Science of Reading evidence, it equips you to intervene early and track progress effectively, fostering equitable literacy outcomes for grades 3–12.

ReadBasix offers extensive flexibility in how and when you assess students, allowing you to adapt to your classroom's unique demands. Before exploring specific applications, take a moment to reflect: How do you envision using a reading assessment in your practice? Would you screen all students, or focus on those showing early signs of struggle? Would every student receive the same subtests, or would you customize based on prior data?

Let's examine key scenarios where ReadBasix delivers targeted data on foundational reading skills.

Universal Screening

Universal screening systematically evaluates the reading abilities of all students in your school or district. It quickly identifies those at risk for reading difficulties, including those with characteristics of dyslexia, giving educators a clear view of foundational skills such as decoding and word recognition. By assessing every student, this approach ensures no one slips through the cracks, establishing a baseline for targeted interventions and literacy support.

Universal screening builds the foundation for effective literacy instruction. It enables early intervention for struggling readers, preventing small skill gaps from becoming major learning barriers. This process helps schools meet diverse student needs and provide equitable support services. Without it, readers in need may remain undetected until their challenges harm academic progress and self-esteem.

Diagnostic Evaluation

Diagnostic evaluation is a focused, in-depth assessment that pinpoints a student’s specific strengths and weaknesses in reading. Unlike universal screening, which identifies general risk, diagnostic evaluations dive deeper into areas like decoding, vocabulary, and fluency. These assessments provide detailed insights that guide educators in designing personalized intervention plans,

addressing the unique challenges each student faces in their reading development. This is usually provided for specific students after universal screening has identified them.

Diagnostic evaluations are essential because they enable precise, tailored support for struggling readers. By identifying the root causes of reading difficulties, educators can move beyond one-size-fits-all approaches and deliver interventions that target specific needs. This level of customization ensures that students receive the right support at the right time, increasing the likelihood of significant and sustained improvement in their reading abilities.

Benchmark Testing

Benchmark testing is a methodical approach to measuring student progress toward literacy goals at set intervals during the academic year. Conducted in the fall, winter, and spring, these tests provide a snapshot of how well students are performing relative to grade-level expectations. Benchmark testing helps educators determine whether students are on track to meet their goals or if adjustments to instruction or interventions are needed.

Benchmark testing is vital for tracking growth over time and ensuring accountability in literacy programs. These assessments help educators identify trends, such as whether interventions are effective or if gaps in learning persist. Regular benchmarks also support proactive decision-making, allowing schools to refine instructional strategies and resources to better meet the evolving needs of their students. Without benchmark testing, schools risk missing opportunities to course-correct before high-stakes assessments or critical transitions.

Progress Monitoring

Progress monitoring is a continuous process of assessing how well students respond to targeted reading interventions. It involves periodic testing - typically every 6-8 weeks - to measure improvement in specific skill areas, such as decoding, vocabulary, or fluency. Unlike one-time assessments, progress monitoring offers ongoing insights that allow educators to adjust their strategies in real time to ensure interventions are effective.

Progress monitoring ensures that students receiving interventions are making measurable gains and staying on track to meet their literacy goals. It provides educators with actionable data to adjust teaching methods or intensify support as needed. Regular monitoring also motivates students by showing tangible evidence of their growth, boosting confidence and engagement. Without progress monitoring, schools may miss signs that an intervention is ineffective, delaying the opportunity to make meaningful changes.

Lexile Measurement

Lexile measurement assigns a quantifiable score to a student's reading ability, which helps match them with texts at an appropriate difficulty level. This measure evaluates vocabulary and

comprehension skills to ensure that students are engaging with materials that challenge them without causing frustration.

Lexile measurement is critical for helping students access reading materials that support their growth. Matching students with appropriately leveled texts can improve comprehension, vocabulary acquisition, and overall reading confidence. It also provides educators and parents with a clear framework for supporting students' literacy development at school and home. Without accurate Lexile measurement, students may struggle with texts that are too difficult or become bored with ones that are too easy.

Dyslexia Screening

Dyslexia is a neurobiological learning disability that impacts word recognition, decoding, and spelling. It affects 17% of K-12 students (Shaywitz, 2004), making it the most common reading disorder. Importantly, dyslexia is not linked to intelligence - even high-achieving students may face reading hurdles. Many develop compensatory strategies, complicating detection in later grades.

Many students remain undiagnosed in early grades, as screeners often target only K-2 and overlook those not identified before 3rd grade. This often occurs as students memorize words to mask decoding gaps. Such strategies exacerbate the identification problem in later grades. Screening beyond 2nd grade is essential, as rising academic demands reveal word recognition struggles. This leads to frustration, anxiety, and disengagement for undiagnosed students. Indeed, research confirms structured literacy interventions aid readers at any age, offering hope for timely support.

Summary of Features

There are six subtests in the ReadBasix assessment that cover the 5 foundational reading skills (see Understanding the Foundational Reading Skills section), plus Reading Comprehension.

ReadBasix features include:

Personalization. ReadBasix assessments include 1-6 subtests. Educators can assign subtests and set their difficulty levels uniformly for all students, personalize them automatically based on individual performance data, or adjust them manually for each student. Additionally, time accommodations are available to support the diverse needs of all students.

Administration. ReadBasix provides comprehensive proctoring options, enabling educators to oversee assessments both in person and remotely, monitor student progress, and submit assessments on behalf of students who cannot complete them within the time limits. An activity log records all significant actions, such as adding students and submitting completed assessments, which can be reviewed at any time. Additionally, ReadBasix is fully accessible, supporting screen readers and keyboard navigation and complying with WCAG 2.1 AA standard.

Reporting. ReadBasix provides comprehensive reporting features that allow educators to review, export, and print detailed reports for individual students, groups, classes, schools, or entire districts. Summative reports are written in clear, natural language, making them easy to read and print. Educators have access to key metrics, such as scale scores for each subtest, Lexile® reading measures, and MTSS instructional grouping recommendations. These robust reporting tools ensure that reading assessments are accurate and valuable for making informed instructional decisions.

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 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

Assessment Duration

Below is a table summarizing the time students tend to take to complete each subtest and the number of questions (items) the students will need to answer. The time values in the table are conservative estimates and will differ from student to student, depending on their ability, motivation, time accommodations, and other factors.

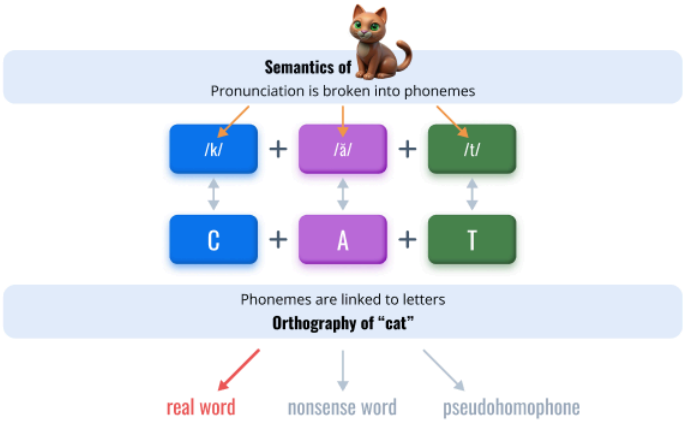
Subtest / Skill	Expected Time	Items Total	Scored Sections
Word Recognition and Decoding	5-8 minutes	30	1
Vocabulary	5-9 minutes	30	1
Morphology	5-10 minutes	30	1
Sentence Processing	5-9 minutes	30	1
Reading Efficiency	5-13 minutes	32 - 51	3
Reading Comprehension	20-30 minutes	31 - 32	4
Total	**45-79 minutes**	**183 - 193**	**10**

Time limits in ReadBasix apply only to specific sections within subtests, not to entire subtests or the entire assessment. Each subtest contains 1-4 scored, time-limited question sections. You can choose to extend the time limit (e.g., 1.5x or 2x) to accommodate specific instructional contexts or meet Section 504 requirements.

If a student runs out of time in a time limited section, they will continue with the rest of the assessment without penalty. It is unnecessary for the student to answer all questions in a section or in a subtest to get an accurate assessment of their reading skills. To achieve the most accurate results, students should be advised to concentrate on giving their best answers rather than on answering as many questions as possible. However, if the student answers fewer than a certain minimum number of questions (usually around 10) before time runs out, computing an accurate score may be impossible in which case ReadBasix will not return a score for that subtest. In this case reassessment is recommended, possibly at a lower difficulty level. It is also possible that a student rushes through the subtest, which will be detected and reported alongside the computed score. In this case it is likely that ReadBasix is reporting a deflated result, and reassessment is recommended.

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:

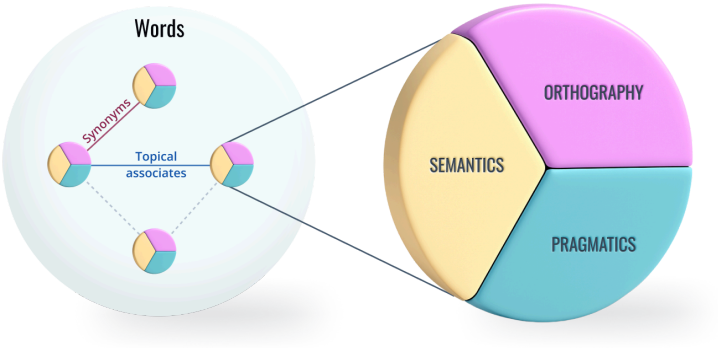
1. Real words – Real words are focused on the kinds of words that students encounter and use in school. Some examples include *elect*, *mineral*, and *symbolic*.
2. Nonsense words – Nonsense words cover a range of spelling and morphological patterns. Some examples are *clort*, *plign*, and *phadintry*.
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.

place	dut	bloo
1 IS A REAL WORD	1 IS A REAL WORD	1 IS A REAL WORD
2 IS NOT A REAL WORD	2 IS NOT A REAL WORD	2 IS NOT A REAL WORD
3 SOUNDS EXACTLY LIKE A REAL WORD	3 SOUNDS EXACTLY LIKE A REAL WORD	3 SOUNDS EXACTLY LIKE A REAL WORD

Vocabulary



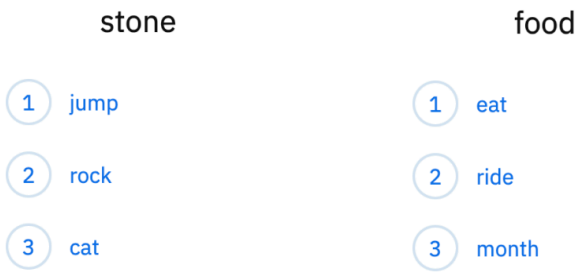
***Common Core State Standard**: Language Standards, Vocabulary Use and Acquisition*

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

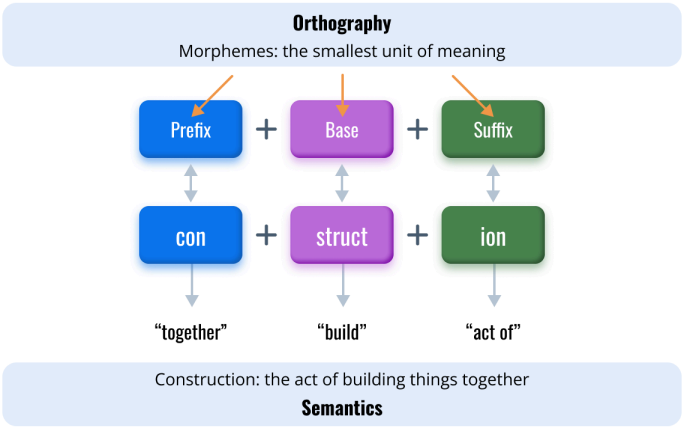
The Vocabulary subtest uses two types of test items to measure a student's vocabulary knowledge:

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



***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.

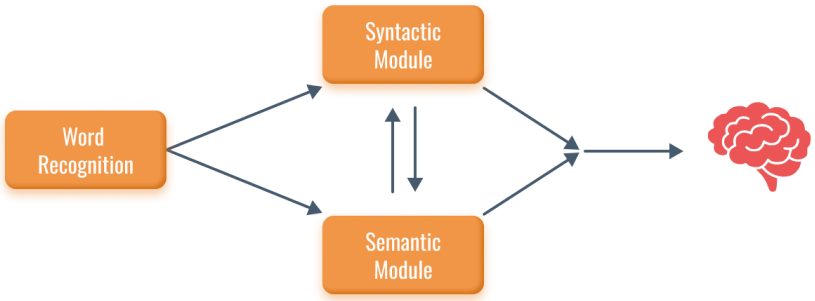
They _____ the barn.

