

Capti ReadBasis Introduction



Agenda

1

What is ReadBasix? How does it help Ohio?

2

What does ReadBasix Assess?

3

How Do You Navigate the ReadBasix Assessment Platform?

4

How Do You Analyze the Data?

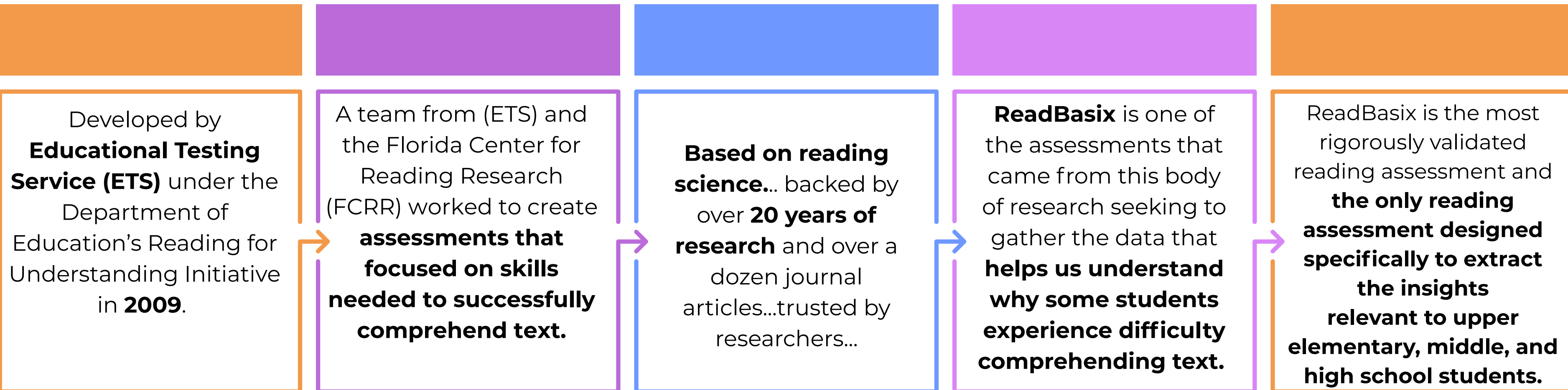
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Q&A

1

What is ReadBasix? How does it help Ohio?

Research Foundations



Approved in Ohio

2026-2027 List of Approved Assessments

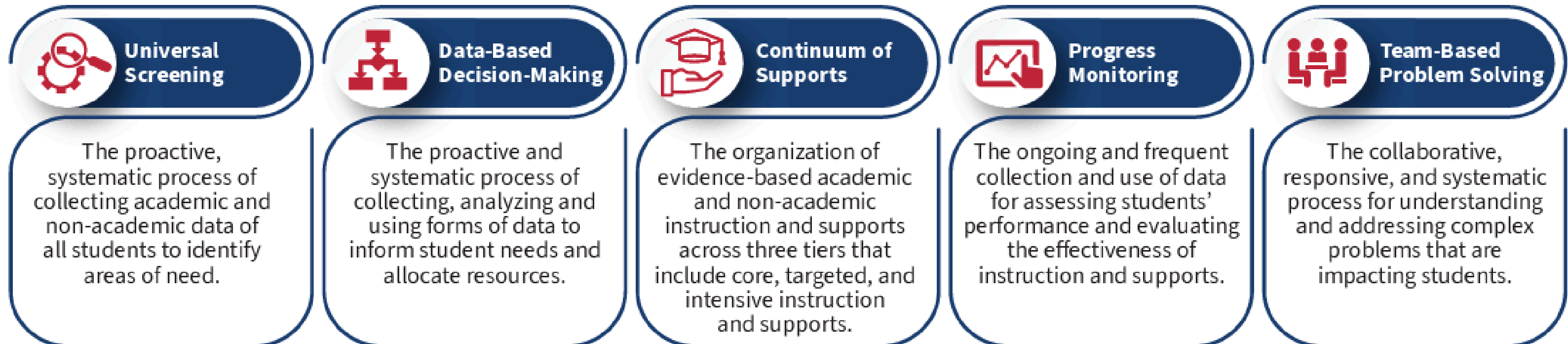
Vendor	Name of Product	Tier 1 Dyslexia Screener	High Quality Student
Capti	ReadBasix	X	X



Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



2 What Does ReadBasix Assess?

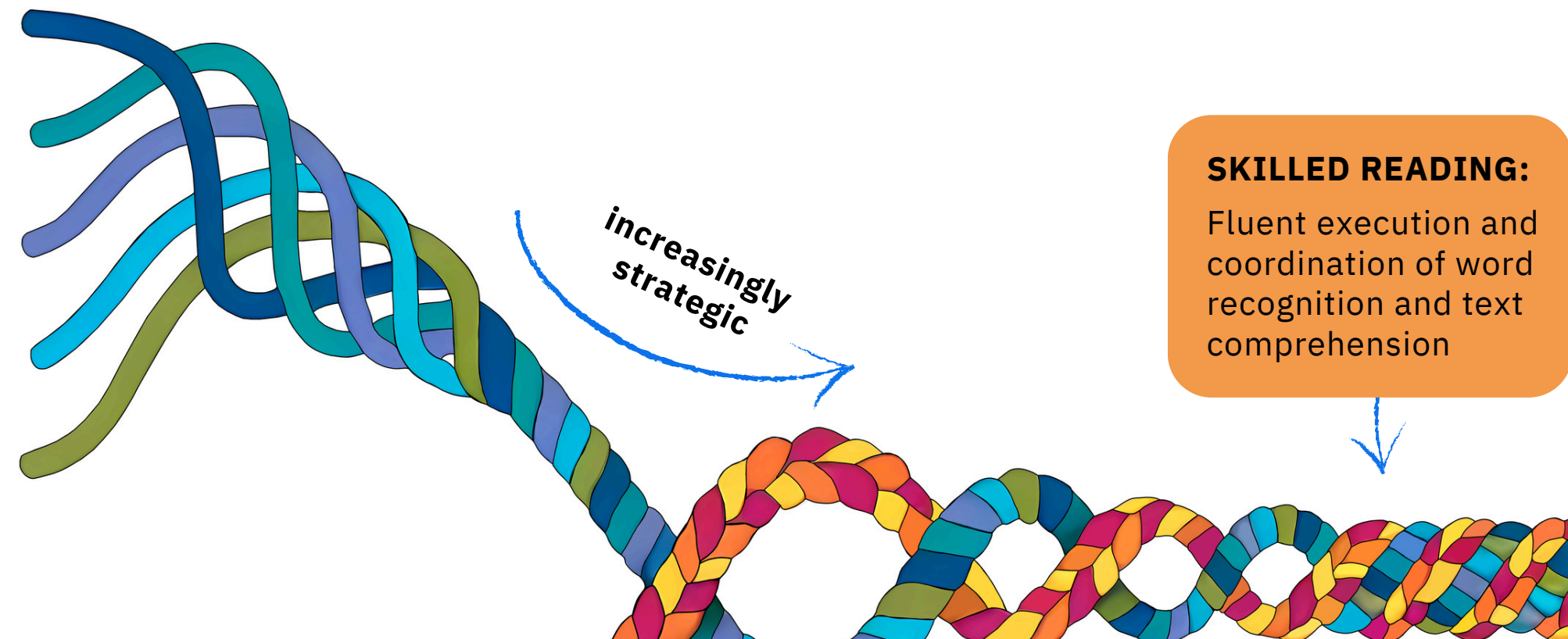
ReadBasix is an assessment of adolescents' **foundational reading skills**- pinpointing exactly where they need support on their journey to fluent reading comprehension.



Scarborough's Reading Rope

LANGUAGE COMPREHENSION

- **BACKGROUND KNOWLEDGE**
(facts, concepts, etc.)
- **VOCABULARY**
(breadth, precision, links, etc.)
- **LANGUAGE STRUCTURES**
(syntax, semantics, etc.)
- **VERBAL REASONING**
(inference, metaphor, etc.)
- **LITERACY KNOWLEDGE**
(print concepts, genres, etc.)

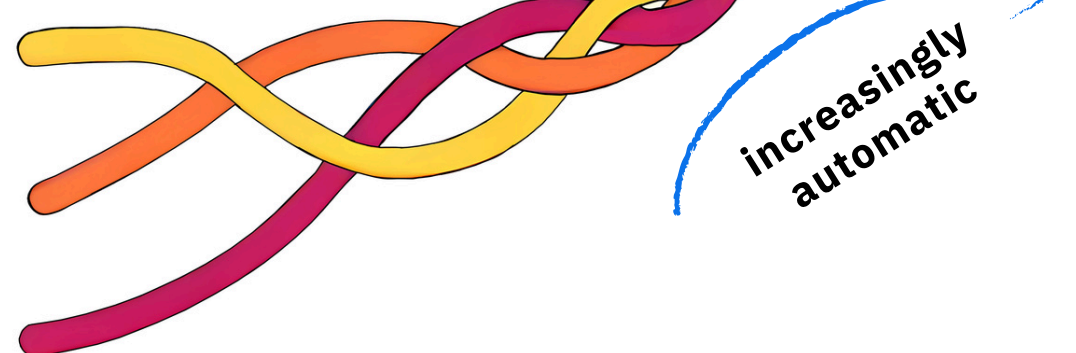


SKILLED READING:

Fluent execution and coordination of word recognition and text comprehension

WORD RECOGNITION

- **PHONOLOGICAL AWARENESS**
(syllables, phonemes, etc.)
- **DECODING** (alphabetic principle, spelling-sound correspondences)
- **SIGHT RECOGNITION**
(of familiar words)



(Scarborough, 2001)

Scarborough's Rope (2001)
represents the complexity of
reading and breaks the process of
reading into subskills- much like
the ReadBasix assessment does.

Subtests and Timing

SUBTESTS AND SKILLS	AVG-MAX ¹
Subtest 1: Word Recognition & Decoding	5-8 min
Subtest 2: Vocabulary	5-9 min
Subtest 3: Morphology	5-10 min
Subtest 4: Sentence Processing	5-9 min
Subtest 5: Reading Efficiency	5-13 min
Subtest 6: Reading Comprehension	20-30 min

Note. ¹ The MAX time reflects the time limit for each subtest.

Subtest 1

Word Recognition and Decoding

klass

- 1 IS a real word
- 2 is NOT a real word
- 3 sounds exactly like a real word**

In this example, "klass" isn't a real word, but if you say it to yourself, it sounds exactly like the real word "class". So the correct answer is "sounds exactly like a real word".

NEXT

Subtest 2

Vocabulary

forest

1 kitchen

2 trees

3 boat

In this example, "trees" is the choice that goes with "forest".

NEXT

Subtest 3

Morphology

That actor plays the father on a _____ TV show.

- 1 popularity
- 2 population
- 3 popular**

In this example, “popular” is the choice that makes the sentence make sense.

