



LEXILE FRAMEWORK FOR READING

PART 2: GETTING STARTED



Getting Started

We are grateful for your partnership and want to make sure that you see the greatest possible impact from implementing the Lexile Framework® for Reading. Developing your assessment(s) is a process with many crucial steps and decisions. MetaMetrics® will continue to collaborate with you every step of the way to ensure that the assessment matches your company's vision and purpose. At this point, you have successfully navigated the discovery phase where you:

- ➔ Identified your test purpose.
- ➔ Affirmed desire for a new Lexile test or Lexile linked test.
- ➔ If you are getting a new Lexile test, decided on leasing test items or custom written test items.
- ➔ Agreed to a scope of work.

With the discovery phase behind you and a signed contract in-hand, you are ready to set out on the final phases of development, integration and launch.

PARTNER TOOLKIT

Welcome to *Part 2: Getting Started* of the Implementation and Communications Toolkit. To view the toolkit in its entirety, visit [Lexile.global/toolkit](https://lexile.global/toolkit).



LEARN MORE

Visit our website for more information about MetaMetrics and Lexile® measures at [Lexile.global](https://lexile.global).

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Development Phase

In the development phase, MetaMetrics will be in regular communication with you as the test items and the test forms are prepared. Depending on your decisions in the discovery phase, the development and integration steps will differ. The following table shows action items for you or your company's team. Regardless of which path you have selected, MetaMetrics will solicit your feedback at many points in this phase to ensure your satisfaction.

DEVELOPMENT STEPS

NEW LEXILE TEST <i>Leased or Custom Items</i>	LEXILE LINKED TEST
Review selected or custom written Lexile items	Deliver target test for appraisal
Approve final items	Secure linking study sample
Review test form(s)	Integrate Lexile linking items into testing system (for electronic administration only)
Approve final test form(s)	Administer linking test & target test
	Return linking & target test data

ITEM & TEST REVIEW FOR NEW TEST DEVELOPMENT

MetaMetrics engages in a multi-stage review process to ensure that the test items are selected or written to your specifications and are appropriate for your learners. Your feedback will be sought and adjustments made accordingly. Only items that are approved by you are included on the test forms. The assembled tests and item pools also undergo a review process which will involve communication with you.

LINKING TEST ADMINISTRATION

If you are linking your existing test with the Lexile Framework, MetaMetrics will work closely with you at each step: identifying the right sample requirements, integrating items into your testing system, and analysing the resulting data. Be assured that detailed guidance for linking test administration will be offered.

Integration Phase

Even before your test items and forms have been finalized, MetaMetrics will be working with you to prepare for implementation. The integration phase revolves around making sure all the right elements are in place for successful test administration. The table below describes the basic activities of this phase depending on the choices you made in the discovery phase. No matter what your level of experience, MetaMetrics will assist in making sure your test administration process has been thoroughly planned for and executed.

INTEGRATION STEPS	
NEW LEXILE TEST <i>Leased or Custom Items</i>	LEXILE LINKED TEST
Test Scoring Service API	Test Scoring Service API
Determine & develop score report(s)	Determine & develop score report(s)
Design & create user interface	

TESTING SCORING SERVICE API

Your engineers will be involved in putting in place all relevant Application Programming Interfaces (APIs) and testing their functionality with MetaMetrics engineers guiding the way, ensuring that the two interfaces are communicating successfully.

SCORE REPORTS

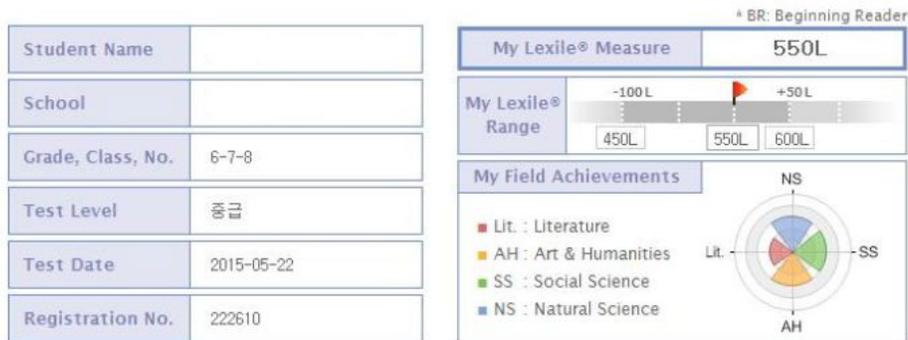
You will need to decide how, when and to whom the Lexile score is reported. Adding Lexile measures to learner’s score reports is the primary way the metrics reach learners, parents and educators. Providing the metrics on the score reports is the most effective way of communicating the benefits and opportunities made available with the Lexile Framework.