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*

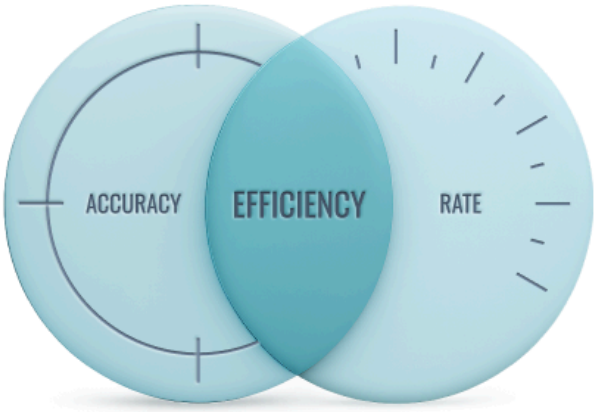
The Sentence Processing subtest uses a fill-in-the-blank style to measure a student's ability to understand sentences that vary in complexity, especially those that use discourse markers, such as *because, nevertheless, if-then,* to manage the flow and structure of the sentence. An example is "The seat got wet _____ the car window was open." (because, 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*

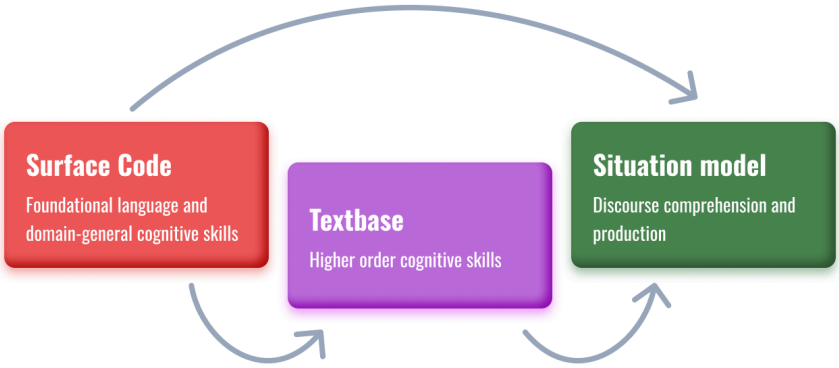
***Length**: 3 passages (selected out of 14 passages in total), plan for 3 min. per passage (9 min. total)*

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

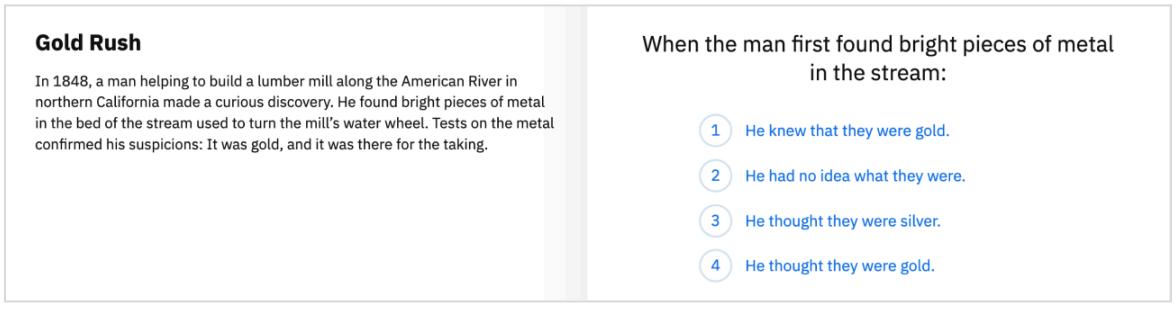


***Common Core State Standard**: Reading Anchor Standards 1, 2, and 4*

***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

Fidelity with ReadBasix

In the world of education, the concept of “fidelity” is often emphasized when implementing interventions - meaning those interventions must be carried out exactly as intended to determine their effectiveness. The same principle applies to assessments: if we want valid, reliable data, assessments must be administered with fidelity.

At Capti, we believe fidelity is just as critical when using ReadBasix. Our diagnostic reading assessment is designed to give educators deep insights into students’ foundational reading skills. However, those insights are only valid when the assessment is administered according to the standardized procedures.

We recognize that educators may be tempted to adjust or simplify assessment procedures - especially when working with struggling readers or when an administration protocol feels complex. While these instincts come from a place of care, modifying the administration process can lead to unreliable results. Even small deviations can affect a student’s performance and undermine the consistency of data across classrooms, schools, or benchmark periods.

To support accurate implementation, ReadBasix includes robust **resources and tools**:

Capti ReadBasix Introduction & Training Session that provides step-by-step guidance on how to administer and access scores from the assessment. This includes familiarizing yourself with the assessment structure (skills measured, number of sections, expected duration) to help educators gain confidence with the assessment and platform.

A fidelity checklist that outlines the specific actions required for accurate administration. Educators can use these checklists to ensure consistency across classrooms.

Fidelity is especially important when comparing results across groups or tracking individual student progress over time. A lack of consistency in test administration can lead to misleading data, making it difficult to detect trends or growth patterns. By ensuring that ReadBasix is used consistently and as intended, educators can trust that the data reflects true student performance - and can confidently use that data to inform instruction and intervention.

Administration Fidelity Checklist

Pre-Administration

- [ ] Complete the Capti ReadBasix Introduction & Training session to familiarize yourself with the assessment structure (skills measured, number of sections, expected duration), learn how to administer the assessment, and receive an overview of how to navigate the platform and reports
- [ ] Technology is prepared: Devices are fully charged, internet connection is stable, all necessary logins and accounts are accessible, and a secure, distraction-free browsing environment has been confirmed
- [ ] Ensure that an adequate number of student licenses are available
- [ ] Student accounts confirmed and logins tested
- [ ] Testing environment prepared: quiet, distraction-free space
- [ ] Students informed of expectations (e.g., do their best, no help during the test–it is a silent reading assessment)

During Administration

- [ ] Follow directions as provided in the Capti platform in each ReadBasix subtest
- [ ] Provide no assistance or hints during test items
- [ ] Monitor student engagement without interrupting test flow
- [ ] Avoid altering timing, skipping items, or explaining test content
- [ ] Maintain a consistent testing environment for all students
- [ ] Document any irregularities (e.g., technical issues, student illness, interruptions)

Post-Administration

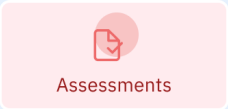
- [ ] Verify that the assessment was submitted properly (i.e., Scores populate when students submit each subtest. If the scores do not populate, check to ensure that the student submitted the assessment.)
- [ ] Review student data for completion and anomalies
- [ ] Review data reports or export data for analysis and instructional planning
- [ ] Reflect on fidelity and note any improvements needed for future sessions

Assigning an Assessment

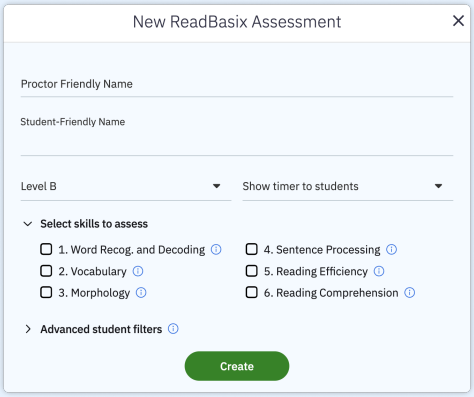
Creating a New Assessment

Step 1: Create an assessment

- Select the school name in the top-left corner of the screen, or select “All Locations” to stay at the district level.
- Navigate to the **Assessments** screen in the left sidebar.



- Click the **New** button on the right.
- Select **ReadBasix** in the dialog, and a “New ReadBasix” dialog box will open.



- Specify the assessment name, choose difficulty level, and pick skills to assess.

Step 2: Select students to assess

When creating assessments for multiple schools at once

🚩Tip: to create assessments for multiple schools at once select “**All Locations**” in the dropdown in the top-left corner before creating a new assessment. This option is available to the District Admin role only.

1. Click **Next** to open a configuration dialog.

2. Click **Locations** and check all the schools in which you want to create an assessment. A new assessment will be created in each of the schools selected. Each will be assigned to all students in that school that match the filtering options you selected.

When creating an assessment at a school level

1. Click **Create** to open a configuration dialog.
2. Click **Students** to display a list of all students. Use the toggles next to student names to add or remove students as needed. Click the **+ Group** button in the top right corner to add students in bulk, by class, or by grade.

Step 3: Finalize the assessment configuration

- To post the assessment to the selected students right away click **Launch Now**.
- To save the assessment as a draft for later click **Save Draft**.
- To schedule the assessment for later click **Schedule**, confirm and click **Save**.

🚩Tip: you can edit the assessment later, e.g. add and remove students.

Choosing Difficulty Level

ReadBasix offers three flexible approaches to set subtest difficulty, ensuring precise identification of skill gaps. Adjustments refine score precision and MTSS group placement without altering overall ability estimates - aligned with linguistics research on item response theory. A mismatched easy level for a high performer still indicates strength but with less nuance, potentially missing subtle gaps in specific areas.

Option 1: Set one difficulty level for all students

Select a uniform level when creating a new ReadBasix assessment to streamline administration for homogeneous groups. In the "New ReadBasix Assessment" dialog, choose:

- **Level A:** Suited for elementary students (grades 3–5).
- **Level B:** Suited for middle school students (grades 6–8).
- **Level C:** Suited for high school students (grades 9–12).

Option 2: Automatically personalize difficulty levels

In the "New ReadBasix Assessment" dialog, select "**Personalized**". Without past data:

- Grades 5 and below default to Level A.
- Grades 6–8 default to Level B.
- Grades 9 and up default to Level C.

Subsequent assessments adjust per subtest based on results: strong scores increase difficulty, moderate maintain it, and weak decrease it. One subtest's outcome never affects another, preserving granular insights.

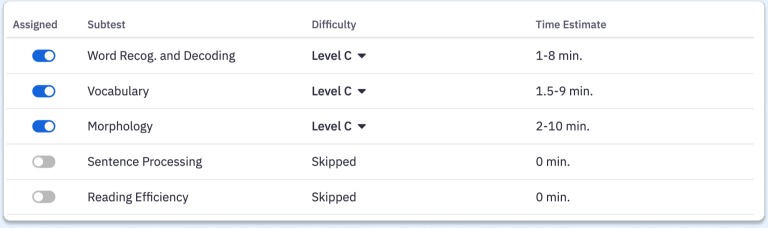
Example: A 6th-grade student starts Word Recognition and Decoding at Level B. Next time:

- High score advances to Level C.
- Moderate score stays at Level B.
- Low score drops to Level A.

Option 3: Customize difficulty at the subtest level

Fine-tune levels for individual students, even after selecting Option 1 or 2, to address unique needs like those in dyslexia screening or progress monitoring.

1. In an existing ReadBasix assessment, click a student's name and select "**Subtests**" in the sidebar.
2. Use the dropdown next to each enabled subtest to select its difficulty.



🚩**Tip**: Difficulty cannot change once the assessment starts.

To review levels, hover over scores in reports like **Group Report > Students** for a tooltip showing completed and recommended next levels. Export these details to Excel for deeper analysis.

Picking Skills to Assess

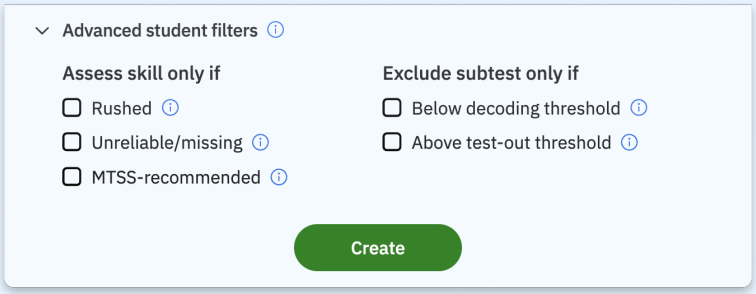
Option 1: Assign subtests uniformly

The simplest approach is to select the subtests you want to administer at a time you are creating a new ReadBasix assessment. This is ideal when all students need to be evaluated on the same skills. You can select 1 subtest, all 6 subtests, or any combination. Simply check a checkbox next to the subtest name to select it, and keep an eye on the total amount of time the assessment will take with your selection.

Option 2: Automatically personalize subtest assignment

Use select criteria to automatically assign subtests based on a student's prior assessments and skill level. This method can be very helpful when creating a makeup assessment, or filling in assessment gaps based on MTSS recommendations. It can also save a lot of time by not assessing students that either test out, or are not yet ready for certain subtests.