NEXT

Subtest 4

Sentence Processing

Ray leaned his bike _____ the wall.

1 above

2 against

3 through

In this example, "against" is the choice that makes the sentence make sense.

NEXT

Subtest 5

Reading Efficiency

Start by reading the passage to yourself silently. When you come to a sentence that has choices, pick the word that makes the sentence make the most sense. Here is an example.

Summer is my favorite season of the year because I love to spend time outside in the warm ☐ 1 house ☐ 2 coat ☒ 3 weather .

The correct answer is “weather.”

Next

Subtest 5

Reading Efficiency

Dolphins are mammals that are related to whales. There are many different types of

① pencils / ② clouds / ③ dolphins.

Next

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.

That is correct because "rivers" makes the sentence make sense.

Next

Subtest 6

Reading Comprehension

The Development of Subways

On a Monday morning in many large cities, the streets are crowded with cars, buses, bikes, and people. Sometimes, the traffic comes to a stop. These stops cause long delays. To handle traffic efficiently, cities developed subway systems. These are transportation systems that run underneath city numbers streets. Riders usually pay a small fee for each ride. There are station stops located at major points throughout the city. On a typical day, hundreds of thousands of people use the subway to go from place to place. The first subway was built around 1897 in Boston, Massachusetts. New York's subway system was started in 1904. It is the busiest in the United States. At first, construction of a subway tunnel meant that the road above it had to be torn up. Once the road was removed, the tunnel was built. Then the road was rebuilt over it. But what if the ground underneath the road contained huge layers of rock? In these cases, heavy machinery was used to penetrate the rock and build the tunnels. The people who do this kind of work have a special nickname. They are called "sandhogs" because they are surrounded by dirt, sand, and rock when they work.

Most people support subway systems because they reduce car traffic and air pollution. But building and maintaining a subway system can be very

The passage lists two benefits of subway systems. The benefits are:

- 1 building tunnels underneath roads and collecting fees from riders
- 2 causing traffic and stopping at major points throughout the city
- 3 rebuilding roads and using heavy machinery to penetrate rock
- 4 reducing car traffic on city streets and reducing air pollution

NEXT

Subtests and Timing

Day 1
Subtests
1,2,3, & 5

Day 2
Subtests
4 & 6

SUBTESTS AND SKILLS	AVG-MAX1
Subtest 1: Word Recognition & Decoding	5-8 min
Subtest 2: Vocabulary	5-9 min
Subtest 3: Morphology	5-10 min
Subtest 4: Sentence Processing	5-9 min
Subtest 5: Reading Efficiency	5-13 min
Subtest 6: Reading Comprehension	20-30 min

3

How Do You Navigate the ReadBasix Assessment Platform?

Demo Site: capti.com/demo
Password: demo3

ReadBasix Educator Manual

We are here to help, and so is the Educator Manual.



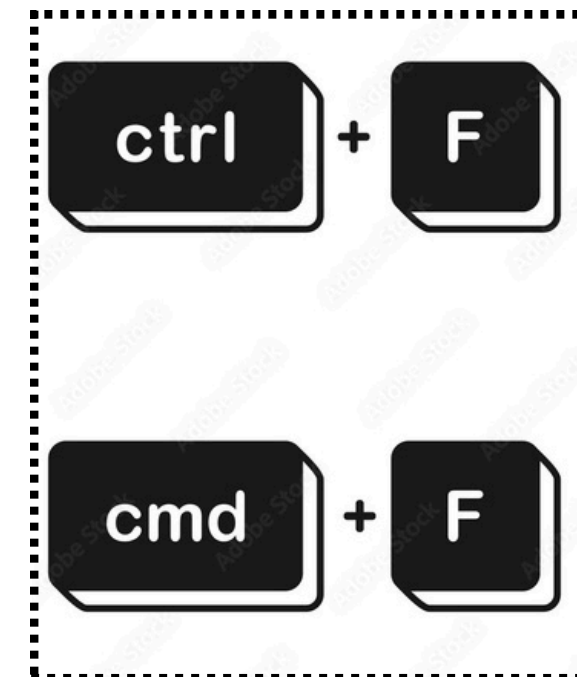
Educator's Manual



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The MTSS Guide and Group Report

Grade 8 ▾

Grade 1 of 1

ReadBasix

Overview

Growth

Students

MTSS Guide

Group Report

ReadBasix: MTSS Guide

Multisyllabic Word Reading Intervention

4 students • 20%

Any student who scores below 235 on the Word Recognition and Decoding subtest should receive a multisyllabic word reading intervention. And, students below 250 on the Word Recognition and Decoding subtest will benefit from a multisyllabic word reading intervention. We recommend [REWARDS Secondary](#) because it is a multisensory intervention that includes multiple reading components (word analysis, vocabulary, fluency, comprehension). This is important because multi-component reading interventions have been shown to yield better results than isolated skill development (e.g., [Edmonds et al., 2009](#)).

Morphological Awareness

4 students • 20%

Any student who scores below 250 on the Morphology subtest will benefit from explicit morphological awareness instruction. We recommend an intervention like [Morpheme Magic](#) which teaches students to analyze prefixes, suffixes, roots, and base words to break down morphologically complex words. This skill is critical for upper-elementary and secondary students as they encounter challenging, content-area texts.

Fluency Instruction

2 students • 10%

Students who score below 250 on the Reading Efficiency subtest but generally perform higher in all other subtests (i.e., high average or strong) likely have difficulty reading with fluency. To support readers in building their fluency, engage them in [Echo Reading](#) with a focus on prosodic reading, specifically focus on [phrasal boundaries](#) and [expression](#) using [complex texts](#), establish routines for [repeated reading](#) that have [tracking measures](#) to monitor progress, and monitor students' growth over time by measuring [rate and accuracy](#).

