

Capti Reading Assessment – Family FAQ

Stewartville Public Schools

(Updated December 2025)

What is the Capti ReadBasix Assessment?

The Capti Reading Assessment is a short, computer-based diagnostic that helps teachers better understand how students read. For the 2025-26 school year, four key areas of reading development will be assessed:

- Word Recognition/Decoding
- Vocabulary
- Morphology
- Reading Efficiency

It typically takes 30–40 minutes to complete and provides information that helps teachers target instruction and support.

Why was my child selected to participate?

Students in grades 4–12 who are not yet demonstrating grade-level proficiency in reading—based on their most recent FastBridge (aReading) or MCA Reading results—are included. For students in grades 10–12, English course work was also considered.

My child is in 12th (or other) grade — why am I just hearing about this now?

The Minnesota READ Act, passed in 2023, significantly expanded literacy screening and diagnostic requirements for all public school districts. This year is the first full year of implementation, and districts are required to begin collecting diagnostic reading data for all students in grades 4–12 who are not yet proficient in reading. While early implementation focused on K–3 screening, the state now requires that older students also have access to diagnostic literacy assessments. This ensures teachers can provide targeted reading support at every grade level, including middle and high school. For most families, this is the first time a state-required literacy diagnostic has been offered beyond the elementary grades.

Will this affect my child's grades or classes?

No. This assessment does not affect grades, placement, or services. It is simply a tool to gather more detailed information to guide instruction and intervention.

When will my child take the assessment?

Each school is developing its own administration schedule. Testing will occur during January and into February as needed. Schools are advised to schedule sessions so that students miss as little core instruction as possible.

My child has an IEP, 504 plan, or a known diagnosis (such as dyslexia or ADHD). Should they still take it?

Usually, yes. Under Minnesota's READ Act, schools will administer the Capti ReadBasix to all students in grades 4–12 who are not reading at grade level, including those with IEPs or 504 plans. The screener can provide helpful insights into specific reading skills, even for students already receiving specialized instruction.

The IEP or 504 team should discuss whether Capti is appropriate for the student's functional needs and whether the results would add helpful new information. Participation is encouraged but optional for families. In some cases, the IEP or 504 team may document an opt-out decision if the screener is not appropriate or would duplicate existing data. Choosing not to participate does not change a student's current services or supports.

How were the selection criteria determined?

Students were identified using objective districtwide data sources:

- FastBridge aReading: “Some Risk” or “High Risk” scores
- MCA Reading: “Partially Met” or “Did Not Meet” standards
- If a student had no valid or recent reading score, they were temporarily flagged until data could be verified.

What happens after the assessment? How will this information be used to support my child?

The Capti ReadBasix is designed to help teachers understand why a student might be struggling with reading—not just how much. This year, Stewartville Public Schools is in the early stages of expanding diagnostic literacy work to grades 4–12 as required by the Minnesota READ Act.

Because this is our first year of implementation, the immediate focus is on collecting high-quality data to guide next steps. While no new program or intervention will begin immediately following this first round of testing, the district will use these results to strengthen reading instruction and support across grades 4–12. As we move through the 2025–26 school year and beyond, we will develop a consistent districtwide process for how diagnostic literacy data inform classroom instruction, intervention services, and family communication.

Will families receive the results? How soon will results be available?

Results will be shared with teachers shortly after testing is complete. Families can expect schools to communicate next steps once data are reviewed and interpreted.

Will this test identify attention or focus challenges?

No. The Capti ReadBasix only measures reading-related skills. However, it can help teachers see how reading difficulties might connect with broader challenges in attention or comprehension.

My child is doing college-level or advanced coursework. Why were they flagged to be assessed?

In some cases, students may be performing very well in their coursework but did not show the same level of proficiency on a standardized assessment. There are several reasons this can happen, including:

- Differences between classroom learning and standardized testing formats
- Test anxiety or fatigue
- Inconsistent effort or motivation during testing
- Attention or focus challenges during the testing session
- Timing, extended absence, or missed testing opportunities
- Use of compensatory strategies in class (for example, relying on strong background knowledge, memory, or teacher support to work around reading challenges)

The Capti ReadBasix helps us look more closely at the specific skills that contribute to reading comprehension, so we can ensure that even strong academic performers have the foundational reading skills needed for success in advanced coursework and beyond.

Is participation required?

Participation is encouraged but optional for families. However, the district is required to offer and document this diagnostic assessment as part of the Minnesota READ Act.

Does the district receive money from the state for giving this assessment?

No. The district does not receive funding from the state for administering the Capti ReadBasix or for meeting

the new literacy screening requirements. Under the Minnesota READ Act, all districts are required to implement specific literacy screeners and diagnostics aligned with the state’s approved list. These assessments are district-funded, meaning we cover the cost of the assessment licenses, training, and administration logistics locally. The purpose of this requirement is not financial—it’s to ensure that schools have the diagnostic tools needed to understand how students read and to align instruction with evidence-based literacy practices across all grade levels.

Why is this information being shared by the Curriculum and Instruction Department rather than my child’s teacher?

Because this is the first year of the Minnesota READ Act requirements for grades 4–12, the district is required to follow a standardized, districtwide identification and notification process. The law specifies that student eligibility must be based on objective assessment data (FastBridge, MCA, etc), rather than teacher recommendation. This means the first step occurs at the district level—not the classroom level—and includes reviewing scores, preparing the communication, and ensuring families have an opportunity to ask questions or opt out.

Teachers will ultimately use the Capti ReadBasix information to support instruction, but the initial outreach needed to come from the Assessment & Improvement Department to ensure compliance and consistency across all secondary schools.

Why don’t teachers have more information about this assessment yet?

This is an important question, and we want to be transparent. This year’s READ Act timeline created a genuine implementation tension: districts are required to gather diagnostic literacy data for grades 4–12 before the corresponding statewide teacher training modules for secondary educators have been completed. In other words, educators and families are being asked to participate in the first phase of data collection while the broader instructional framework is still being built.

This has created a situation where:

- Teachers are still needing training on how diagnostic literacy fits into their grade-level content and instruction.
- The district is required to begin collecting Capti ReadBasix data this year, even though schools have not yet had the time to develop a full “what happens next” plan for using the results.
- Families are being asked to participate in a process that is required by the state, even as the long-term system for using the data is still taking shape.

As the statewide rollout continues, the timing of training, communication, and data collection will become more aligned. Our goal is to ensure that future years feel much more coordinated for teachers and families alike.

How do I opt out?

Families who prefer that their child not participate can complete the Parent/Guardian Participation Guide and Refusal form linked on the District website: [State Testing and Reporting](#) and return it to your child’s school office.

Who can I contact with questions?

For questions about Capti ReadBasix, testing schedules, or your child’s data, contact: Maggie Maine, Director of Curriculum & Instruction, maggie.maine@ssdtigers.org