To automatically personalize subtest assignments, start by creating a new ReadBasix assessment. Then, expand the **Advanced Student Filters** section and select the criteria you want to apply.



- ☐ **Rushed**. Assess a skill only if the previous assessment was rushed.
- ☐ **Unreliable/missing**. Assess a skill only if the previous assessment could not be scored because the student didn't have time to answer enough questions.
- ☐ **MTSS-recommended**. Assess a skill for specific MTSS groups: assign subtests to students in the "Complete Additional Subtests" or "Complete Reading Comprehension Subtest" MTSS instructional groups if their skill scores are missing.

- ☐ **Below decoding threshold**. Do not assess Reading Comprehension if the student is below the decoding threshold on the "Word Recognition and Decoding" subtest. This rule overrides the first three rules.
- ☐ **Above test-out threshold**. Exclude subtests for students who have already demonstrated high proficiency in a skill. This rule overrides the first three rules.

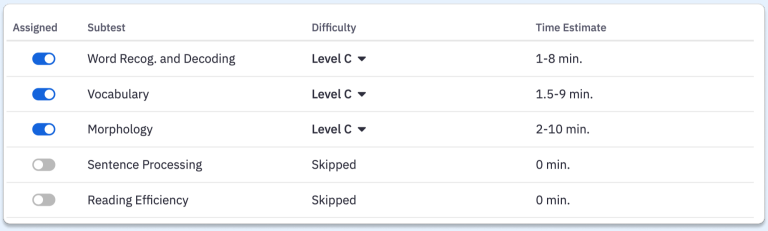
ReadBasix will automatically assign only the subtests that meet the criteria. Don't worry about adding students that don't need to complete any subtests based on your selection: ReadBasix will only list students that need at least one subtest.

🚩Tip: Once the assessment has been created, those settings can no longer be modified.

Option 3: Select which skills to assess for each student individually

Review and adjust the subtests each student will receive individually. You can do this in conjunction with option 1 or 2 (described above).

1. In an existing ReadBasix assessment, click on a student's name and select "**Subtests**" in the sidebar.
2. Use a toggle switch next to each subtest name to choose whether to administer the subtest to that student.



Assigned	Subtest	Difficulty	Time Estimate
on	Word Recog. and Decoding	Level C	1-8 min.
on	Vocabulary	Level C	1.5-9 min.
on	Morphology	Level C	2-10 min.
off	Sentence Processing	Skipped	0 min.
off	Reading Efficiency	Skipped	0 min.

🚩Tip: Once the assessment is launched, those settings can no longer be modified.

Thinking through the choices

When choosing specific subtests or personalization criteria, you may want to consider the following:

- **Assessment Duration**: Each additional subtest increases the total testing time. To help you plan, hover over a subtest name when creating an assessment to see its estimated duration. You'll also see an updated total estimated duration as you add or remove subtests. Once you finalize the assessment, you can review individual time estimates for each student in the "Time Estimate" column, factoring in any accommodations, and further adjust subtests

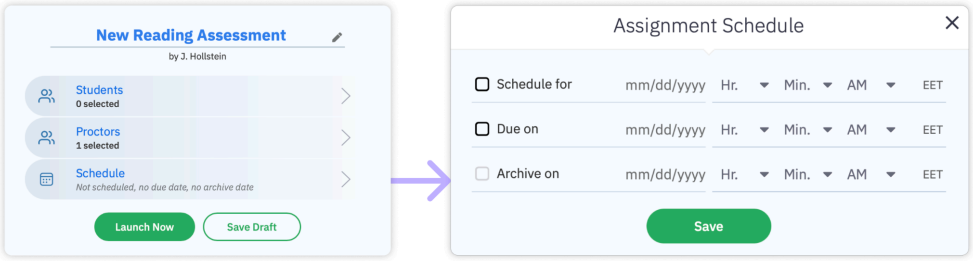
assigned as needed. Sort the list by the “Time Estimate” column to identify students who may require the most time.

- **Targeted Skills**: Each subtest measures a different foundational reading skill. Choose subtests based on your instructional goals. For example, if you primarily want to evaluate reading comprehension, assign only the Reading Comprehension subtest. For a more in-depth profile, include multiple subtests.
- **Recommendations**: Consider skill level when selecting subtests. For instance, if a student’s Word Recognition and Decoding score is below 235, it’s generally recommended to skip Reading Comprehension. You may also want to align subtest choices with recommendations from MTSS groups based on previous assessments.
- **Missing Data**: If data is incomplete - perhaps because a student rushed through a subtest, timed out, or was absent - you may need to reassign that subtest..

🚩Tip: When you reassess a skill, ReadBasix generates new sets of questions to maintain the integrity of the test. While some overlap in questions may occur over multiple assessments, the variation is designed to minimize cheating and ensure that repeated exposure to similar questions doesn’t significantly affect student performance.

Scheduling an Assessment for Later

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.



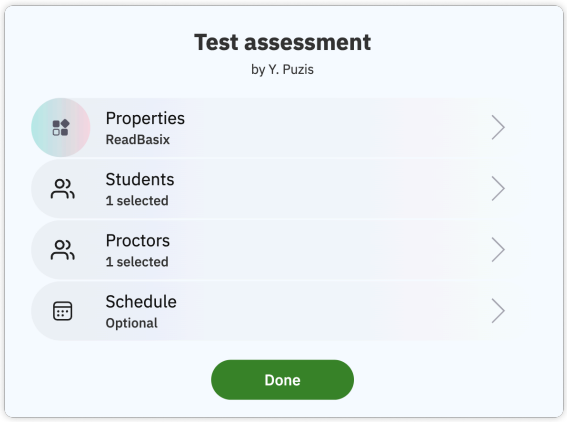
- **Set the Start Date and Time**: check the “Schedule for” box to specify the date and time when the assessment will be posted to students. On this date and time all students will gain access to the assessment.
- **Set the Due Date and Time**: check the “Due on” box to specify the deadline. The assessment will automatically submit and close for all students who have not submitted it. You will be able to restart it for some or all of the students if necessary.
- **Set the Archive Date and Time**: check the “Archive on” box to set when the assessment should be moved to the archive. Once archived, the assessment will automatically submit

and close for all students who have not submitted it. Archived assessments can be reviewed but cannot be modified or relaunched.

🚩Tip: You can verify or adjust the setting by navigating to the assessment screen, and hovering over or clicking the "spaceship" icon in the top right corner of the screen.

Editing Existing Assessment Configuration

To edit configuration of an existing assessment, navigate to the **"Assessments"** screen and click on the assessment you want to edit. Click the "**Edit"** button on the right to open assessment settings.



- Click **Properties** to change the assessment name.
- Click **Students** to add or remove students. Use the toggles next to student names to add or remove students as needed. Click the **+ Group** button in the top right corner to add students in bulk, by class, or by grade.

  🚩Tip: if the assessment has already been launched, the students will be added in state **Posted**, i.e. they will be able to start work immediately.
- Click **Proctors** to add or remove proctors.
- Click **Schedule** to edit start date, due date, and archive date.

Click **Done** when finished to close the configuration dialog.

Guiding Students Through the Assessment

Accommodations

The Capti platform includes built-in accommodation settings - such as extended time - that can be set by a test proctor, as appropriate. These adjustments can support both universal screening and progress monitoring, and should align with the student's IEP when applicable.

Extended Time

Students may read ReadBasix directions without time constraints. Because a time limit for items is required for accurate assessment, all scored sections are timed. To provide extended time accommodation for an individual student, open the "Students" screen, hover over a student's name, and click **Student** → **Accommodations**. Select one of the following options from the "Extended Time" dropdown:

- **Standard Timing**: Follows the assessment's default timed or untimed setting.
- **Timed (1.5x Time):** Increases the time limit of timed sections by 50%.
- **Timed (2x Time)**: Increases the time limit of timed sections by 100%.

When a student is added to an assessment, student's default extended time accommodation will be applied, if any. If you need to adjust time accommodation for a specific assessment only, open the assessment and click the student's name. Then modify the student's extended time under the "Time accommodation" label.

Presentation

Note: this feature will be available in late August 2025

To support students with visual impairments, text font, text size, and color theme can be adjusted to improve readability and reduce visual strain. All available color themes are WCAG 2.1 AA compliant. To change the font or the color theme for an individual student, open the "Students" screen, hover over a student's name and click **Student** → **Accommodations**. Students may also control their presentation settings:

- A student may use built-in features on their device to magnify onscreen text and improve readability.
- A student may click a "gear" icon in the upper-right corner of their screen to change text font and color theme.

If it is necessary to prevent further setting changes by the student, check the "**Lock student settings**" option in the "Accommodations" dialog.

Keyboard Navigation

Capti is fully accessible using a keyboard, allowing students to navigate and complete all essential tasks without relying on a mouse. Students can use the Tab key to move between interactive elements (e.g., buttons, form fields, and menus), and the Enter or Spacebar keys to activate selections. Arrow keys can be used to scroll or move between options where applicable.This feature ensures that students who use assistive technology or have limited motor skills can operate the platform efficiently and independently. All key navigation paths are designed to be logical and

predictable, reducing cognitive load and supporting smooth user interaction. Students can use keys 1 - 4 to select answers in ReadBasix assessment.

Human-Read Directions

ReadBasix is designed to assess *silent* reading ability and therefore does not support screen reading or audio presentation. Because the assessment targets independent reading comprehension and processing, reading items aloud would fundamentally alter the construct being measured. While ReadBasix does not support screen reading or audio presentation, students *can* hear test directions (not items) read aloud using the **Listen** button on direction screens. Ensure volume is set appropriately, headphones are connected if needed, and students can access and use the tool before testing begins.

Translation

Students may use built-in translation features on their device for reading directions. Because the assessment targets independent reading comprehension and processing, translation of items would fundamentally alter the construct being measured. Therefore, translation of items in the ReadBasix assessment is disabled.

Proxy Responses

A designated adult (teacher or aide) may input student responses on their behalf. For example, a student may select an answer using a device, and the proxy enters it into the assessment system. This support is commonly used for SWDs.

Flexible Use of Devices

Students may use alternative devices (e.g., tablets) to support accessibility features such as touch interfaces or screen optimization.

Preferential Seating and Quiet Space

Students may benefit from specific seating arrangements or reduced-distraction environments to support focus and accurate performance.

Extra Breaks

Students may take additional breaks between sections or pause the assessment if needed. This support helps manage fatigue and focus.

Alternative Text

All UI elements (except for items in the assessment) include ARIA labels or alt text, enabling full screen reader access. ReadBasix assessment does not contain images by design.

Access Instructions for Students

Capti Web Portal

The simplest way for students to access ReadBasix is to login on www.capti.com. Students may login with their Capti password, or use Google, Clever, and ClassLink single sign-on buttons.

Shared Assessment 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. Navigate to your assessment in the **Assessments** screen and click on it.
2. Click the **Share Link** button on the right, then select the **Copy Link** option from the menu.

3. Send the link to your students.

You have control over who can access the assessment using the link:

1. Navigate to your assessment in the **Assessments** screen and click on it.
2. Click the **Share Link** button on the right, then select the **Configure Link Access** option from the menu. Select from the following options
    - **Full Access**: Any student with the link will have access to the assessment.
    - **Partial Access**: Any student trying to access the assessment with the link who hasn't been added to the assessment before, will be placed On Hold, allowing you to vet the student before posting the assessment.
    - **Locked Access**: Restrict access to only those students you've personally added to the assessment. Only these students will be able to access the assessment with the link.

Schoology Integration

educators and students can use a single sign-on to open Capti from Schoology. In the supported accounts, students will be able to access specific reading assessments you share with them. See *Capti Rostering Manual* or contact us at support@capti.com to set up your Schoology integration.