Grade 7

ReadBasix by capti

Phonics Intervention

Any student who scores below 220 on the Word Recognition and Decoding subtest should receive a phonics reading intervention. We recommend PHONICS for Reading because it focuses on sound-to-letter correspondence and is designed for students in Grades 3-12.

Student Name	Lexile®	Word Recog., Decoding	Vocabulary	Morphology	Sentence Proc.	Reading Effic.	Reading Comp.
Kim, Chloe	505L	217	241	233	233	228	237
Phillips, Amelia	445L	218	233	221	220	226	225

Home Reports and Student Reports

10:07

Camera

96



Capti ReadBasix Tests

ReadBasix assesses 5 foundational reading skills and basic reading comprehension. Each skill can be assessed together or individually; the entire battery of 6 subtests takes students 45-60 minutes on average and up to 84 minutes if timed. The assessment time can be reduced by focusing on specific skills, most of which can be assessed in 5-10 minutes each. Each subtest has 3 levels of difficulty that are automatically personalized to students' levels based on the results of the previous administration of the ReadBasix diagnostic assessment or the ReadRoutix screener.



Chloe Smith



Chloe participated in a reading assessment known as ReadBasix. This tool evaluates five critical reading abilities and assesses the student's comprehension skills. This report provides insight into the areas where Chloe excels in reading, along with areas where Chloe might need additional support. For more information about the tested skills, please scan the QR code.



Overall reading ability

Chloe can likely understand most words in a text without stopping to sound out the words. This ability helps them think about other things, like remembering new words and finding clues to understand harder words. As Chloe reads more, they start to recognize words automatically, which means they will not have to think about each word as much. When reading gets easier, they can pay more attention to things like vocabulary and how sentences are built. However, Chloe still needs to practice making sure they understand what was read. To help, it's good to read the same text several times, which can make Chloe's understanding even better.

Reading skills

Skill	Sep 17 2025	Jan 14 2026	Apr 20 2026
Word Recognition and Decoding	249	256	260
Vocabulary	257	255	256
Morphology	252	258	252
Sentence Processing	254	247	254
Reading Efficiency	243	260	258
Reading Comprehension	262	267	268
Lexile® measure	915L	975L	1035L

Chloe's Lexile® reading measure is **1035L**, with a recommended reading range of **935L-1085L**. To find more books at an appropriate skill level please scan the QR code.

Legend: Fall (Orange), Winter (Blue), Spring (Green), Summer (Red)



If you would like additional recommendations to support Chloe in reading, please contact their teacher.
Generated on July 14, 2026, benchmark results for school year 2025 - 2026.
Student Number: 000000



10:09

this month

96

Search by Measure

LEXILE MEASURE (BR65OL - 1825L)

Lexile Student Measure

Don't know your Lexile Measure?

[Search by Grade](#)

LEXILE MEASURE RANGE (BR65OL - 2200L)