For help in designing your Lexile reports, see templates and suggested language in *Part 3: Communicating to Your Customers* of the Implementation Toolkit located on Lexile.global/toolkit. The following page displays two examples of how partners report Lexile measures on score reports.

Integration Phase

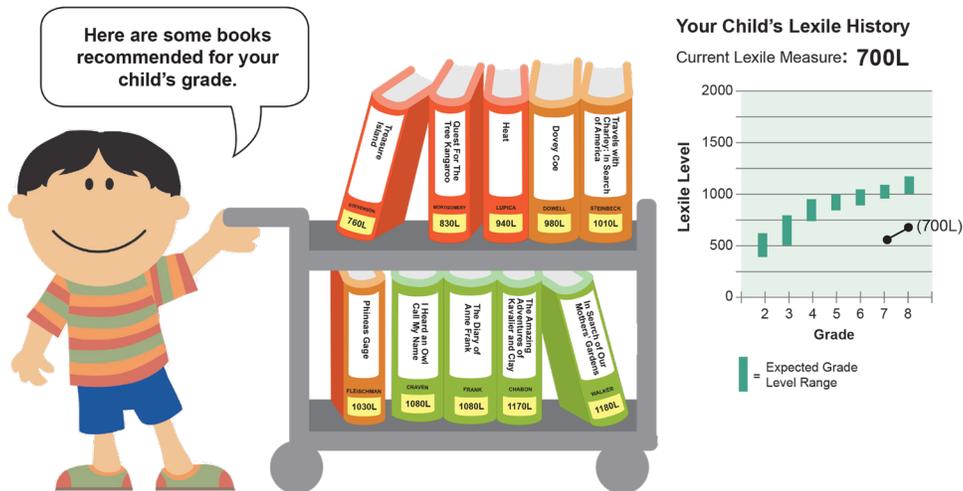
Here are score report examples. First, is a score report from Natmal®'s English Reading Comprehension Assessment E-LQ report showing the learner's Lexile measure of 550L and recommended reading range of 450L to 600L. Second, is a portion of a score report from the state of Texas showing the learner's Lexile measure of 700L and tracking growth over multiple years.

LEXILE® E-LQ Score Report _ in Lexile® Measures English Reading Comprehension Assessment



Your Child's Reading Measure History (Lexile)

The Lexile measure indicates the difficulty of the materials that your child can read successfully.



Learn More About Your Child's Lexile Level
Visit www.texasassessment.com for more information about your child's reading level history.

Unique Access Code: XXXXXX

Launch Phase

The launch phase marks the final period before the first administration of your new Lexile reporting test. Successful launches focus on making sure that customers will find all the information they need to put their Lexile measures to use.

Find templates for media outreach and your website in *Part 3: Communicating to Your Customers*. In addition to the provided templates, MetaMetrics will work with your marketing and communications team to make sure you feel confident in your messaging.



COMMUNICATIONS TEMPLATES

To view the media outreach and website templates, view *Part 3: Communicating to Your Customers* at Lexile.global/toolkit.



FREQUENTLY ASKED QUESTIONS

In this section, you will find answers to questions in the following areas:

- ➔ Research Behind Lexile Measures
- ➔ Text Measures & Reading Purposes
- ➔ Lexile Measures & Learning
- ➔ Beginning Readers
- ➔ Managing Multiple Measures (About Test Score Variation)

Research Behind Lexile Measures

1) WHY IS THE LEXILE FRAMEWORK FOR READING A TRUSTED MEASURE?

Leaders at the National Institute of Child Health and Human Development (NICHD) in the United States supported the founding mission of connecting test results with instruction by funding MetaMetrics with a series of grants over the course of a decade beginning in 1984. That work resulted in MetaMetrics' flagship measurement, the Lexile Framework for Reading. Hundreds of independent studies over the past 30 years have confirmed the Lexile Framework as a trusted, scientific means of measuring English reading.