Google Classroom Integration

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

1. Navigate to your assessment in the **Assessments** screen and click on it.

2. Click the **Share Link** button, then select the **Share to Google Classroom** option from the menu.

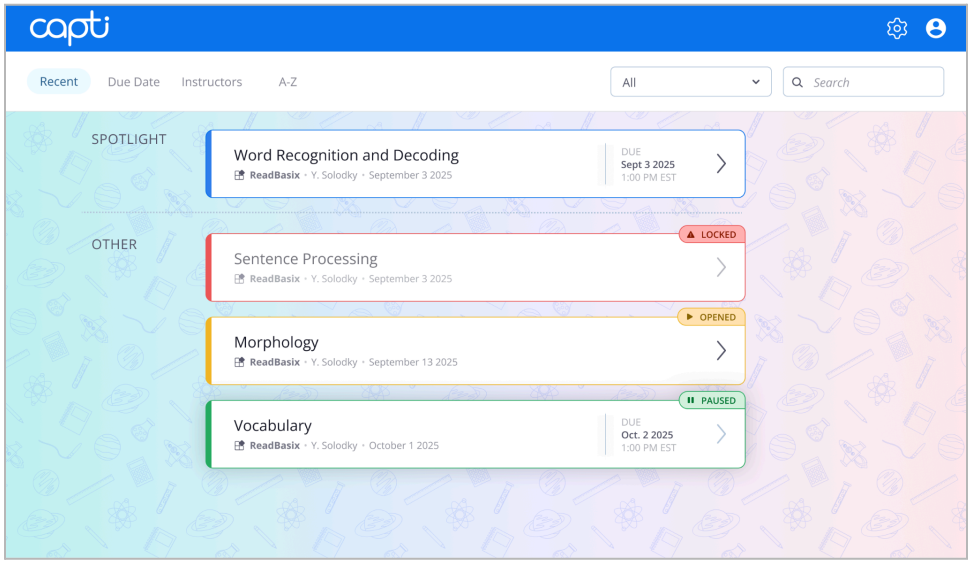
3. Choose which Google Classroom course to post the link.

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.

Student's Test-Taking Experience

List of assessments

Once logged in, the student will see all of their assigned work, including any ReadBasix assessments. Each assessment is displayed as a tile that needs to be clicked to open the assessment.



The most recently assigned assessment will always be at the top of the list, while others will show in a stack below. The tile shows the student-friendly name chosen when the assessment was created, assessment "owner" (usually the educator who created it), the date when it was created, and due date and time (if any).

Assessment tile colors and tags

Tile color and tag indicate important information about the assessment, as exemplified in the screenshot above:

- Blue tile: assessment hasn't previously been opened.
- **Green tile with tag "Paused"**: assessment has previously been opened, and then put on pause (either by the student or by the educator).
- **Yellow tile with tag "Opened"**: assessment is currently opened in another browser tab, or in another browser. Opening it from this screen will close it elsewhere, to prevent two instances of the same assessment running simultaneously.
- **Red tile with tag "Locked"**: assessment is currently opened in another browser tab, or in another browser. Opening it from this screen will inform the student that it cannot be opened and needs to be resumed in the tab where it was originally opened.

Once a student clicks on one of the tiles, a new screen will greet the student with basic details about the assessment and offer a last chance to return to the list of assessments before the assessment starts and the timer starts to count down.

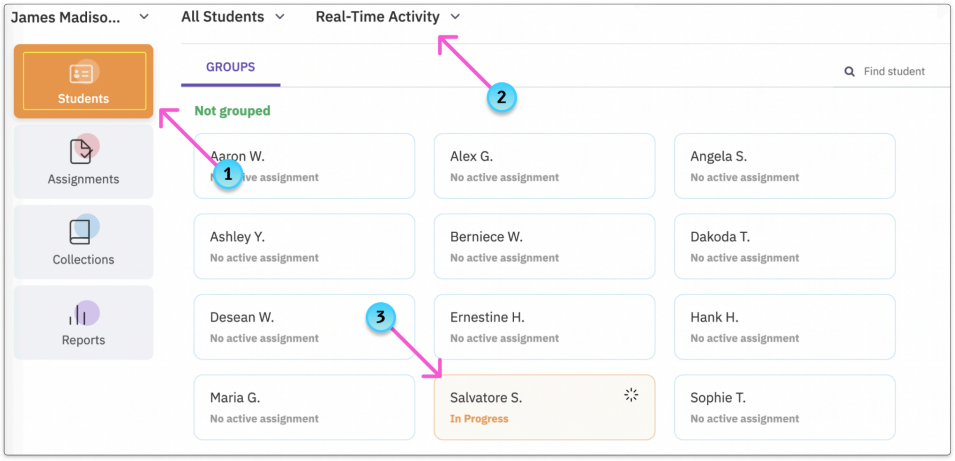
Student's presentation settings

Note: this feature will be available in late August 2025

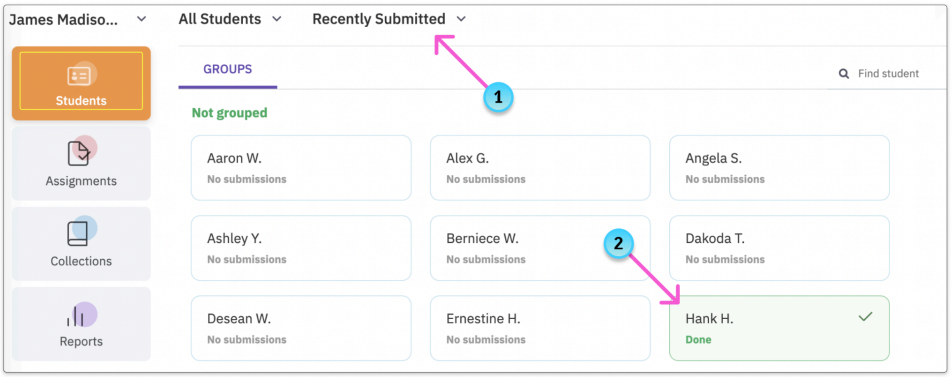
By default, the screen will be presented using fonts and colors selected by an educator in the accommodations configuration. Students can select their own preferred font and color theme settings that will override educator's choice, unless the educator locks accommodation settings down. To update settings a student needs to click on the "gear" icon in the top-right corner of the screen.

Multi-Assessment View

In case you want to track real-time progress of students taking different ReadBasix assessment configurations, you can do it all in one place: navigate to the **Students** screen 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 administer assessments by assigning them as "*Proctors*". Add new *Proctors* by opening the assessment and going to **Edit** → **Proctors.** A dialog listing your colleagues will open. Now you can give proctoring access by clicking a toggle next to your colleague's name.

Stopping and Restarting Assessment

The key to managing a student's assessment is understanding their assessment state. This state shows whether the student has not yet begun, is actively working, or has already submitted. It appears as an icon and label next to the student's name in the student list.

Educators can adjust a student's state to control access to the assessment. Student actions, like starting or pausing, automatically update the state. All state changes are logged for reference and can be reviewed at any time.

Student States

The following are the possible student states:

On Hold: The student does not have access to the assessment. All students are on hold before the assessment is launched.

Posted: The student can start or resume work on the assessment at any time. All students' states in an assessment will change to Posted when the assessment is launched by an educator. Pausing the assessment by a student will also change the state to Posted.

In Progress: The student is actively working on the assessment. The assessment will update to this state automatically when a student starts or resumes work on the assessment.

🚩Tip: If a student's session is interrupted (e.g., due to a computer shutdown or internet issue), Capti may incorrectly display the student as "In Progress." In such cases, when a student returns to the list of assessments, the assessment tile will be in yellow color and flagged as "Opened". The student will be able to resume work normally without additional action on the educator's part.

In Review: The assessment results are under review by an educator, 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 educator.

🚩Tip: If the educator submitted the assessment on student's behalf before it timed out, it can be reposted to let the student continue.

Filtering students by state

To only view students in a particular state, click on the dropdown next to the assessment name at the top of the screen, and select a state to filter by.

Changing student's state

To change a student's state, navigate to the relevant assessment, and click on the student's name. Then click on the student's state and select a new state from the list. By changing state you can post an assessment, enabling students to start work; you can put an assessment on hold after it has already started; you can put the assessment in review; and you can submit it on student's behalf.

Restarting assessment

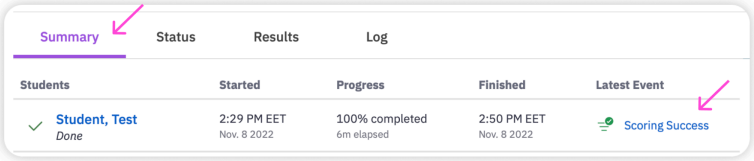
On occasion, there may be a need to scrap all work the student did in an assessment and start again. To reset a student in an assessment and delete all answers and scores (if any) open an

existing ReadBasix assessment and click the student's name. Then click on the "..." icon in the upper-right corner of the dialog and select "**Restart Student**" from the menu. This action will change the student's state to "Posted" and log a "Full Reset" event in the log. Use this feature sparingly, as it erases progress data essential for tracking foundational skill development.

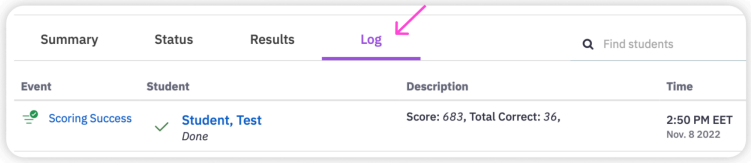
Interpreting Assessment Log

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.

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.



To see the log for all students within a particular assessment, click the **Log** tab on the assessment screen.



To access logs for all students across different assessments, go to the **Reports** screen and click on **Activity Log**.

List of assessment events

- **Time Limit Exceeded**: The student exceeded the allocated time for a timed section of a subtest, and was moved to the next section (if any).
- **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.
- **Initiation Failed**: The assessment could not be created for the student due to an unknown issue. Try again or contact support at support@capti.com for assistance.
- **Student Added**: The student was added to the assessment.
- **Student Removed**: The student was removed from the assessment.
- **Full Reset**. The student's assessment was reset, all responses and scores cleared.

EXAMINING ASSESSMENT RESULTS

Performance Metrics

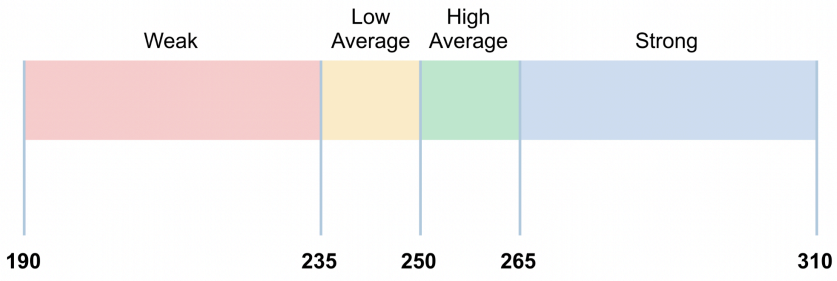
Scale Score

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. To account for developmental differences, the performance bands in 3rd and 4th grade have been altered to grade-level expectations.

Band Name	Grade 3	Grade 4	Grades 5+
Weak	190-219	190-227	190-235
Low Average	220-229	228-241	236-249
High Average	230-242	242-250	250-265
Strong	243-310	251-310	266-310

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



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.

Time

Understanding how much time students spend on assessments is essential for accurate evaluation and effective instructional planning. ReadBasix provides three key time metrics:

Total Assessment Time

Measures the overall duration a student spent completing an assessment consisting of 1-6 subtests, depending on configuration. To view total assessment time, navigate to a specific ReadBasix assessment and locate the “Progress” column in the student list to see each student’s total assessment time. To export this value to Excel include the “Wall-Clock Elapsed Time” column when exporting “Student Comparison Table” report.

Time Per Subtest

Tracks the total time a student spends on each individual reading skill subtest, including directions, practice questions, and scored questions. To export this value to Excel include the “Total Elapsed Time” column when exporting “Student Comparison Table” report.

Operational Time

Measures the time a student spent on answering scored questions within each subtest. To export this value to Excel include the “Operational Elapsed Time” column when exporting “Student Comparison Table” report.

Percent Correct

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. You can export this value to an Excel file report in the "Percent Correct" column.

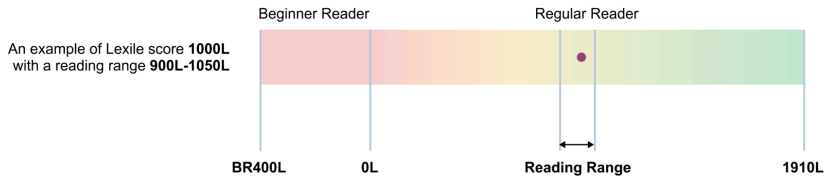
Lexile® Framework Measures

Lexile measurement assigns a numeric score to a student's reading ability, helping educators match them with texts that challenge without overwhelming. Capti, ETS®, and MetaMetrics® partnered to provide a Lexile reading measure in Capti by linking it to ReadBasix. Lexile reading measure (or score, for short) computed with 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. 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.

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 a complete history of a student's Lexile scores in the "Proficiency" screen in "Student Summative Report" dialog. You can find the Lexile score, the Lexile reading range, grade-level reading cap, and information about when the score was created in the student's "Report History" table, and the Group Report's "Students" table. You can also export these and other Lexile-related values into an Excel file report.