Minimum Measure	Maximum Measure

Search by Interest

Categories

Select One or More

Sub-Categories

Select One or More

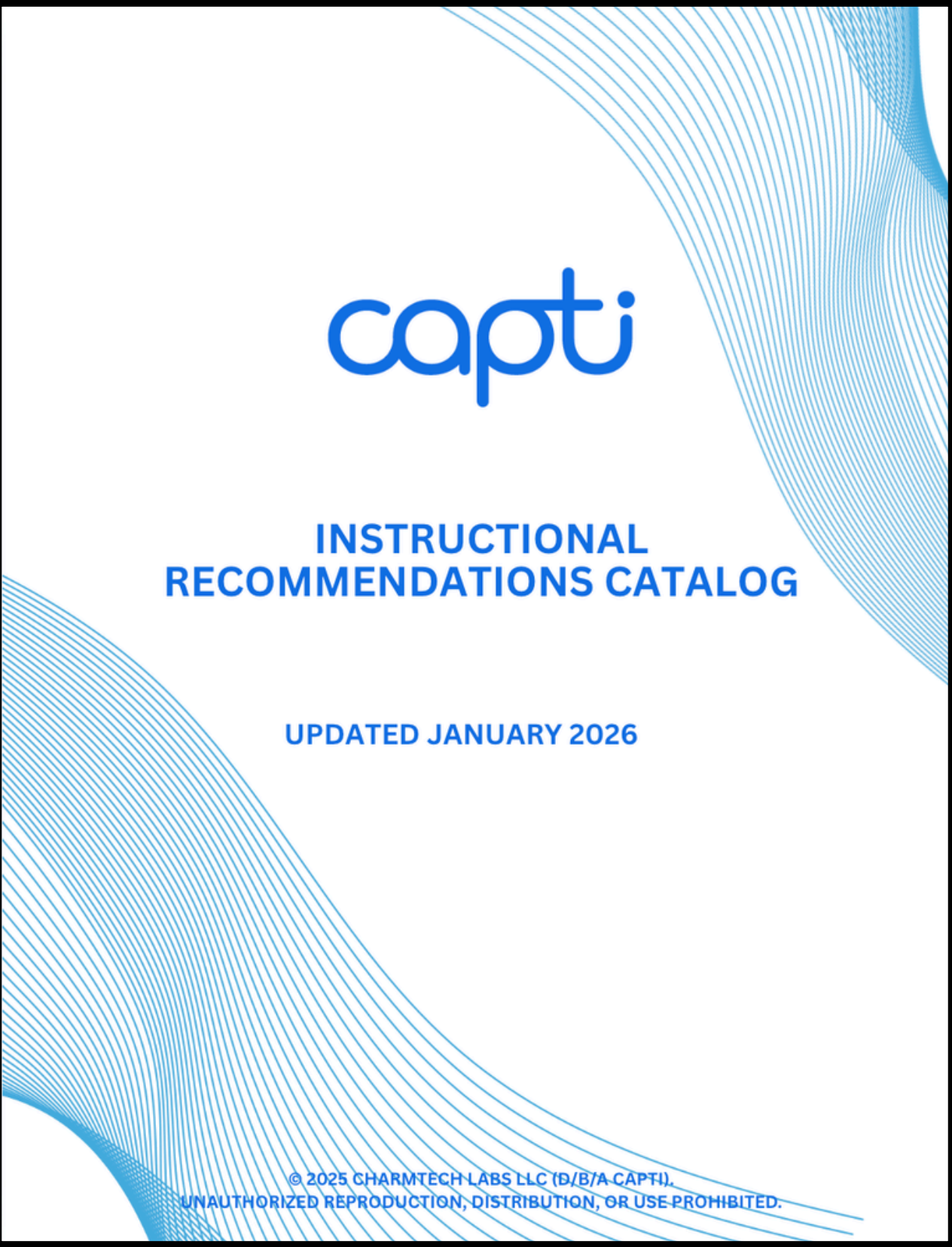
Book Type

[Fiction](#) [Nonfiction](#)

Book Interest

☐ ELL

Instructional Recommendations Catalog



★ INSTRUCTIONAL RECOMMENDATIONS CATALOG ★

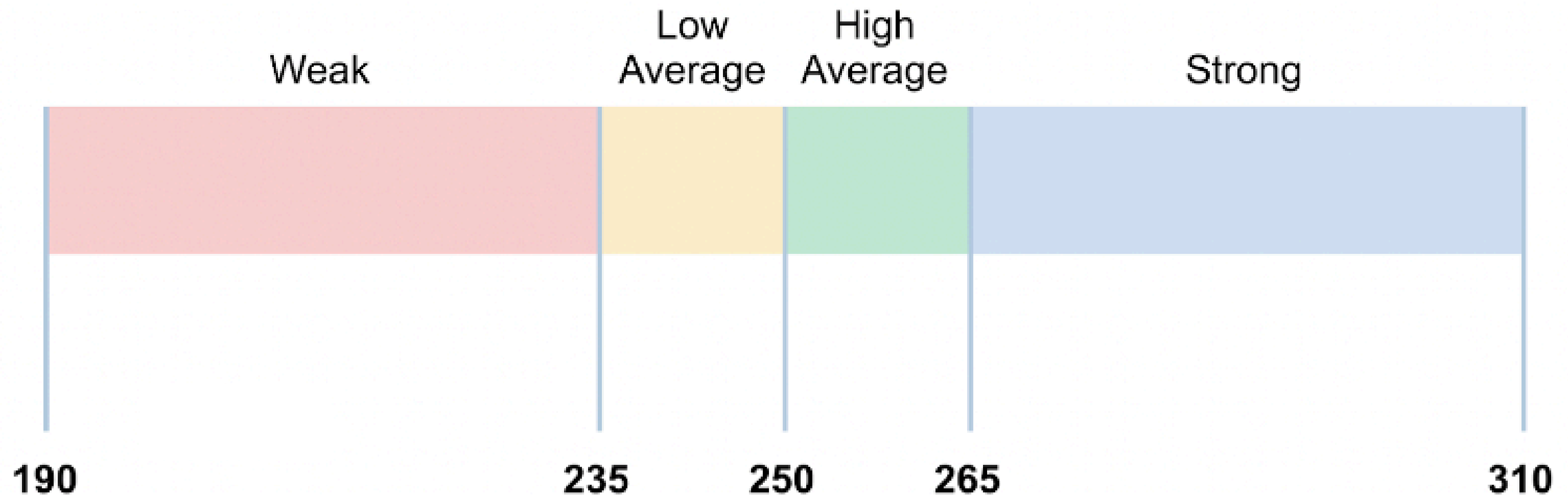
Suggestions for grade-level
RESEARCH BASED AND EVIDENCED BACKED
routines, strategies, programs can be found here.

4

How Do You Analyze the Data?

