



FREQUENTLY ASKED QUESTIONS

In this section, you will find answers to FAQs for publishers.



LEXILE FRAMEWORK[®]

FOR READING

ANSWERS TO FREQUENTLY ASKED QUESTIONS

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

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PARTNER TOOLKIT

These FAQs are part of our Toolkit for publishers, available at lexile.global/publisher-toolkit.



The Lexile Framework, Qualitative Frameworks and Research

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The Lexile Framework, Qualitative Frameworks and Research

How does the Lexile Framework 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. 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.

That is why matching learners with reading materials at the appropriate Lexile range 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.

How can I learn more about the Lexile Framework for Reading and the Common European Framework of Reference for Languages?

To learn more about comparisons between the two frameworks, access The Common European Framework of Reference for Languages (CEFR) and the Lexile Framework for Reading at metametricsinc.com/wp-content/uploads/2018/01/CEFR_1.pdf.

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 the Lexile Framework for Reading.

Hundreds of independent studies over the past 35 years have validated the Lexile Framework as a trusted, scientific means of measuring text complexity and student reading ability for English and Spanish. Numerous linking studies demonstrated a strong relationship between students' reading comprehension ability as measured by the Lexile Framework and as measured by other assessments such as The Iowa Test of Basic Skills and the Stanford Achievement Test.

The Lexile Framework and English Language Learners

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 vocabulary and reading comprehension. Vocabulary 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 optimized.

How long does it take for a learner to show growth in reading?

A learner's growth in learning to read English depends on:

- 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.

University and Career Readiness

How can the Lexile Framework be used to determine 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 ready for university and careers, learners should strive to read text around 1300L. Research shows that often there is a gap between students' reading ability at the completion of secondary school and the reading demand of post-secondary materials.

How can the Lexile Framework be used in considering career paths?

MetaMetrics has conducted research on the reading demands of almost 500 occupations. The continuing research includes identifying, measuring and analyzing reading materials and mathematical skills and concepts that are commonly encountered and/or used by individuals who are being trained for or are in their first year of employment in various domains of post-secondary experiences. The Lexile® (for reading) and Quantile® (for math) Career Database are the only metrics currently available that compare and describe the entry-level reading and math career demands..

How does the Lexile Framework measure a learner's growth in reading?

Assessments over time indicate a learner's progress in learning to read. As the learner's reading improves, their Lexile measure increases and texts with higher Lexile measures should be selected to help the learner grow reading skills. When a text's measure matches a learner's measure, the learner is expected to have a 75 percent comprehension rate, the "default" rate used for reading instruction within the Lexile Framework. The 75 percent comprehension level corresponds to a balance of skill and difficulty that allows reading to be a positive but adequately challenging, experience and encourages the learner to grow in proficiency and motivation.

Lexile Reading Ranges

What is the optimal Lexile range for successful reading practice?

The ideal reading range to encourage growth for a learner is from 100L below to 50L above the learner's Lexile measure.

Should a student ever read outside of their Lexile range?

Lexile measures should not be used to restrict a student's book choices. There are times when it is beneficial for students to read outside of their Lexile range.

Reading above a learner's Lexile range can:

- Introduce a learner to unfamiliar vocabulary and complex sentence structures.
- Offer a challenge for a learner motivated by topical interests.

Reading below a learner's Lexile range can:

- Provide easy reading where the learners will not encounter new vocabulary or sentence structures.
- Help a struggling or reluctant reader to explore an interest or read for school.

Lexile Codes and Beginning Reading

What are Lexile codes?

Lexile codes are a two-letter designation before a Lexile text measure that provide more information about the type of book and its age appropriateness. The Lexile codes are:

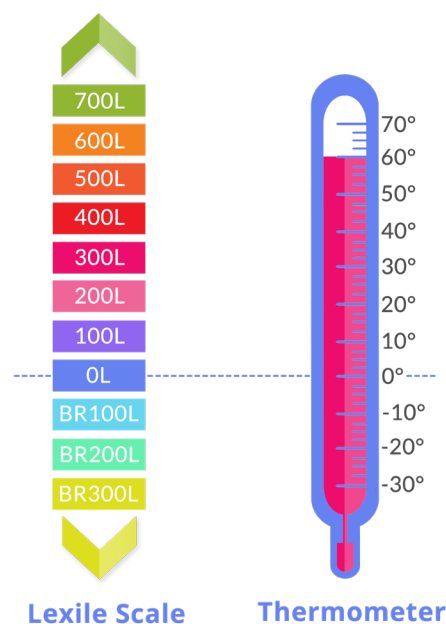
- AD: Adult Directed – Better when read aloud to a student rather than having the student read independently.
- BR: Beginning Reader – Appropriate for emerging readers with a Lexile reader measure below OL.
- GN: Graphic Novel – Graphic novels or comic books.
- HL: High-Low – Content to engage older students who need materials that are less complex and at a lower reading level.
- IG: Illustrated Guide – Nonfiction materials often used for reference.
- NC: Non-Conforming – Good for high-ability readers who still need age-appropriate content.
- NP: Non-Prose – Poems, plays, songs, recipes and text with non-standard or absent punctuation.

What is a Beginning Reading code?

Beginning Reading (BR) is a code 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. Just like -10 degrees is higher (warmer) than -30 degrees on a thermometer, a BR100L book is more complex than a BR300L book. The higher the number after the BR code, the less complex the text or less skilled the reader.

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 – vocabulary difficulty, sentence length or complexity, pattern of repeating words and phrases, and ease of decoding. Information about these Early Reading Indicators is provided for texts with Lexile measures of 650L and below to help identify important text features.



Below is more information about the four Early Reading Indicators:

- **Structure:** Low demand texts have more repeated words and phrases. Harder texts have fewer repeating words and phrases and place a higher demand on the reader.
- **Syntactic:** Low demand texts have shorter sentences and more words that overlap between sentences. Texts that put a higher demand on the reader have longer sentences and fewer words.
- **Semantic:** Low demand texts have more common, familiar and concrete vocabulary. Texts that have more rare, unfamiliar and abstract words place a higher demand on the reader.
- **Decoding:** Low demand texts have words with fewer syllables and simpler sounds (e.g., “net” and “shop”). Higher demand texts have words with more syllables and more complex sounds (e.g., “balloon” and “ceremony”).

What determines where Early Reading Indicators fall on the continuum of “low demand” to “high demand”?

Early Reading Indicators are reported on a continuum of low reading demand to high reading demand as compared to the body of K-2 Beginning Reading materials studied by MetaMetrics.

Lexile Learner/Text Relationships

What is the difference between a Lexile learner measure and a Lexile text measure?

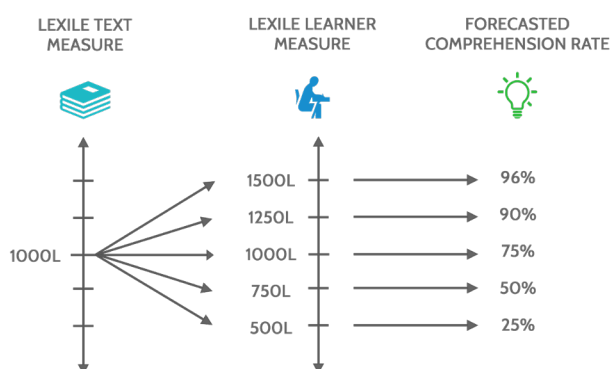
A unique feature of the Lexile Framework for Reading is that both learner ability and text difficulty are measured on the same scale in the same units. Learners receive a Lexile measure based on their reading ability. Texts receive a measure based on text complexity.

Learners receive Lexile measures from a variety of reading assessments. The Lexile learner measure can be used to monitor a learner's growth in reading ability over time. When used together with the Lexile text measure, it can help a learner choose a book or other reading material that is at an appropriate challenge level.

Texts receive Lexile measures based on factors that are researched predictors of how difficult a text is to comprehend.

What is the relationship between Lexile text measures and reading comprehension for learners?

Lexile text measures can be used to make more informed instructional decisions. Connecting learners with materials in their Lexile range helps to differentiate instruction. For example, when all students in a classroom are using the same text, Lexile text measures help predict which students might need extra help and which ones might need enrichment.



When a text's measure matches a learner's measure, the learner is expected to have a 75 percent comprehension rate.

What does a Lexile measure tell us about a learner's reading comprehension?

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.

A learner's Lexile measure marks the level of text a learner can read with 75 percent anticipated comprehension. This 75 percent rule corresponds to the learner's instructional reading level, or the level at which the learner can successfully navigate the material with the use of context clues and other comprehension strategies to fill in the gaps.



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