Learn more about the Lexile measure.

MTSS Groups

MTSS (Multi-Tiered System of Supports) is a systematic approach designed to support student learning by continuously collecting data and implementing differentiated interventions. MTSS helps identify students who need additional support and provide targeted solutions to ensure academic success.

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
Measure 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
Multisyllabic 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 Instruction	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 Instruction	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
No Recommendation Available	No reading intervention can be recommended until one or more subtests are completed.	3-12

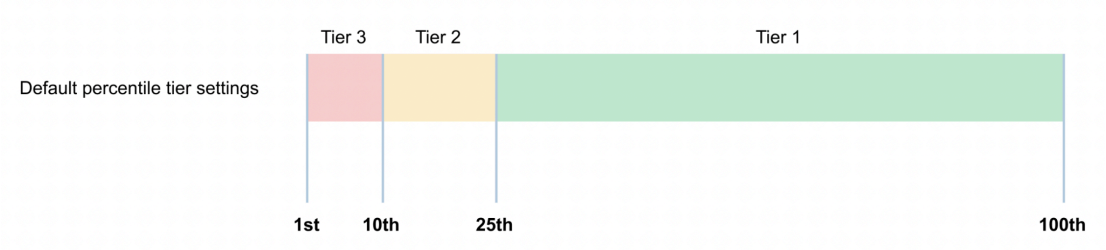
Relative Scale Performance

ReadBasix reports some key performance metrics on a relative scale, as discussed below.

Percentile. ReadBasix reports student's nationally-normed percentile in each subtest. The percentile is computed relative to the students' 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.

You can export the percentile value into an Excel file report in the "Percentile" column.

RTI Tier Recommendation. ReadBasix also provides a percentile RTI Tier recommendation. The following is the default configuration:



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.

To customize RTI Tier thresholds navigate to **Manage** → **Organization** → **Settings**, and scroll down to the "ReadBasix RTI and Grade Equivalence" section. This setting can only be modified by a District Admin role.

You can find the percentile and tier information in the "Percentile and RTI tier" section of the individual student report.

Grade Equivalent Score. ReadBasix reports a student's grade equivalent score in each subtest.

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.

🚩Tip: To disable all relative scale performance reports, navigate to Manage → Organization → Settings, scroll down to the "ReadBasix RTI and Grade Equivalence" section, and select "Disabled". This setting can only be modified by a District Admin role.

Inefficient Decoding Indicator

Word Recognition and Decoding subtest timing results

The Word Recognition and Decoding subtest assesses foundational word-level reading skills using three types of items: real words, nonwords, and pseudohomophones. These item types are designed to reveal how efficiently students decode familiar and unfamiliar words—an essential indicator of reading development and a potential flag for reading difficulties.

Research by Wang, Sabatini, and O'Reilly (2020) shows that students who engage in effective decoding tend to spend more time processing unfamiliar words, such as nonwords and pseudohomophones. This extra processing time reflects recoding cycles that support decoding growth. In contrast, inefficient decoders often do not slow down when encountering unfamiliar words. They may spend less time on nonwords, missing the opportunity to apply and strengthen phonological decoding strategies.

Further, the researchers found that time spent decoding novel words—especially nonsense words—positively predicted decoding development. The findings indicate that normal decoders adjust their processing time based on the complexity of the word, for instance, they take ~0.4 seconds longer on pseudohomophones than real words, and ~1.2 seconds longer on nonwords than real words.

Poor decoders, on the other hand, show less variation in processing time across item types—particularly spending less time on nonwords than their peers. This pattern reflects inefficient decoding, as they may not engage in the cognitive processes necessary for decoding development.

To identify these students, researchers established a cutoff based on relative processing time:

- Students whose average time on nonwords is equal to or shorter than their time on pseudohomophones are considered inefficient decoders.
- Using this criterion, about 45% of students below the decoding threshold and 25% of students above the threshold met the definition of inefficient decoding.

This is a critical insight, as some students who score above the Decoding Threshold may still exhibit characteristics of reading difficulties or dyslexic tendencies. These students may rely on memorization strategies rather than true decoding and benefit from continued support and intervention.

Why Processing Time Matters

Measuring processing time during the Word Recognition and Decoding subtest offers a deeper diagnostic lens beyond accuracy alone. It helps educators:

- Identify students who may be at risk for reading difficulties, even if their decoding scores are average,
- Understand the efficiency of each student's decoding approach,
- And make more informed decisions about who might benefit from targeted interventions.

Unreliable, Incomplete, Missing Results

Subtest Not Assigned: ReadBasix assessment consists of 6 subtests; however, it is unnecessary to assign all 6 to all students taking the assessment. When a subtest is not assigned to a specific student, it will be identified in the "Results" tab of an assessment by a *crossed out page icon*:

Unreliable/Missing Result: While a student does not need to answer every question in a subtest to receive an accurate score, a certain minimum number of responses is required to ensure score reliability. If a student didn't answer enough questions before timing out, the score will be flagged as "unreliable/missing" and will not be displayed in the on-screen report, though it can still be exported. Instead, the subtest will be identified in the "Results" tab of an assessment by a *clock with an orange triangle icon*, as shown below.

Rushed Responses: If a student rushes through a subtest without giving it enough thought, the subtest will be scored but will be flagged as *rushed* to indicate the score might be an underestimate of the student's skill level. The exact criteria indicating that a student rushed was determined on the basis of a statistical analysis. As a general rule, subtests completed in under 1 minute for shorter ones or a few minutes for longer ones are flagged. Should any subtest used to calculate the Lexile score be flagged as rushed, the Lexile score itself will also be flagged accordingly. Rushed flag can be exported as a data column into an Excel report and will be indicated in all the on-screen reports with an orange underline, as shown below:

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 educator's report with an orange underline, as shown below. 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 an educator 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 at the time may only have partial responses. Subtests with responses will be scored. They are then classified as reliable or unreliable based on the number of responses.

Paused Assessments: Students have the option to pause the assessment (by clicking the **Pause** button in the upper-right corner) and return later, subject to any scheduling restrictions. When assessment is paused, student's state in the assessment is set to "Posted", indicated by the icon shown below:

Timeouts: Each subtest has 1 or more timed sections with scored questions; timeouts move students forward without penalty. 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, indicated by the following icon:

Restarted Assessments: A situation may arise where an educator restarts an assessment for a student, erasing all of the student's answers and scores in a particular assessment. You can view instances of such resets in in the student's assessment activity log, indicated by the following icon:

Assessment Reports

Group Comparison

You can compare groups across multiple dimensions and time frames.

Choose scope: use a dropdown menu in the upper-left corner of the screen to switch between district view (select "All Locations") and specific school view (select school name).

Choose a group category: choose which groups to compare:

- **Locations**: compare schools at a district level.
- **Grades**: compare grades at a district or school level.
- **Demographics**: compare demographic categories like gender, race, lunch status, ELL status, IEP status, etc. at a district or school level.
- **Classes**: compare classes at a school level.

🚩Tip: users with Teacher role will only see classes they are assigned to, users with School Admin role will only see schools they are assigned to, users with District Admin role will see all schools in the district, and the district-level report aggregating all school data.

Choose subtests: choose which subtests will be displayed in the report by clicking on the **Subtests** dropdown above the report table. Check or uncheck 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 time frame: choose the report 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 a date range, or use the "All time" option to remove the time restriction.

Choose metric: choose one of 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 band, out of the number of students in the group that completed the subtest.
- **RTI Tier recommendation**: percentage of students with recommendation of RTI tier 1, 2, or 3 out of the number of students in the group that completed the subtest.

Export (optional): click the export button in the upper-right corner to export the report you constructed on-screen.

Student Comparison

Opening Student Comparison Report

Step 1: open the Group Report dialog

Choose scope: use a dropdown menu in the upper-left corner of the screen to switch between district view (select “All Locations”) and specific school view (select school name).

Choose a group: either click the “Full Report” button in the upper-right corner of the screen to view a report for the selected scope (school or district), or click on “Locations”, “Grades”, “Demographics”, or “Classes”, and click on the name of the subgroup (specific school, grade, class, or demographic category) in the table.

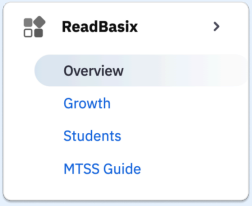
Step 2: filter students (optional)

To further narrow down the group, you can filter it based on specific criteria. Click on the filter in the upper-right corner, select the criteria, and apply. You can filter by:

- MTSS Group
- Profile

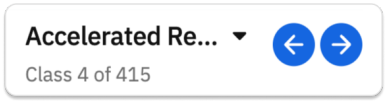
Step 3: select a report

Option 1: open an on-screen report: choose the report you want to see in the left sidebar of the Group Report dialog.



Option 2: [export a report]: click the "**Export**" button in the upper-right corner of the Group Report dialog, then choose the name of the report to export.

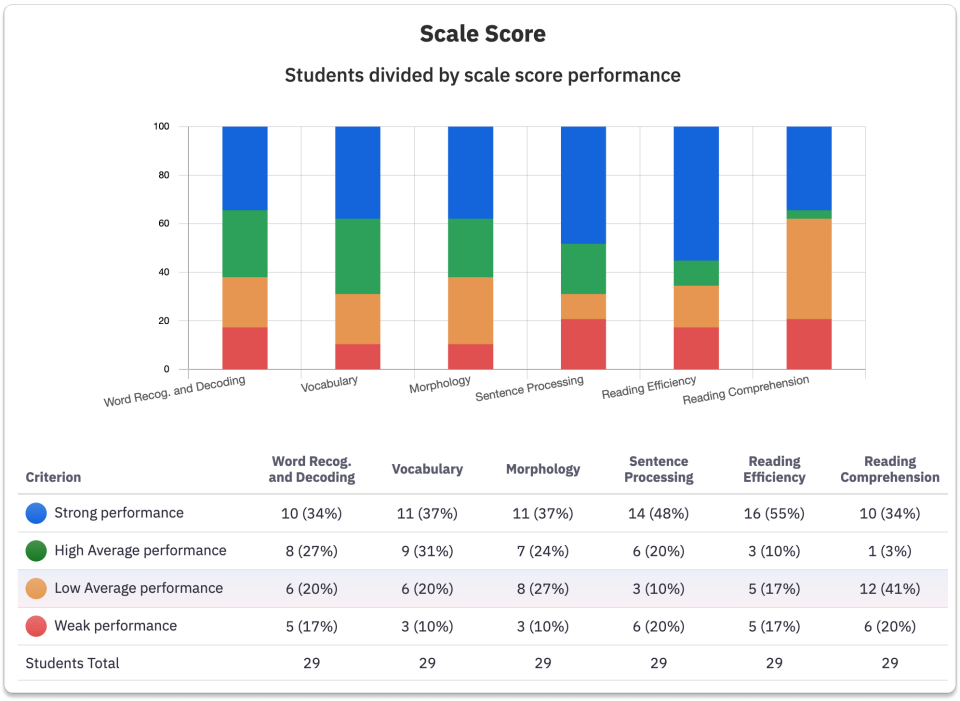
🚩Tip: : You can switch to another group without closing the dialog by clicking on the current group name in the upper-left corner of the dialog, or using left/right arrows next to the group name.



On-Screen Student Comparison Reports

Overview

This report provides charts and statistics on the latest student performance, including assessment status per subtest (students with and without valid score), subtest scale score, and RTI tier recommendation.

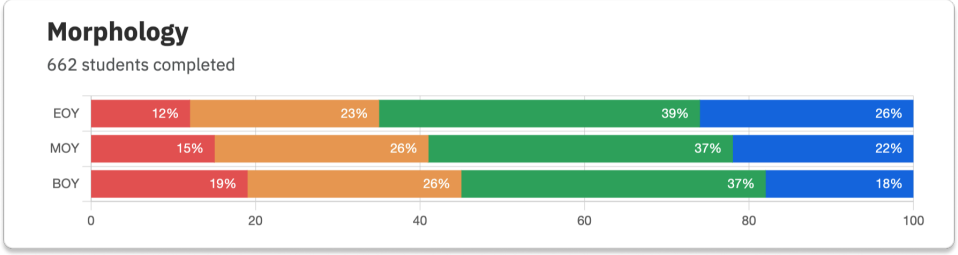


Criterion	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
Strong performance	10 (34%)	11 (37%)	11 (37%)	14 (48%)	16 (55%)	10 (34%)
High Average performance	8 (27%)	9 (31%)	7 (24%)	6 (20%)	3 (10%)	1 (3%)
Low Average performance	6 (20%)	6 (20%)	8 (27%)	3 (10%)	5 (17%)	12 (41%)
Weak performance	5 (17%)	3 (10%)	3 (10%)	6 (20%)	5 (17%)	6 (20%)
Students Total	29	29	29	29	29	29

Growth

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.