ReadBasix Scale Score Cut Points

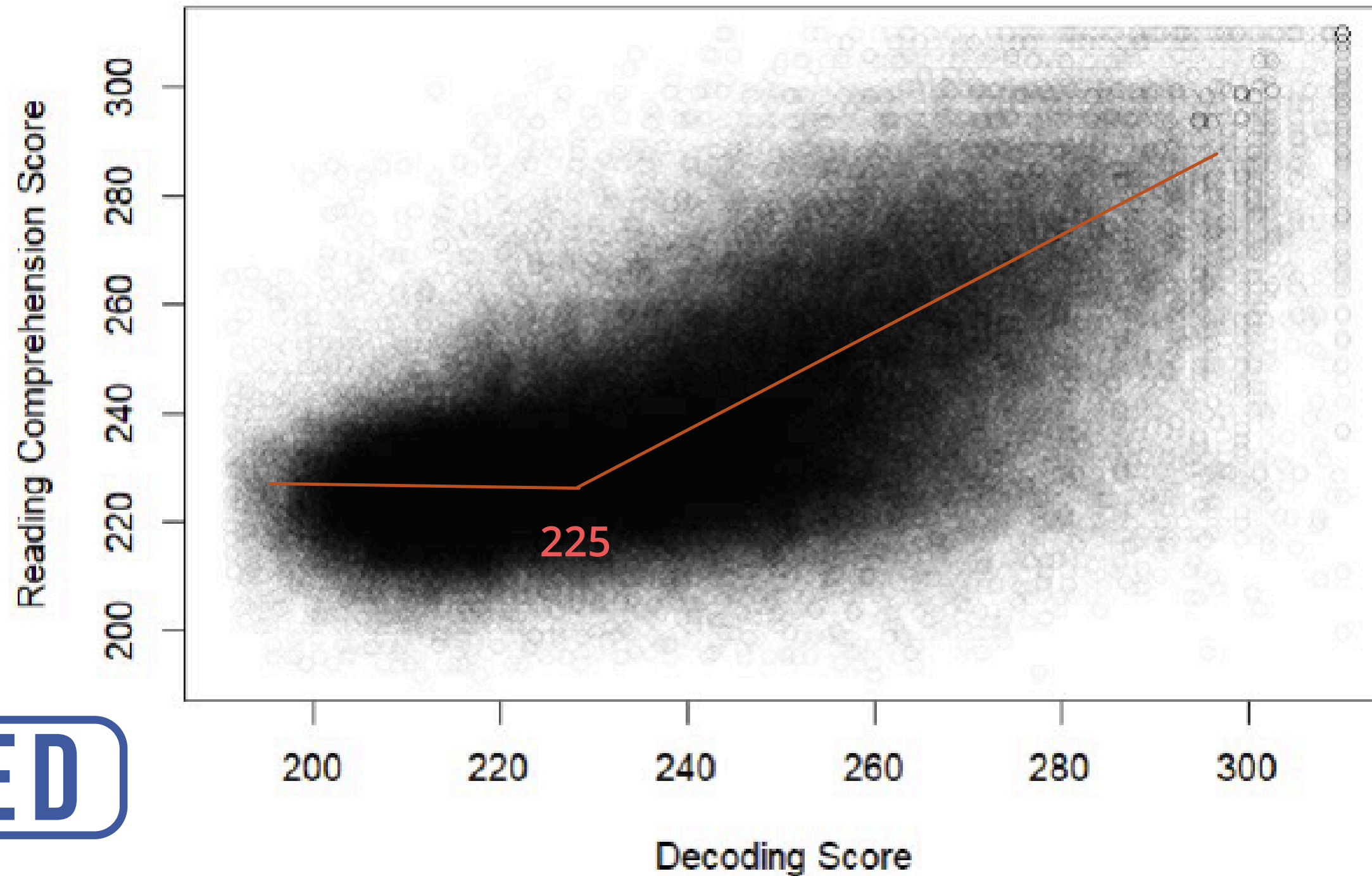
Grades 3-12



UPDATED

The Decoding Threshold

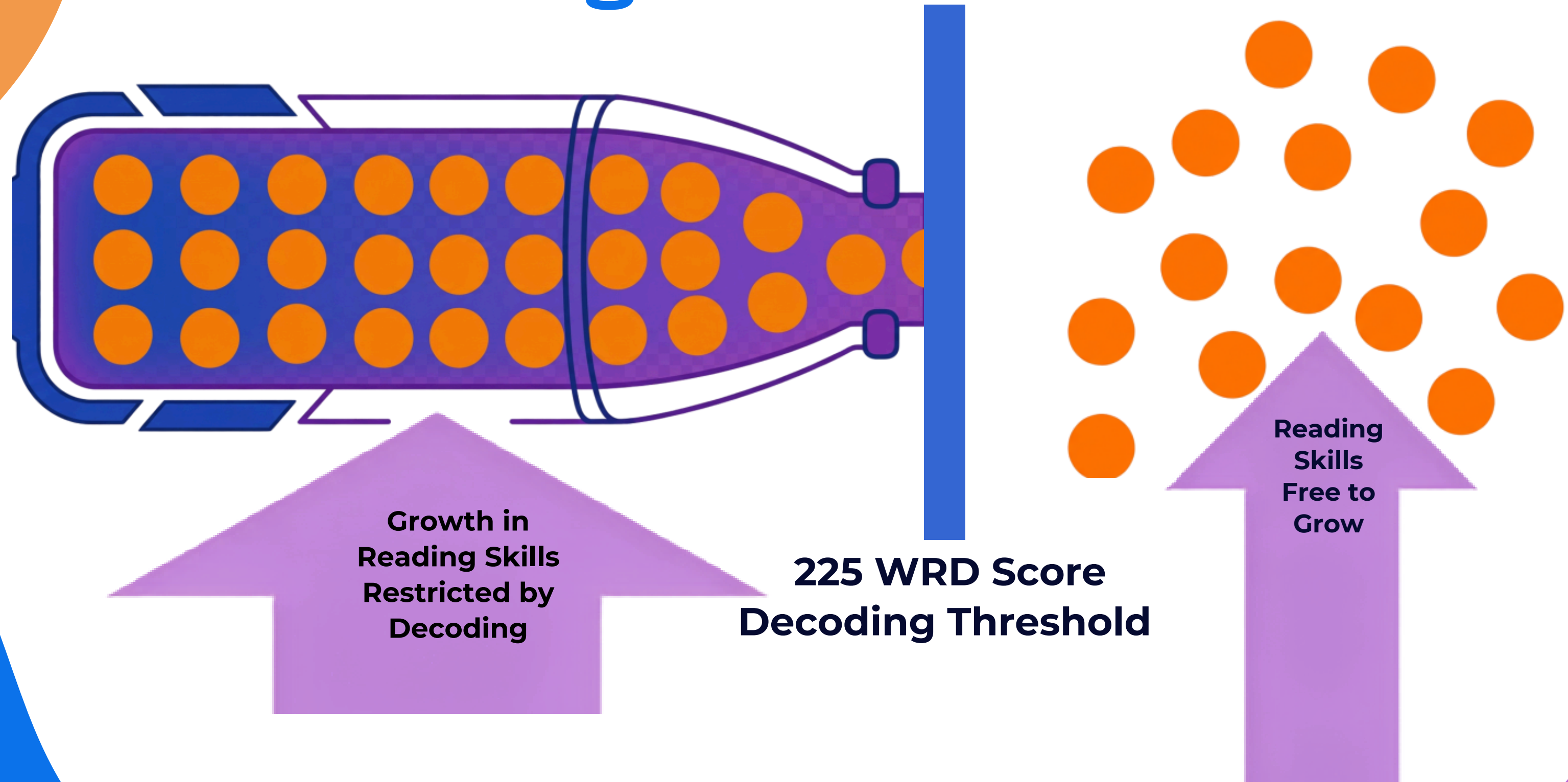
Figure 1. Scatterplot of Decoding and Reading Comprehension Performance