Numerous linking studies were done with established standardized tests of reading comprehension such as The Iowa Tests of Basic Skills and the Stanford Achievement Test. In these studies, students were administered a Lexile assessment and another assessment of reading comprehension. There was a strong relationship between reading comprehension ability as measured by the Lexile Framework and as measured by the other assessments. For each of the tests, student reading comprehension scores could also be reported as Lexile measures. This dual reporting provides a rich, criterion-related frame of reference for interpreting the standardized test scores and validates that the use of the Lexile Framework describes text complexity and reader ability.

The Lexile Framework makes it possible to measure both text complexity and an individual's reading ability on the same scale and connect to the real world. Other readability measures are constrained to text evaluation and are often instrument dependent (available only through a single test).

The academic research community continues to examine and support the validity of our metrics. We support researchers studying our measures with access to our data and tools.

Research Behind Lexile Measures

2) HOW DOES THE LEXILE MEASURE RELATE TO QUALITATIVE FRAMEWORKS SUCH AS THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)?

The Lexile Framework for Reading complements the CEFR. Like many qualitative frameworks, CEFR levels are primarily meant to indicate what a language learner is able to do (or needs to learn to do) according to performance standards for language learners.

However, CEFR levels and other qualitative frameworks do not describe the difficulty of text that learners should interact with to be successful or to grow their reading abilities. The Lexile Framework provides this information. When learners are presented with targeted reading that is of an appropriate challenge level, their reading comprehension is strengthened and learning is optimized.

Targeted reading is possible when a learner is paired with reading material that is just right. That is why matching learners with reading materials at the same Lexile measure is so important. Otherwise, learners choose from publishers' subjective interpretations of the "can do" proficiency among CEFR's six-level classification system. Simply knowing the CEFR level that a publisher has placed on a book is insufficient for determining the reading demand of a book. Lexile measures ensure transparency within and across the CEFR levels and provide learners, teachers, researchers and policy makers with a tool that bridges texts and learners.

Access this paper (metametricsinc.com/wp-content/uploads/2018/01/CEFR_1.pdf) to learn more about comparisons between the Lexile Framework for Reading and the Common European Framework of Reference for Languages.