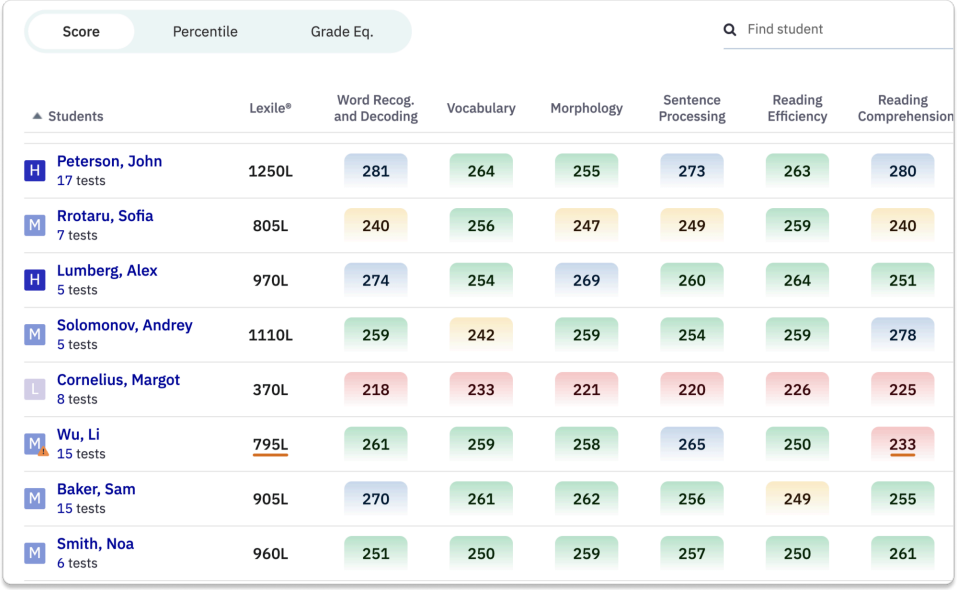


Hover over each bar to view additional information about the corresponding student subgroup, including the number of students, the exact dates of the benchmark period, and the scale score performance band.

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

Students

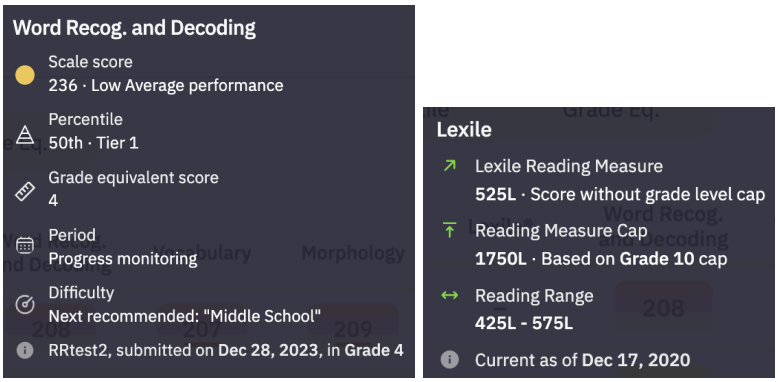
The report presents a table showing students' latest results for each reading skill, and the Lexile reading measure.



Students	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
H Peterson, John 17 tests	1250L	281	264	255	273	263	280
M Rrotaru, Sofia 7 tests	805L	240	256	247	249	259	240
H Lumberg, Alex 5 tests	970L	274	254	269	260	264	251
M Solomonov, Andrey 5 tests	1110L	259	242	259	254	259	278
L Cornelius, Margot 8 tests	370L	218	233	221	220	226	225
M Wu, Li 15 tests	795L	261	259	258	265	250	233
M Baker, Sam 15 tests	905L	270	261	262	256	249	255
M Smith, Noa 6 tests	960L	251	250	259	257	250	261

You can toggle the table between grade equivalent scores, percentiles & RTI tier recommendations, and scale scores. 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

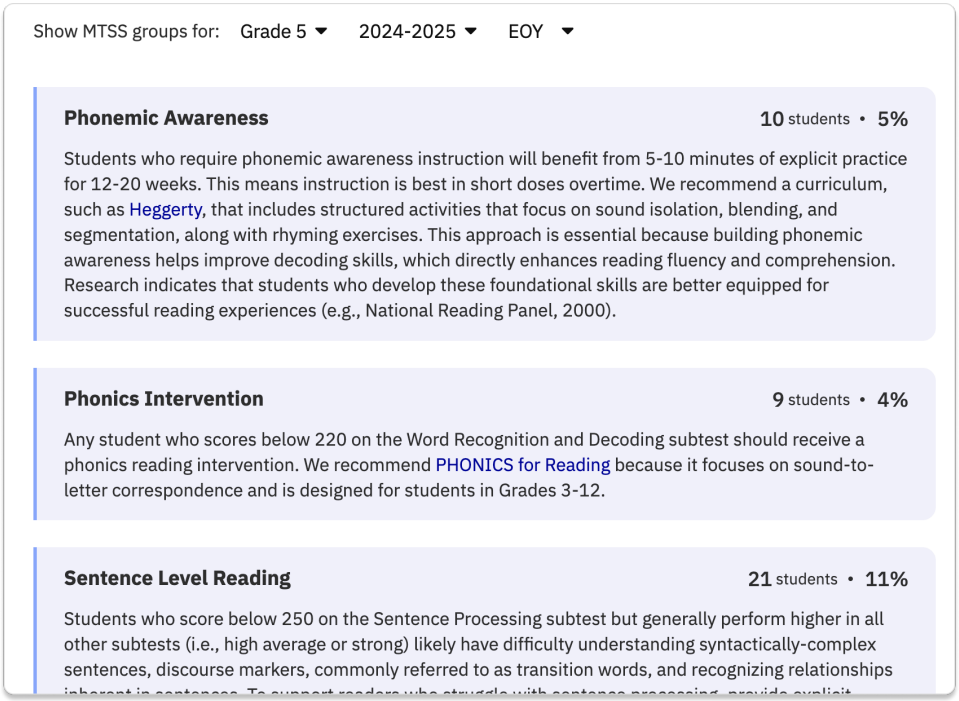


🚩Tip: Scores with an orange underline are considered potentially unreliable, either because the score is outdated or because the student rushed while completing a subtest. Hover over a score with your mouse to view the reason why the score was flagged. The number of days after which the score is flagged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

MTSS Guide

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:

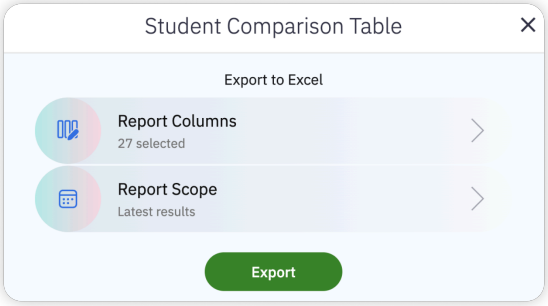
- **Select grade level**. Students in different grade levels get separate reports, and sometimes different, grade-appropriate recommendations.
- **Select benchmark period**. If your organization account hasn't defined benchmark periods then MTSS groups will be reported on the basis of the latest scores.



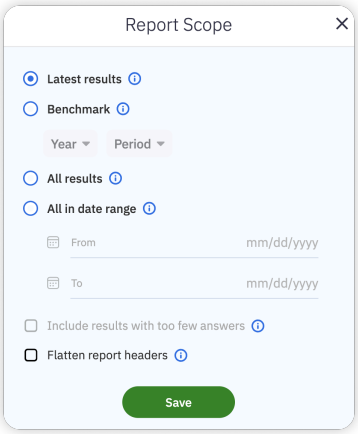
Exported Student Comparison Reports

Student Comparison Table

You can export a table comparing student performance, and including all related score metadata (dates, settings, outcomes, IDs, PII, etc.). This table can potentially be imported into other tools that aggregate student data.



- 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 unreliable/missing results to be included, 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.

MTSS Group Report

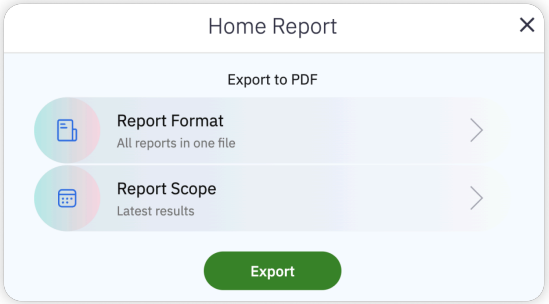
This report helps you tailor support for students based on their ReadBasix assessment results, enabling informed, data-driven decisions rooted in Capti's Science of Reading expertise. The MTSS Group Report exports a PDF with a list of students in the group broken down by grade level and MTSS group. The students are listed in a table with their scale scores and Lexile reading measure to aid in further decision making.

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**

Home Report / 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.



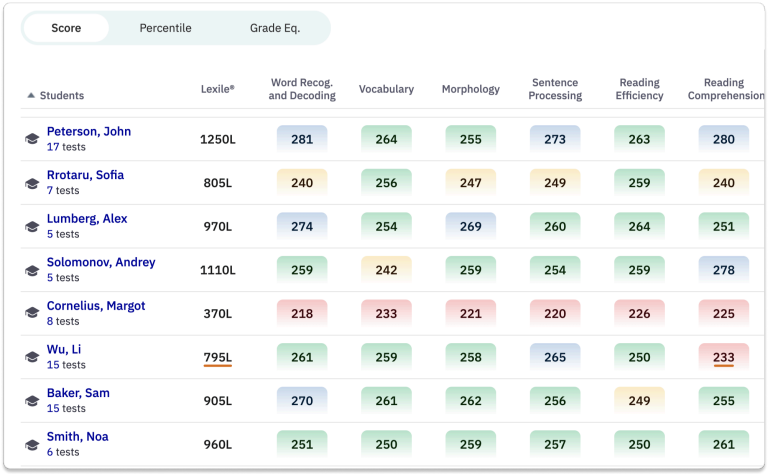
To configure the report and export it:

- 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**

Assessment Results

On-Screen Student Comparison Report

To access the report navigate to the assessment you want to view and click the “**Results**” tab. A table with students and their scores will appear. You can switch the report table between grade equivalent scores, percentile & RTI tier recommendation, and scale scores. In some cases a score will be replaced with an icon indicating status of the subtest; see section on unreliable and missing results for more information.



Students	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
Peterson, John 17 tests	1250L	281	264	255	273	263	280
Rrotaru, Sofia 7 tests	805L	240	256	247	249	259	240
Lumberg, Alex 5 tests	970L	274	254	269	260	264	251
Solomonov, Andrey 5 tests	1110L	259	242	259	254	259	278
Cornelius, Margot 8 tests	370L	218	233	221	220	226	225
Wu, Li 15 tests	795L	261	259	258	265	250	233
Baker, Sam 15 tests	905L	270	261	262	256	249	255
Smith, Noa 6 tests	960L	251	250	259	257	250	261

Click on the student name for this student’s individual reports for this assessment.

🚩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.

Exported Assessment Results

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** export to Excel. The exported table will have 1 row per student.

Individual Student Reports

Opening Individual Student Reports

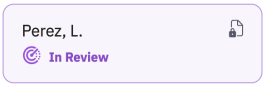
You can view individual student reports all in one place by opening the Student Summative Report dialog.

Step 1: open student's Summative Report dialog

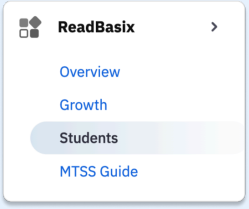
Choose scope: use a dropdown menu in the top-left corner of the screen to switch between district view (select "All Locations") and specific school view (select school name) to navigate to the school that includes the student.

Find the student: you can find the student following one two workflows:

- **Option 1**: navigate to the **Students** screen in the left sidebar, hover mouse of the student name, and select the **Student > View Reports** option from the menu.

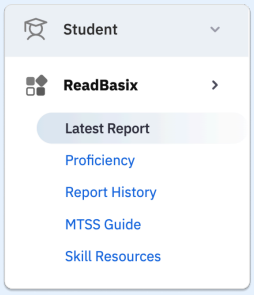


- **Option 2:** navigate to the **Reports** screen in the left sidebar; open the Readbasix report and the Group Report for a group that includes the student. Go to the "**Students**" report for the group and click on the name of the student in the table.