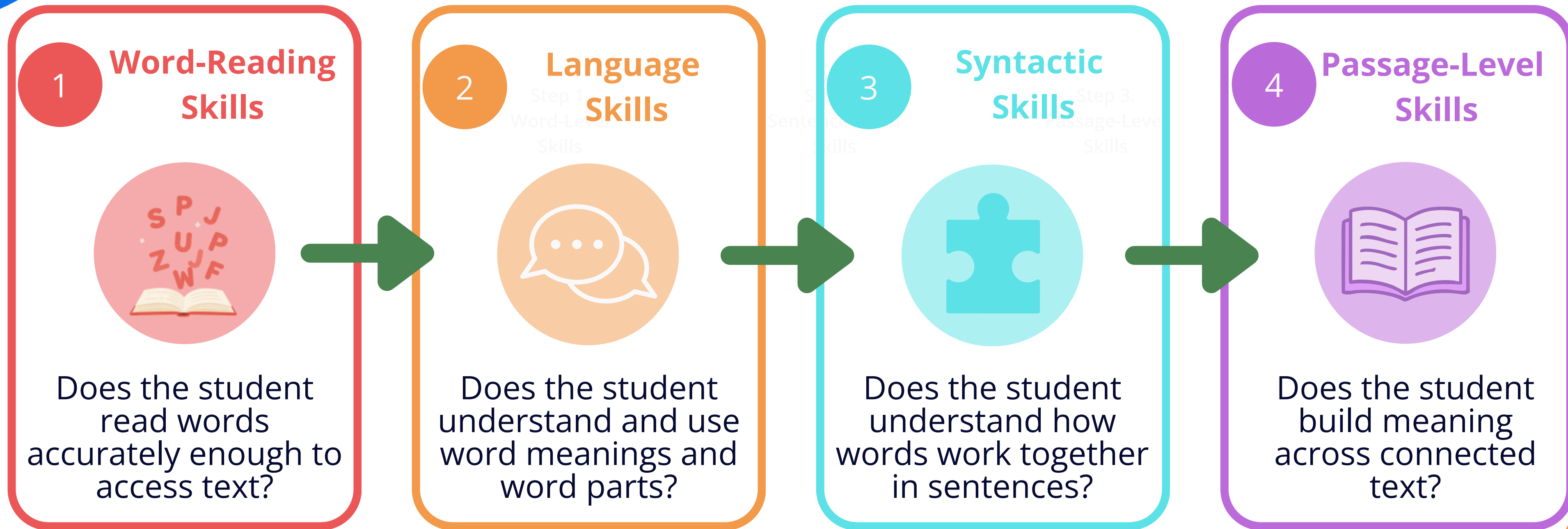
UPDATED

(Wang, O'Reilly, & Sutherland, 2024)

Decoding Threshold Bottleneck



ReadBasis Data Analysis Process



UPDATED

ReadBasix Data Decision Guide

Use this Sequence to Identify Needs and Apply Decision Rules

1

Word-Reading Skills

The student's ability to recognize sight words and decode unfamiliar words



Check: Word Recognition and Decoding (WRD)

If the data show...

WRD $\leq$ 210

Measure phonemic awareness

WRD 211-225

Provide phonics instruction

WRD $<$ 250

Provide multisyllabic word reading instruction

WRD $\geq$ 250

Move to Step 2 Language Skills

2

Language Skills

The student's ability to use word meanings and word parts to support understanding



Check: Vocabulary (VOC) and Morphology (MOR)

If the data show...

VOC or MOR $<$ 250

Provide morphological awareness instruction that supports vocabulary development

VOC and MOR $\geq$ 250

Move to Step 3 Syntactic Skills

3

Syntactic Skills

The student's ability to process how words work together in sentences



Check: Sentence Processing (SP)

If the data show...

SP $<$ 250

Provide sentence-level instruction

SP $\geq$ 250

Move to Step 4 Passage-Level Skills

4

Passage-Level Skills

The student's ability to silently read quickly and accurately while they construct meaning within connected text



Check: Reading Efficiency (RE), Reading Comprehension (RC)

If the data show...