Lexile Measures & Learning

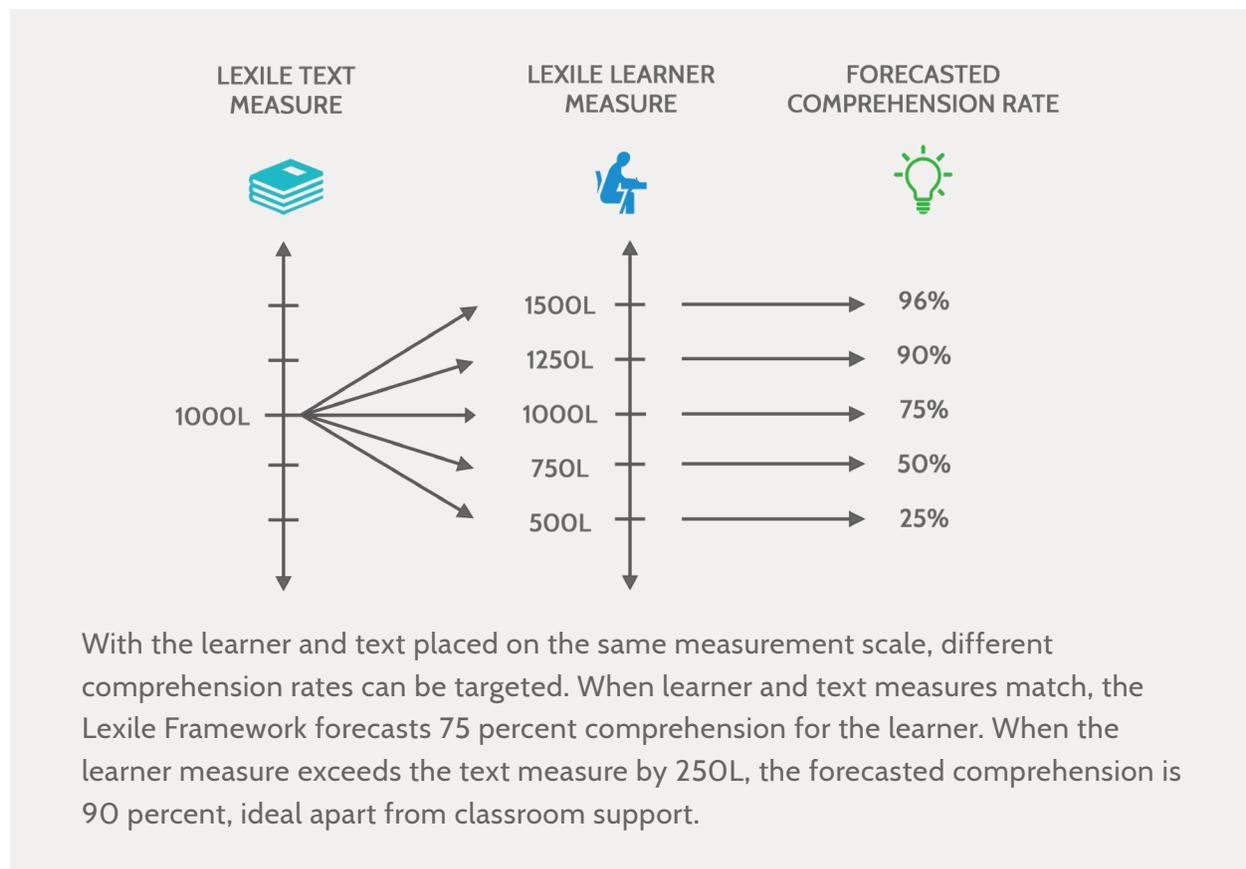
1) WHAT IS THE RELATIONSHIP BETWEEN LEXILE LEARNER MEASURES AND LEXILE TEXT MEASURES?

There are two kinds of Lexile measures: the Lexile learner measure and the Lexile text measure.

Learners receive a Lexile measure as a score from a reading comprehension test. When a test has been linked with the Lexile Framework through a field study or when a test has been specifically developed with the Lexile Framework, a Lexile measure for the learner can be reported. The measure describes the learner's reading ability.

A Lexile text measure is obtained through analysing the readability of a piece of text. Books and other texts receive a Lexile text measure from a software analyser tool that evaluates text difficulty. Text characteristics such as sentence length and vocabulary determine a text's Lexile measure.

With this continuum, both learner and text can be placed on the same measurement scale – the Lexile scale.



Lexile Measures & Learning

2) HOW CAN THE LEXILE FRAMEWORK BE USED TO INCREASE ENGLISH READING ABILITY FOR ALL TYPES OF LEARNERS INCLUDING ENGLISH LANGUAGE LEARNERS?

Oftentimes English language learning environments focus on vocabulary knowledge which can lead to confusion between word knowledge and reading comprehension. Word knowledge is just one important component of reading comprehension. The Lexile Framework captures a learner's overall reading comprehension level at a point in time. The Lexile learner measure is a numeric representation of how the learner uses all the supporting skills together to read.

Once a learner's Lexile measure is known, English language learners from all backgrounds can advance by reading material in their Lexile range – 100L below to 50L above their reported measure. Studies show that a learner learns best when instruction and practice are tailored to the abilities of the individual learner. When learners are appropriately matched with texts, reading is more enjoyable and motivating, less frustrating, and growth in reading is enhanced.

3) WHAT DOES A LEXILE MEASURE TELL US ABOUT A LEARNER'S READING COMPREHENSION, READING FLUENCY AND READING ACCURACY?

Reading comprehension can be defined as the ability of an individual to process a text, understand meaning, and then add this meaning to the individual's knowledge. Reading comprehension is not a single skill but rather an array of skills including reading fluency and reading accuracy.

The Lexile scale measures a learner's ability to read and comprehend text. Assessments built upon the Lexile Framework are designed to assess a variety of skills related to reading comprehension such as:

- paraphrasing information,
- drawing a logical conclusion based on the information,
- making an inference,
- identifying a supporting detail, and
- making a generalization based on the information.