Step 2: select a report

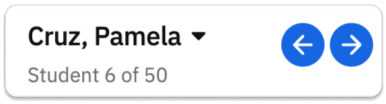
Option 1: open an on-screen report; choose the report you want to see in the left sidebar of the Student Summative Report dialog.



🚩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.

Option 2: export a report: click the "**Export**" button in the upper-right corner of the Student Summative Report dialog; then choose the name of the report to export.

🚩Tip: : You can switch to another student without closing the dialog by clicking on the current student name in the upper-left corner of the dialog or using left/right arrows next to the student name.



On-Screen Student Reports

Latest Report

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

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 educators (remember that 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 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	262	78	8	1 min	May 7, 2025
Vocabulary	264	83	8	3 min	May 7, 2025
Morphology	256	71	7	7 min	May 7, 2025
Sentence Processing	255	67	7	6 min	May 7, 2025
Reading Efficiency	233	30	4	8 min	May 7, 2025
Reading Comprehension	234	31	6	6 min	May 7, 2025

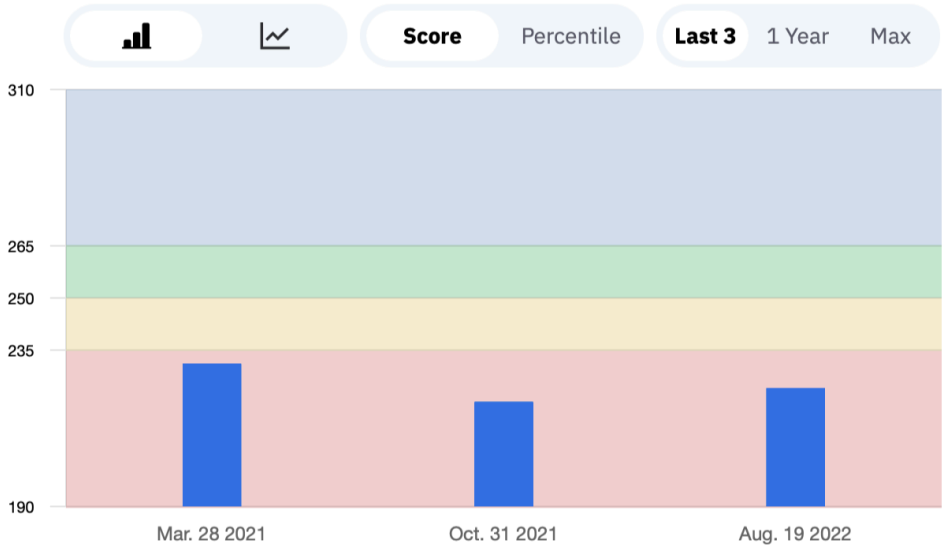
“Lexile” subsection: In this section, you can find an interactive chart with a student's performance extrapolated by the Lexile reading framework from the ReadBasix assessment results.

Subtest sections

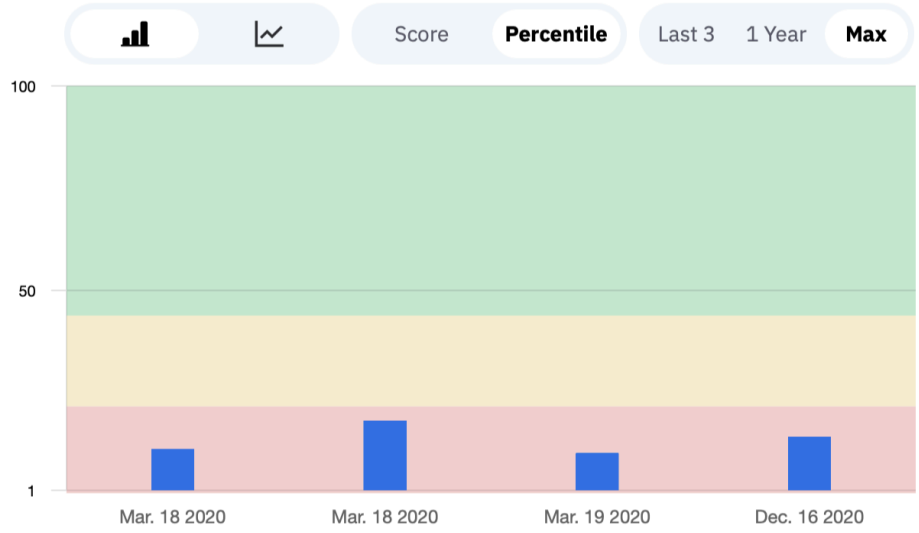
Each subtest section shows data for a specific reading skill, broken up as follows:

“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

Grade 4 percentile (RTI tier) 15th (3) ↓ -2

Ella's performance matched the 15th nationally normed percentile for grade 4. This value falls within the 1-22 percentile band, which corresponds to recommendation of RTI tier 3.

Example: student's RTI tier summary in words

Grade 3 percentile (RTI tier) 80th (1)

Lina's performance matched the 80th nationally normed percentile for grade 3. This value falls within the 44-99 percentile band, which corresponds to recommendation of RTI tier 1.

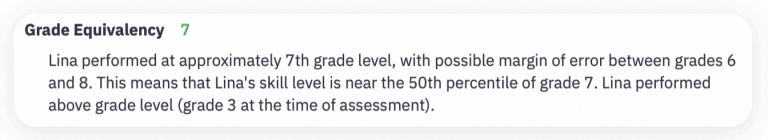
"Grade equivalent score" subsection: In this subsection, you can find a student's grade equivalent score. This value is not reported in Higher Ed organization accounts.

Example: student's grade equivalent score in words

Grade Equivalency < 3

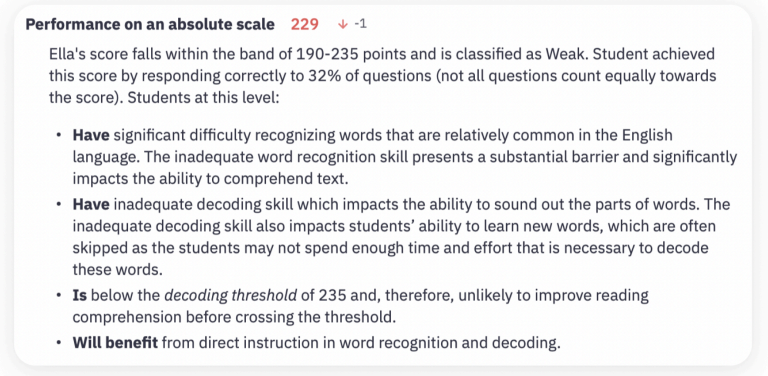
Ella performed at approximately 3rd or lower grade level. This means that Ella's skill level is near or below the 50th percentile of grade 3. Ella performed below grade level (grade 4 at the time of assessment).

Example: student's grade equivalent score in words



"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



Proficiency

In this report, you can review the estimated likelihood that a student will meet proficiency benchmarks on various state-relevant assessments. You can also set a custom proficiency goal for each student. These estimates are based on a linear regression analysis of the student's Lexile scores (see example below). Any scores obtained while a student was rushing - which may introduce a downward bias - are excluded from the analysis to ensure accuracy.

Report History

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

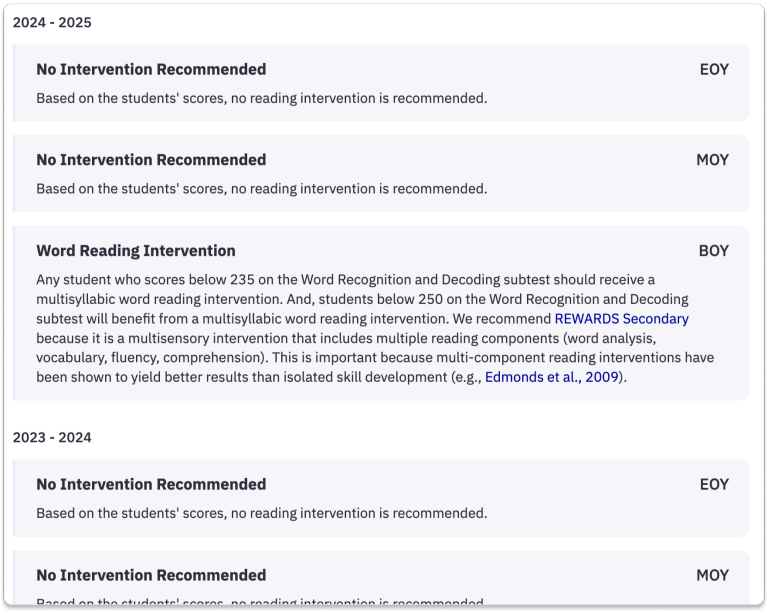
Assignments	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
Spring Screener 6th Grade Retest ALL *Grade 6 · May 15, 2025*	1000L	266	271	266	258	263	257
Read BASIX Spring Screener 6th Grade *Grade 6 · May 9, 2025*	965L	275	262	262	273	222	269
MOY Benchmarks 6th grade *Grade 6 · Jan 30, 2025*	1125L	271	271	256	265	266	267
6th Grade Fall Screening 24-25 *Grade 6 · Sep 10, 2024*	950L	253	256	243	255	249	262
5th Grade Spring Screening *Grade 5 · May 7, 2024*	1140L	270	258	258	263	259	275
2023-24 MOY Benchmark 5th grade *Grade 5 · Jan 17, 2024*	945L	258	257	243	255	236	270

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 assessments without data"** checkbox.

You can switch the report table between grade equivalent scores, percentile & RTI tier recommendation, and scale scores.

MTSS Guide

In this report, you can review the chronology of a student's MTSS group membership. For each benchmark period that the student was evaluated with ReadBasix assessment the report will display which MTSS group the student was placed in. See an example below:



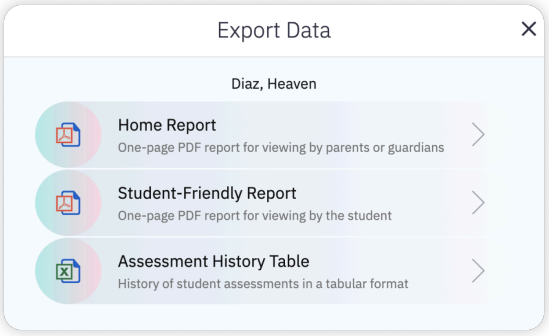
Skill Resources

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

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 educators. 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.

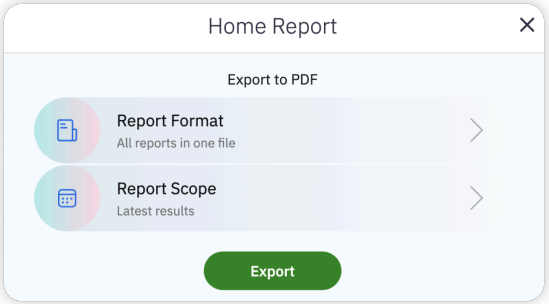
Exported Student Reports

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:

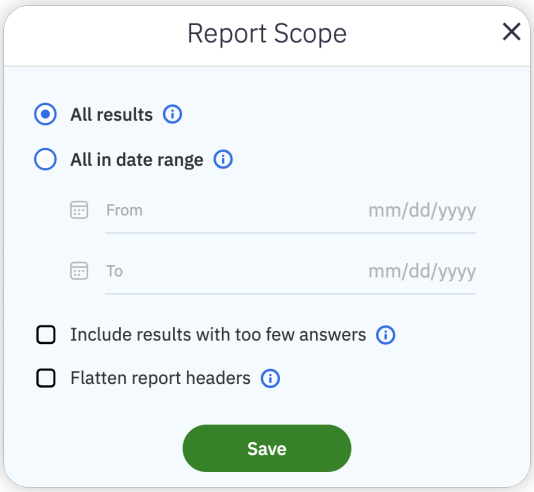
- Click "**Report Scope**" to choose between exporting the latest progress report or benchmarks report.
- Click **Export.**

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.
- Click the **Report Scope** button and select timeframe for the exported data:



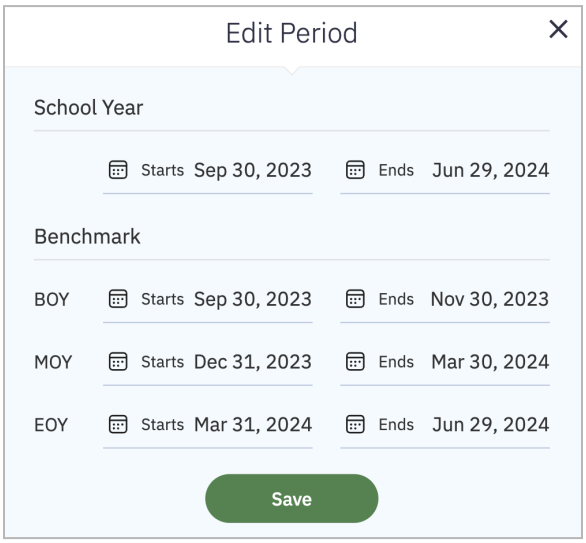
  - **All results**: export results from all assessments. Each row will represent one assessment of the selected student.
  - **All in date range**: export results from all assessments completed within the specified timeframe. Each row will represent one assessment of the selected student.
- Click "**Export**".