RE $<$ 250

Provide fluency instruction

RE $\geq$ 250 and RC $<$ 250

Provide comprehension instruction

RE and RC $\geq$ 250

Continue with core instruction and monitor progress

ACROSS STUDENTS: LOOK FOR TIER 1 IMPLICATIONS

Is this a pattern for many students?

5

Check:

- Group, grade, and school trends
- Subtest patterns across groups
- Growth patterns over time



If the data show..

Similar patterns across students or groups

Then consider...

- ✓ Determine Tier 1 implications
- ✓ Tier 1 data trend summary
- ✓ Grouping rule revision

- ✓ Scheduling/staffing response
- ✓ Data-to-action meeting
- ✓ Progress review cycle



ReadBasix: Optimal Implentation

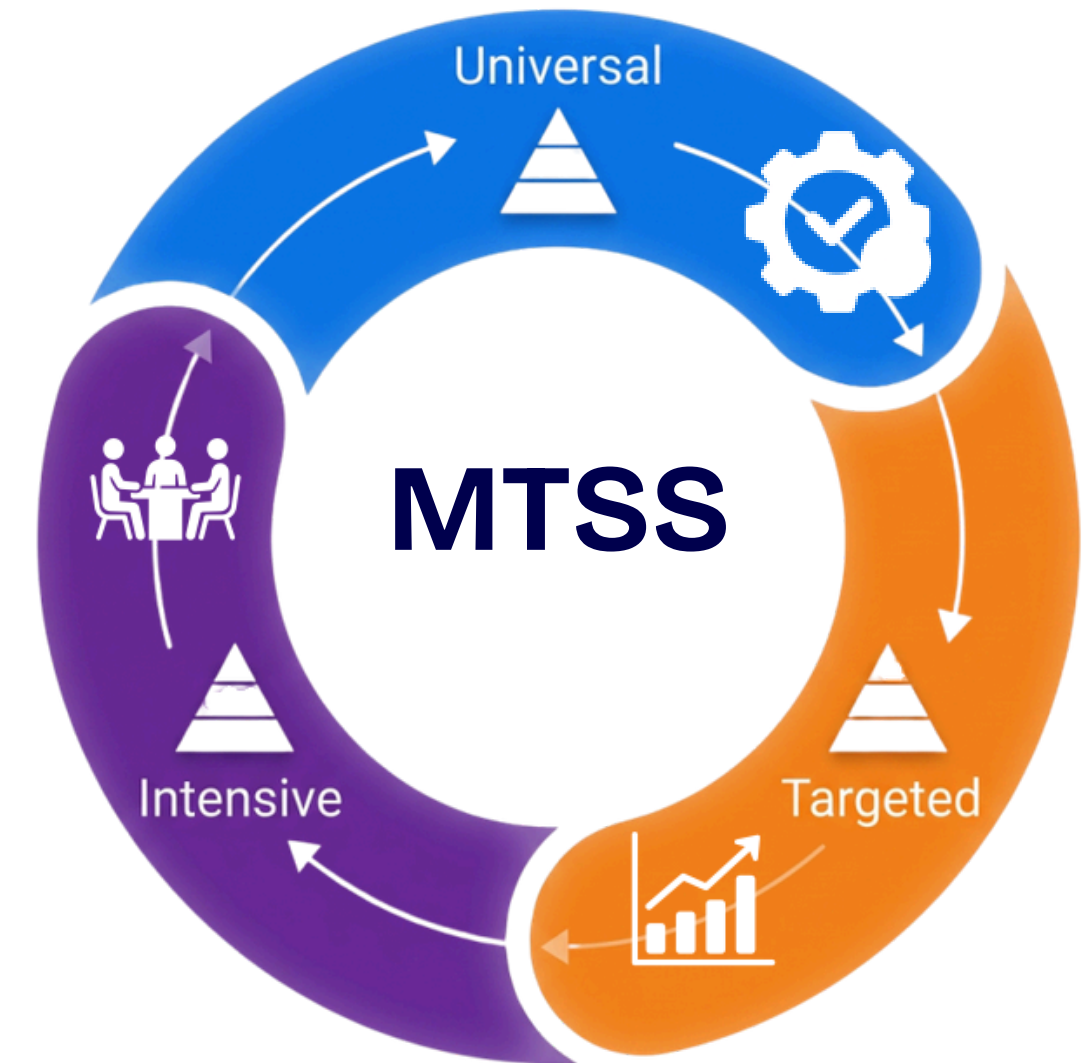
- ReadBasix can be given at three benchmark periods set in dates of your choosing: Fall, Winter, and Spring (These are typically referred to as **BOY, MOY, EOY**)
- **BOY** can be used to identify needs and begin interventions, then ReadBasix can be used for **MOY** and **EOY** to measure students' overall progress in reading skills across the school year.
- Individual subtests in ReadBasix can be given **every 6-8 weeks to monitor progress** on the skills that were targeted for additional support.

* frequent, weekly or bi-weekly, progress monitoring should be in the form of curriculum-based measures and NOT with ReadBasix. ReadBasix is too global a measure and is not recommended for weekly or bi-weekly progress monitoring.

This data is simply what is needed to start this important work of implementation!

This data is not intended to only inform intervention- it is MTSS (system-wide) data.

Research and practice indicate that fully implementing a school-wide MTSS framework is a **3-5 year process**. It requires sustained commitment, capacity building, and continuous refinement.



5

Q&A

Thank You!

Find video tutorials, manuals, and quick guides
at www.Capti.com

Discover all that the platform has to offer and
experience the assessment on our Demo Site at
Capti.com/demo
Code: demo3

Capti Support
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