Reading fluency is the ability to read accurately, quickly and with expression. Because fluent readers do not have to concentrate on decoding and word recognition skills (accuracy), they can focus their attention on what the text means (comprehension).

Reading accuracy refers to reading words without mistakes. An accuracy rate of 90 to 94 percent is often recognized as appropriate for instruction. An accuracy rate of 90 percent means

Lexile Measures & Learning

that the learner needs to do some work with the words in the text, but not so much work that the learner's efforts are concentrated wholly on decoding and word recognition and not on other sources of information that may help the learner understand the meaning of the passage (comprehension).

4) HOW DOES THE LEXILE FRAMEWORK MEASURE A LEARNER'S GROWTH IN READING?

Periodic assessments document learner progress and enable learners, parents and teachers to ensure that learners continue to read texts at their level over time. As the learner's reading improves, new material with higher Lexile measures can be chosen to match the learner's ability, keeping the comprehension rate at the most productive level. The Lexile Framework helps to locate the learner's growing edge of comprehension so that the learner's skills will advance.

5) HOW CAN THE LEXILE FRAMEWORK BE USED TO DETERMINE AND ENCOURAGE UNIVERSITY AND CAREER READINESS?

Lexile measures offer a scale of English language reading ability that can be tracked across multiple assessments throughout a learner's journey from beginning to advanced reading. Research indicates that to be university- and career-ready, learners should strive to read text around 1300L to be confident in reading typical materials associated with university and career life after secondary education. Research shows that there is oftentimes a gap between the reading challenge level expected at the completion of secondary school and the reading demands confronted in post-secondary school life in university textbooks and newspapers. MetaMetrics has conducted research on the reading demands of more than 450 careers and research continues.

6) HOW LONG IS IT UNTIL A LEARNER SHOWS GROWTH IN READING?

Typical reading growth in English depends on many factors such as:

- the learner's reading ability in their first language,
- the learner's age when they began learning to read in English,
- the number of English books the learner reads, and
- the amount of time the learner spends reading in English.

All of these learner variables impact growth and each reading program has its own growth plan.

Lexile Measures & Learning

7) HOW DO GRADE RANGES (SCHOOL YEARS OF FORMAL EDUCATION) AND AGES RELATE TO LEXILE MEASURES?

There is no specific relationship between Lexile measures, school year or age. Within any classroom or age, there will be a range of learners and a range of reading materials. For example, in a Year 6 classroom there will be some learners who are ahead of the typical reader (about 250L above) and some learners who are behind the typical reader (about 250L below). To say that some books are “just right” for Year 6 students assumes that all students are reading at about the same level. The Lexile Framework is intended to match learners with texts at whatever level each individual student is reading.

U.S. LEARNER MEASURES, MID-YEAR

GRADE	LEARNER MEASURES, MID-YEAR 25th percentile to 75th percentile (IQR)
1	BR120L to 295L
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855L to 1165L
7	925L to 1235L
8	985L to 1295L
9	1040L to 1350L
10	1085L to 1400L
11 & 12	1130L to 1440L

Please keep in mind, the U.S. school year ranges in this chart are not to be taken as recommended ranges. This chart offers a sense of how a learner's Lexile measure (reading ability) compares to Lexile measures for students in the same year (mid-year) of formal education.

The Lexile ranges shown are the middle 50 percent of students in each school year; 25 percent of the students were reading higher and 25 percent of the students were reading lower these ranges.

Managing Multiple Measures (About Test Score Variation)

1) WHY MIGHT A LEARNER'S LEXILE MEASURES FLUCTUATE?

The three main factors that may cause fluctuations in test results that reflect a learner's Lexile measure are: the learner, the test and the test administration.

Test scores offer an estimate of a learner's ability. It's normal to see a learner's test scores go up and down. Each test score is just one data point at one moment in time and susceptible to a host of factors that impact test performance. A student may score differently on two or more assessments taken just days apart. Just as measurements like weight and blood pressure can fluctuate based on a variety of circumstances, so too can test scores. A learner's performance can be highly influenced by motivation, alertness and fatigue as well as overall state of mind.

2) HOW DOES THE PURPOSE AND TYPE OF TEST IMPACT TEST SCORE FLUCTUATION?

