# How to Access MTSS Reports in Capti



This guide will show you how to access the MTSS reports in Capti.

Assignments		
Content	Share content () O O	
Reports	Share with students Publish to colleagu	s

### 2 Click "ETS ReadBasix"

#### eports **ETS ReadRoutix** 4 ÷ Fast screening of reading skills for a personalized diagnostic path need assessment 4 **ETS ReadBasix** Foundational reading skills assessment need assessment 84 Activity Stats ılı Students' reading activity statistics not active recently Activity Log 21 D Students' assignment log launched assignmer

## **3** Select the report you wish to view.

Quick Start	Classes Grade	es 6 su	ubtests 🔻 📰 I	Last 2010 days 🔻	Comple
=	Class Name	Grade	Students Total	Students Completed	Word Rec and Deco
Students	Code: 320 Instructors: Opatz Margaret	Grade 6	23	23	100%
	දීපී Grade 7	Grade 7	26	26	100%
Assignments	දී Grade 8	Grade 8	30	30	100%
	Display 30 per page. 3 to	otal.			
Content					

Tip! MTSS can be viewed by class or grade level. If you select a larger report with multiple grade levels, you will be able to view MTSS by grade using the dropdown menu.



(i)

#### **5** Click here to select a different grade if viewing a larger report.



### **6** Click here to view historical MTSS reports.



## 7 Click here to select which benchmark you want to view.

		Group Report		×
<b>7 →</b> f 3	€€	ETS ReadBasix: MTSS Guide		ə 🔒
adBasix	>	Show MTSS groups for: Grade 7 • 2024-2025 • BOY •		▲ Repo
erview		Measure Decoding Skills	1 student · 3%	Cc
udents		Based on the students' performance on the Word Recognition and Dec	coding subtest compared to other	
SS Guide		subtests, it may be beneficial to complete an additional phonics surve	y to pinpoint students' needs.	
		Phonics Intervention	1 student • 3%	
		Any student who scores below 220 on the Word Recognition and Decc phonics reading intervention. We recommend PHONICS for Reading b letter correspondence and is designed for students in Grades 3-12.	oding subtest should receive a ecause it focuses on sound-to-	>
		Word Reading Intervention	10 students • 38%	_
		Any student who scores below 235 on the Word Recognition and Deco multisyllabic word reading intervention. And, students below 250 on t subtest will benefit from a multisyllabic word reading intervention. We because it is a multisensory intervention that includes multiple readin vocabulary, fluency, comprehension). This is important because multi	oding subtest should receive a the Word Recognition and Decoding a recommend REWARDS Secondary og components (word analysis, -component reading interventions	

## **8** Beginning of Year, Middle of Year, End of Year.

Group Report					×
S ReadBasix: MTSS Guide	<u>∕mīs</u> s ▼	GPR -	( <sup>^</sup>	Ð	+
now MTSS groups for: Grade 7 ▼ 2024-2025 ▼ BOY					Í
Measure Decoding Skills Based on the students' performance on the Word Recognition as subtests, it may be beneficial to complete an additional phonic	1 stu and Decourning subtest compare s survey to pinpoint students'	udent • 3% ed to other needs.			
Phonics Intervention	<b>1</b> stu	udent • 3%			
Any student who scores below 220 on the Word Recognition an phonics reading intervention. We recommend PHONICS for Rea letter correspondence and is designed for students in Grades 3	d Decoding subtest should rea ading because it focuses on so -12.	ceive a und-to-			

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Click "MTSS" at the top to filter your students by group.

Group Report			6	× SH •
Guide	MISS CPR -	Û	¢	
rade 7 ▼ 2024-2025 ▼ BOY ▼				▲ Report
<b>kills</b> performance on the Word Recognition and Dec eficial to complete an additional phonics surve	1 student • 3% coding subtest compared to other y to pinpoint students' needs.			Re Compi 1i
n below 220 on the Word Recognition and Deco ntion. We recommend PHONICS for Reading b	1 student • 3% ding subtest should receive a ecause it focuses on sound-to-			>

### **10** Click the group you want displayed.

#### kills

performance on the Word Recognition and Decoding subtes eficial to complete an additional phonics survey to pinpoint

#### n

below 220 on the Word Recognition and Decoding subtest ntion. We recommend PHONICS for Reading because it focu ind is designed for students in Grades 3-12.