Customizing Reports

Defining Benchmark Periods

Organization account members with the District Admin role can define up to 4 benchmark periods (BOY, MOY, EOY, SUM) per school year. When defined, benchmark periods are used throughout the reports and exports. Benchmark periods will apply retroactively as well.

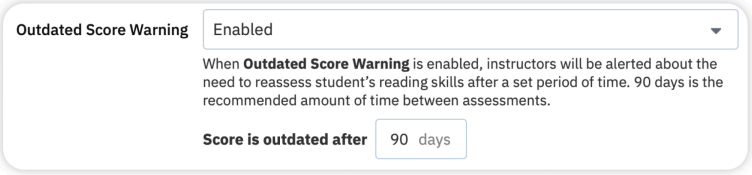
Navigate to **Manage** → **Organization** → **Periods** to view what benchmark periods are currently defined. Click the "**+ Grading Period**" button to define a new school year and benchmarks; click on one of the listed school years to configure it.



Setting Outdated Score Threshold

Organization account members with the District Admin 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 educator 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.

Navigate to **Manage** → **Organization** → **Settings** → **Assessment Settings** to view the current setting. Enable or disable "Outdated Score Warning" setting and choose the number of days. Then click on "**Save**" at the bottom of the screen.



Disabling MTSS Groups

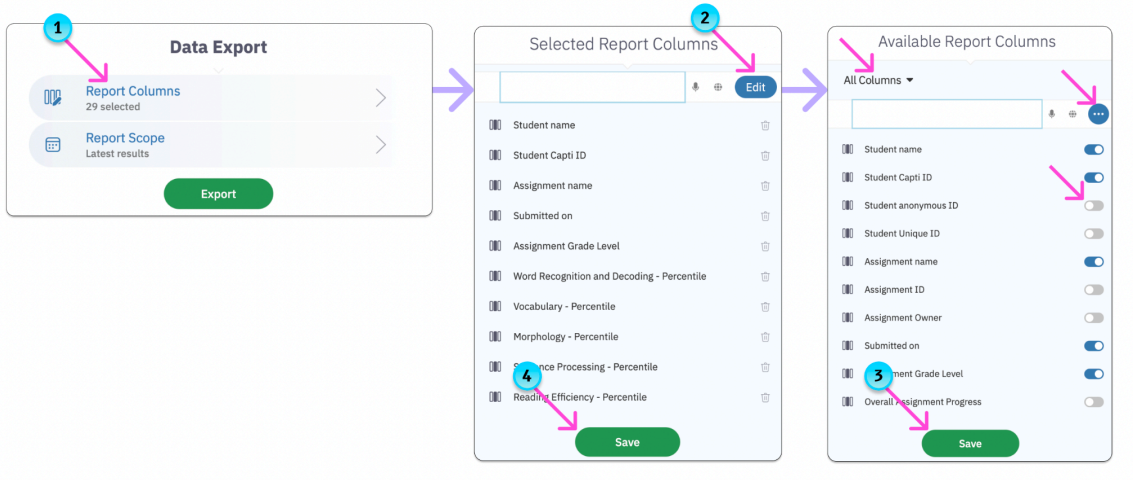
Organization account members with the District Admin role can disable MTSS groups for the entire district. When an MTSS group is disabled, students who would have been assigned to that group are automatically placed into the next most appropriate group given their scores.

Navigate to **Manage** → **Organization** → **MTSS** to view the list of MTSS groups and their settings. Click the "..." button next to the group name; then select "Enable" or "Disable" if you need to change the settings.

Adjusting Report Export Settings

Export additional metrics to Excel spreadsheet

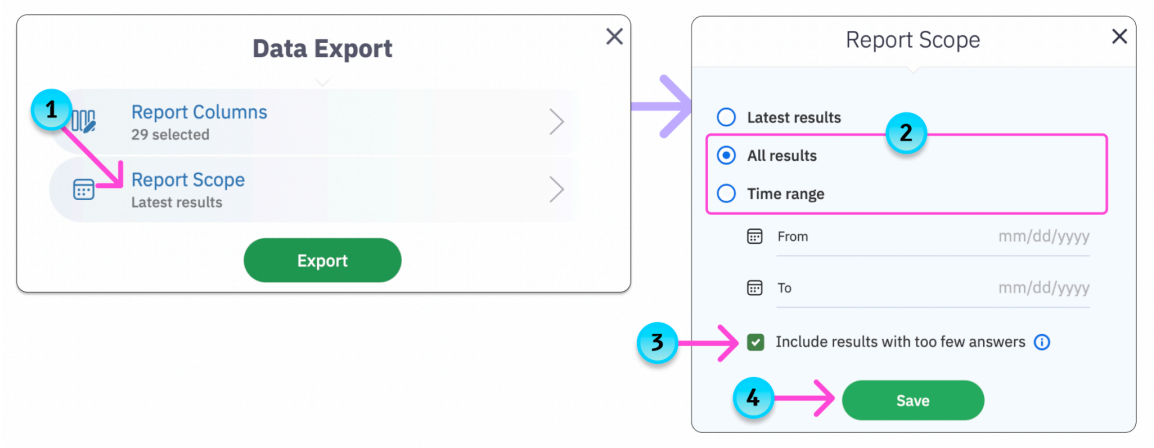
To select which metrics you want to see in the report: when in the "**Data Export**" dialog, click the **Report Columns** button to open the "**Selected Report Columns**" dialog.



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 "Performance Metrics" 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" and then add percentile columns for all subtests at once. Or you can select "Vocabulary"and 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 back.

APPENDIX

Export to Excel: Dictionary

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
Full Name	Student's first and last name as defined by the org. account
First Name	Student's first name as defined by the org. account
Last Name	Student's last name as defined by the org. account
Full Name (Self)	Student's first and last name as defined by the student
Capti ID	Student's unique Capti login identifier, usually an email
Anonymous ID	Student's unique, anonymized Capti identifier, generated by Capti
Unique ID	Student's unique identifier provided by the rostering system (e.g. Clever, ClassLink, any linked SIS)
Personal Number	Student's personal number (any value) provided by the school
State ID	Student's State ID (SSID)
SIS ID	Student's SIS ID
District Name	Student's district name *In development, estimated release: August 2025*
District ID	Student's unique district ID
District Type	Student's district type
School Number	Student's district-preferred unique school ID Note: When importing using ClassLink or SFTP, use the "identifier" field in the orgs.csv to populate this field.
Last Login	Date of most recent login by the student

Column name	Explanation
Location(s) / School(s)	List of locations or schools the student is enrolled in (comma-separated)
Classes	List of classes the student is enrolled in, any location/school
Grade Level	Student's grade level (CEDS code) at present time
Demographics - Gender	Student's gender • male • female • x • unknown
Demographics - Race	Student's race
Demographics - Hispanic / Latino	True / False
Demographics - IEP	True / False
Demographics - ELL	True / False
Demographics - Birthdate	Student's date of birth, in format YYYY-MM-DD
Demographics - Lunch Status	Student's lunch status

Assessment Configuration

Column name	Explanation
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 (educator 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 Completed	Percent of assessment completed by the student
Time Limit	*Deprecated field*

Column name	Explanation
Wall-Clock Elapsed Time	Elapsed time for the entire assessment Format: hh:mm:ss
Student State	State of student in the assessment. Possible values: • On Hold • Posted • In Progress • In Review • Done
Submitted By	Reason the assessment was submitted, with the following possible values: • **Student's name** - if submitted by the student after completing all assigned subtests • **Proctor** - if submitted by assessment proctor or owner • **Capti (timeout)** - if submitted automatically due to timeout if assessment was timed • **Capti (due date)** - if submitted automatically due to due date restriction • **Not Submitted** - if not submitted, possible to receive a score in a subtest while the assessment as a whole is still incomplete and un-submitted • **Archived** - if assessment was moved to the archive, which automatically submits all outstanding work in progress
Time Accommodation	Time extension accommodation provided to the student during the assessment, with the following possible values: • Standard Timing • Timed (1.5x Time) • Timed (2x Time) • Untimed Note: "Untimed" is deprecated but can appear in older data.

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

Column name	Explanation
Benchmark period	Name of the benchmark period this score belongs to (if any). Value: benchmark period name or empty value See "Defining benchmark periods"
Score	Scale score: score on an absolute scale *Value: 190 - 310*
Percentile	Nationally normed percentile *Value: 1 - 99* 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 *Value: 3 - 12* 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: • **Successful completion**: scores received and not rushed • **Rushed completion**: scores received but rushed • **Unreliable/missing results**: scores not received due to insufficient number of responses followed by a timeout
Score Std. Error	Standard error for the scale score value
Percent Correct	Percent of scored questions answered correctly Value: 0 - 100
Percent Answered	Percent of scored questions answered Value: 0 - 100
Total Elapsed Time	Total time spent on completing the subtest Format: hh:mm:ss
Operational Elapsed Time	Time spent on completing scored questions in the subtest Format: hh:mm:ss
Score Band	Classification based on scale score result • Weak • Low average • High average • Strong
Inefficient Decoder	Identifies students with inefficient decoding skills. Possible values: • **Yes**: determined to be an inefficient decoder • **No**: determined not to be inefficient decoder

Column name	Explanation
	• **Unknown**: could not be determined based on available data Note: Older assessments may show an empty field, which is equivalent to "Unknown".
Recency	Values based on settings of outdated score: • Up to date • 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: • Level A • Level B • Level C
This Subtest Difficulty	Difficulty level of current subtest. Possible values: • Level A • Level B • Level C
This Subtest Difficulty Trigger	Reason for the current subtest difficulty level, with possible values: **Manually Selected** - if the assessment creator selected difficulty level for all subtests at the time assessment was created **ReadBasix Recommendation** - if a student's prior ReadBasix performance was used to determine difficulty level (see "Next subtest difficulty" export column) **ReadRoutix Recommendation** - if a student's prior ReadRoutix performance was used to determine difficulty level **Default Setting** - if difficulty level was set to default value of "Level A" because there wasn't enough information about the student to recommend a difficulty level **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

Calculation of a new Lexile score starts when an assessment with one of the subtests used to compute the Lexile score is submitted. 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.

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.
Recency	Result recency, values based on settings of outdated score: • **Up to date** - all 3 constituent subtests are up to date • **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.

Available Reports

- **Group comparison**: Compares reading skill levels across schools, grades, classes, or demographic categories within a district or a school.

  Available: on-screen, Excel.

- **Group Performance**: Visualizes latest reading skills performance of a chosen group.

  Available: on-screen, PDF.

- **Group Growth Trends**: Traces reading performance evolution across benchmarks for a chosen group, annually and year-over-year.

  Available: on-screen, PDF.

- **Group Student List**: Compares individual student reading skills performance within a chosen group.

  Available: on-screen, PDF, Excel.

- **Home/Student Report**: Provides a parent- and a student-friendly overview of a student's reading performance. One page per student.

  Available: PDF.

- **Group MTSS Report**: instructional groupings based on students' foundational skills.

  Available: On-screen, PDF.

- **Assessment Overview**: Provides a comprehensive summary of a specific reading assessment.

  Available: on-screen, Excel.

- **Assessment Timeline**: Documents reading assessment history of a group of students

  Available: Excel

- **Student Assessment Analysis**: Presents a review of a student's specific reading assessment results.

  Available: On-screen, PDF.

- **Student Latest Performance**: Presents a thorough review of a student's latest reading performance.

  Available: On-screen, PDF.

- **Student Proficiency Report**: Visualizes student's state test proficiency analysis and forecast, clearly showing growth or need for improvement.

  Available: On-screen, PDF.

- **Student Assessment History**: Documents student's reading assessment history.

  Available: On-screen, PDF.

- **Student MTSS History**: Documents student's MTSS group classification history.

  Available: On-screen, PDF.

- **Student Skill Resources**: Personalized recommendations for enhancing each of the five foundational reading skills and reading comprehension, tailored to the individual student's assessment results and grade level.

  Available: On-screen, PDF.

Notable Reading 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