While all tests serve to assess information about what a learner knows, different test types are specifically designed for different purposes and contain unique properties that support these purposes. For example, a progress-monitoring test or interim assessment will provide different information about a learner than an end-of-year summative test used to make a judgment about the quality of performance at the end of an instructional unit or course.

Learners often perform differently on a 20-minute interim assessment compared to a summative test or high stakes assessment. Research shows that there is generally less measurement error (the difference between what a test score indicates and a learner's actual knowledge and abilities) associated with the results of high stakes assessments than that associated with the results of interim assessments. High stakes or summative tests cover a broad range of curriculum, allowing students of all abilities to answer at least some questions. Interim assessments tend to be shorter in length, cover only portions of the curriculum and may restrict scores for learners at the higher and lower ends of the spectrum.

Other factors that affect test scores include how well the test is targeted to match the abilities of the students, the length of the test, and the personalisation/differentiation of the test items.

How a test is administered can also affect student performance. Distractions, clarity of the directions, the interaction between the learner and the test, the overall testing environment and test security can all affect test results.

Managing Multiple Measures (About Test Score Variation)

3) HOW DO HOME AND STUDENT FACTORS INFLUENCE TEST SCORE FLUCTUATION?

Home and student factors influence test score fluctuation in several ways. Factors such as if the test date was communicated in advance, if the learner had a good night's sleep or if they had breakfast that morning can impact how they perform. The learner's mental state can also be a factor. If they went through something traumatic, such as a personal loss, or simply weren't motivated can affect performance.

4) WHAT CAN BE DONE TO REDUCE INCONSISTENCIES BETWEEN TESTS THAT RESULT IN FLUCTUATING TEST SCORES?

To reduce inconsistencies in multiple assessment results and more confidently identify a student's optimal reading range:

- Collect more test data over time, across a variety of assessments.
- Maintain consistent test practices across all test administrations and avoid days or times where there will be known distractions.
- Encourage students to do their best on all tests and communicate tips for success when taking tests of all kinds such as getting a good night's rest and eating a healthy breakfast.
- Motivate students through praise and encouragement. Highly motivated students perform better and see less variation in their test scores. Studies show that students achieve at higher levels when they feel competent and when they see a direct link between their actions and an outcome.

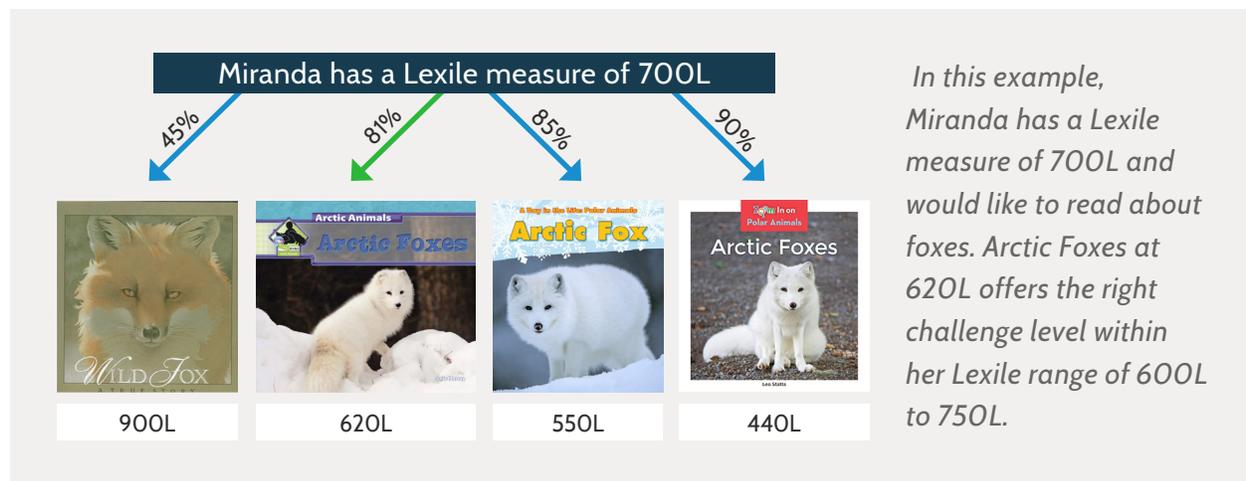
Text Measures & Reading Purposes

1) WHAT IS THE DIFFERENCE BETWEEN AN INSTRUCTIONAL OR TARGETED READING LEVEL AND AN INDEPENDENT READING LEVEL?