#### *v*ention

below 235 on the Word Recognition and Decoding subtest ing intervention. And, students below 250 on the Word Reco n a multisyllabic word reading intervention. We recommend sory intervention that includes multiple reading component nprehension). This is important because multi-component r Id better results than isolated skill development (e.g., Edmo

$\odot$	All groups	Compi	
0	Complete Additional Subtests	1	
0	Measure Decoding Skills	1	
0	Complete Reading Comprehension Subtest	1	
0	Phonemic Awareness		
0	Phonics Intervention	>	
6	Word Reading Intervention		
0	Language Comprehension Intervention		
0	Comprehensive Reading Intervention		
0	Sentence Level Reading		
0	Fluency		
0	Comprehension Strategies		
0	No Intervention Recommended		

## 11 Click "Apply"

rrespondence and is designed for students in Grades 3-12.	Word Reading Intervention
<b>Leading Intervention</b> lent who scores below 235 on the Word Recognition and Decoding subtest abic word reading intervention. And, students below 250 on the Word Reco will benefit from a multisyllabic word reading intervention. We recommend it is a multisensory intervention that includes multiple reading component ary, fluency, comprehension). This is important because multi-component r an shown to yield better results than isolated skill development (e.g., Edmo	<ul> <li>Comprehensive Reading Intervention</li> <li>Sentence Level Reading</li> <li>Fluency</li> <li>Comprehension Strategies</li> <li>No Intervention Recommended</li> </ul>
shensive Reading Intervention	Apply
s who score above 255 on the word recognition and becoding subtest and si ling Comprehension subtest are recommended for a comprehensive interver : Adolescent Reading Intervention (STARI). This is a multicomponent reading ionstrated gains in word recognition and decoding, vocabulary, morphology, a cy (fluency), see Kim et al. (2017). While STARI is not the only available interv end it because of the focus on engagement through discussions and debates in Grades 6-8.	and reading vention, we a designed for

Middl	<b>Grac</b> Class	<b>de 7 ▼</b> 2 of 3	€€	ETS ReadBasix: Students
	*	ReadBasix Overview Growth Students MTSS Guide	>	
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## **12** Click "Students" to see your filtered MTSS group.

## **13** If you want to export the MTSS report, click the export icon at the top.

~	Gro	oup Report					×	\SH ▼
asix: Students					MTSS - GPR	- (1)	⊕ 🚹	
Percentile	G	irade Eq.			Q, F	ind student		Report
	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension	Col
est	795L	258	250	247	261	228	251	
rgot	485L	234	223	255	247	236	214	
rge	655L	241	242	247	259	235	229	>
se	955L	237	235	257	259	252	258	

## **14** Click "MTSS Group Report"

-	Levile® Word Recog. Vocabulary Mr	rnhology	cessing	Efficie
	Export Data		× 261	2
	Grade 7 (10 of 26 students) 🕕			
×	Student Comparison Table A table comparing students across all available data points	>	247	23
	MTSS Group Report Instructional groupings based on students' foundational skills	>	259	2!
	Home Report A collection of one-page PDF reports for viewing by parents or guardian	ns >	263	2
团	Student-Friendly Report A collection of one-page PDF reports for viewing by the students	>	233	2:
Robinson, I	DW 9251 240 252	244	230	2



### **15** Click here to select if you want the report downloaded as one file or multiple files.

**16** Click "Report Scope" to select which MTSS report you want to export (current or historical).

la	M Davis, Fore	est		050	0.40	2
10	Je	MT	SS Group Re	eport	×	-
	1		Export to PDF			2
		E Report Forn All reports in or	nat ne file		>	2
	M N	E Report Scor Latest results	be		>	2
	L O 1		Export			2
	18 tests	395	5L 241	233	239	2
	Robinson, I 17 tests	DW 835	5L 240	253	244	2
	Smith. Joh	n		(	(	0

### 17 Click "Save"