A primary use of Lexile measures is for forecasting how well learners will comprehend texts. When a text's measure matches a reader's measure, there is an expected 75 percent comprehension rate. For example, a reader with a Lexile measure of 1000L, is expected to comprehend approximately 75 percent of a 1000L book. A 75 percent comprehension rate is the default rate used for reading instruction and is called targeted reading. In targeted reading, learners should not be frustrated by losing the meaning-thread of the text, but should encounter new vocabulary and sentence structures that promote reading growth.

A targeted Lexile reading range spans 50L above to 100L below a learner's Lexile measure. For example, an 1000L learner can stretch their ability by selecting books from 900L to 1050L based on a 70 to 80 percent comprehension range.

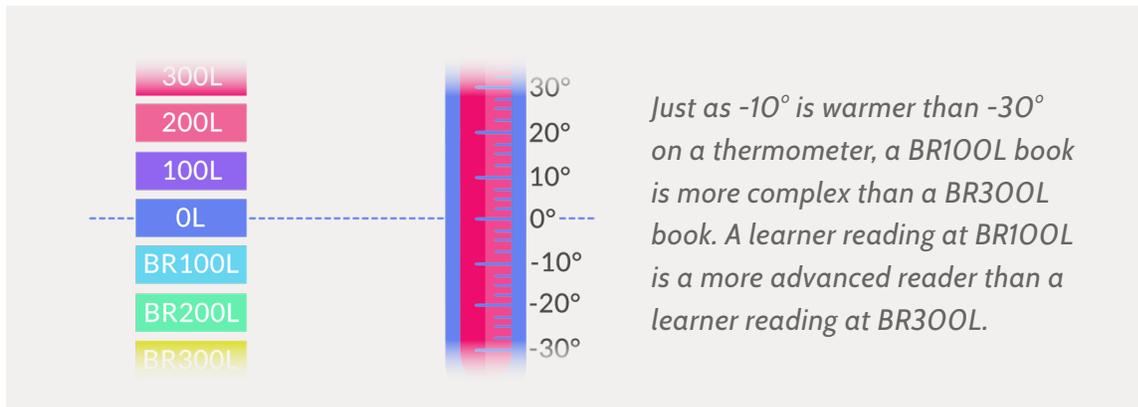
Learners need to be challenged continually to learn to read better. In general, learners should choose texts lower in their Lexile range when factors make the reading situation more challenging or unfamiliar. They should select texts at or above their range to stimulate growth when a learner is highly motivated or offered assistance through a teacher or additional support such as background teaching or discussion. The Lexile measure should not be the only piece of information used to make text selections.



Beginning Readers

1) WHAT ABOUT LEXILE MEASURES FOR LEARNERS BEGINNING TO READ?

A Beginning Reader (BR) code is given to learners and texts that have measures below OL on the Lexile scale. A Lexile measure of BR100L indicates that the Lexile measure is 100 units below OL.



2) WHAT MAKES A BOOK EASY OR HARD FOR A LEARNER BEGINNING TO READ?

MetaMetrics researched the unique properties of reading texts for learners beginning to read and found that there are four text characteristics – patterning, sentence construction, vocabulary and decoding.

Information about these characteristics are provided for texts with Lexile measures of 650L or below to help identify important text features.

MEET YOUR LEXILE SUPPORT TEAM

Our team of experienced educators and researchers are here to help. Engage in Lexile training webinars with MetaMetrics so that your sales team can anticipate and answer customers' questions. We continue to do research on how our measures can be used to transform learning and accelerate student achievement. Exploring the relationships between learning, policy, measurement and instruction enables us to continue to advance the effectiveness of Lexile measures.

Our team at MetaMetrics shares your vision for each learner being ready to meet English reading demands in university and career life. As partners in that work, we are here to support your efforts in understanding and using the Lexile Framework to help meet your goals.

Two of our MetaMetrics team members will serve as your primary support team. Please reach out to them with any questions and feedback you have.



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See something missing or want to help us make this toolkit better? Please send us an email!



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