



# LEXILES:

***Making Sense of a Reading Score and Partnering with the Classroom, Media Centers and Libraries, and Home***

**Updated May 4, 2012**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Goal of Presentation

Provide education stakeholders with background information for understanding, interpreting, and then using a student's Lexile measure to improve the student's reading ability.

- Lexiles and the Common Core State Standards
- Georgia's Plan for Lexiles
- Definition of Lexile
- Overview of Lexile Framework
- Find a Book Search Engine
- Using Lexiles to Build Partnerships
  - In schools
  - In libraries
  - In the home
- 2011 Lexile Data
- Relating Lexiles to Tests and Other Reading Measures





The Lexile® Framework for Reading



**COMMON CORE**  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

- The Common Core Standards promote that students should be ready for college and career after high school.
- The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school.
- The Lexile® Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student's ability to comprehend these texts.



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# Lexiles & Common Core Standards

- The Lexile Framework has been realigned to match the Common Core Standards' text complexity grade bands.
- The “stretch” bands of the Lexile Framework show an upward trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.



# Lexile Bands

Grade Band	Current Lexile Band	“Stretch” Lexile Band
K-1	n/a	N/A
22-3	450L-725L	450_790L
4-5	645L-845L	770-980L
6-8	860L-1010L	955L-1155L
9-10	960L-1115L	1080L-1305L
11-CCR	1070L-1220L	1215L-1355L

These “stretch” Lexile bands are the basis for determining at what text complexity level students should be reading—and at which grades—to make sure they are ultimately prepared for the reading demands of college and careers.



# How is Georgia using Lexiles?

- Students receive a Lexile measure along with their regular scale score for the CRCT or CRCT-M Reading, the 9<sup>th</sup> Grade Literature EOCT, or the American Literature EOCT.
- A student's Lexile measure is a tool for teachers to use in targeting reading material for students.
- A student's Lexile measure is a tool for parents to use in selecting reading material for their children.
- Instruction in ELA and Math will be based on the Common Core Standards that promotes literacy in these content areas as well as others.
- Teachers in such areas as social studies and science must also help students develop literacy.



# Georgia's Plan for Lexiles

- In the spring of 2006, the GDOE and MetaMetrics conducted a research study to link the Lexile metric to CRCT and GHSGT scores.
  - Approximately 2,000 students took a parallel Lexile test prior to administration of the CRCT/GHSGT
  - By matching these scores to performance on the subsequent operational test, the relationship between Lexiles and the CRCT/GHSGT was determined.
- If tests are revised or if new test programs are linked to the Lexile Framework, then it is necessary to conduct another research linking study.
- The CRCT-M Reading test was linked to the Lexile metric in spring 2011.
- With the phase-out of the GHSGT, a Lexile score will no longer be reported with this test.
- The 9<sup>th</sup> Grade Literature and American Literature EOCT have been linked to the Lexile Framework. Students will receive a Lexile measure in spring 2012.





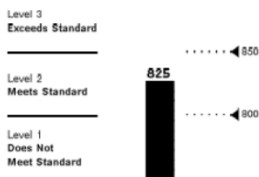
Student **ANDY RODRIGUEZ** Grade **4**  
 Birth date **03/14/2002** Class **ANYCLASS**  
 Gender **MALE** School **ANYSCHOOL**  
 GTID **0123456789** System **ANYSYSTEM**

## Individual Student Report

Spring 2012

Simulated Data

### Reading GPS



This student's score is **825**, which is in performance level 2 and meets the standard for Reading.

A scale score of 825 indicates this student's achievement on the day of testing. If this student were to take the same test again, it is likely that his or her Reading score could be within the standard error of measurement range of 816 to 834.

Reading Domains	Number Correct	Number Possible
Literary Comprehension	16	18
Information and Media Literacy	7	14
Reading Skills and Vocabulary Acquisition	7	8

### Performance Level 2 for Reading

The student's overall performance in reading fourth-grade materials meets the expectation for this grade. Students who meet the expectation understand what they read. They usually use clues in what they are reading to define new words. Students at this level can describe the characters, setting, and plot of a story. They make connections to help them understand more complicated passages. They know the difference between fact and opinion and use information from charts to answer questions. Students who meet the expectation show understanding beyond basic meaning.

### Lexile® Information

This Student's Lexile Measure: **740L**

For leisure reading, this student will find most books in this range easy to understand.

Suggested titles that fall within this range include:

Title	Author	Lexile
Women Explorers of the Oceans	McLoone, Margo	640L
The Contest	Korman, Gordon	690L
Uncle Daney's Way	Haas, Jessie	730L

Books in the range provide a motivating challenge. **740L–790L**

Suggested titles that fall within this range include:

Title	Author	Lexile
Beethoven Lives Upstairs	Nichol, Barbara	750L
Everglades National Park	Fazio, Wende	770L
Shoelless Joe & Black Betsy	Bildner, Phil	790L

Please visit [www.gadoe.org/lexile.aspx](http://www.gadoe.org/lexile.aspx) for more information.

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Page 1  
3/22/11

# What Lexile Info Is Provided?

## Sample Student Score Report from CRCT provides:

- Lexile info in parent friendly format.
- Lexile score and Lexile range.
- An explanation on how to use information.
- Sample titles individualized for each student's. These are categorized into a Leisure reading range and a Challenging reading range.

*Note: Similar info is on the CRCT-M and will be on the EOCT in spring 2012.*





# What is the Lexile Framework?

- Developed by MetaMetrics
- Based on research funded by National Institute for Child Health Development (NICHD)
- Combined the work of reading experts Chall, Flesch, Carroll, and Bormuth, with measurement expert, Rasch

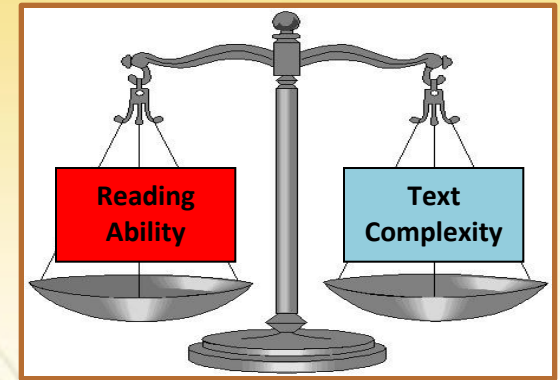


# What is the Lexile Framework?

- An educational tool that links text and readers under a common metric known as Lexiles.
- Allows educators to forecast the level of comprehension a reader is expected to experience with a particular text
- Most commonly used reading measure
  - Over 19 million students receive Lexile scores through commercial and state assessments
  - Over 100,000 books and tens of millions of article have Lexile measures



# Lexile Measure



- A Lexile is a standard score developed by MetaMetrics
- Matches a student's reading ability with difficulty of text material
- Interpreted as the level of book that a student can read with 75% comprehension
- 75% comprehension is the level identified by experts as offering the reader a certain amount of comfort and yet still offering a challenge



# The Lexile Scale



- Lexiles typically range from 200 for beginning readers to 1700 for advanced readers
- Lexile text below 200L represents beginning-reading material, and a student's Lexile score may have a number in the 100s or the code of BR. BR is a code that stands for Beginning Reading.
- Applies to both reader ability and text difficulty
  - When reader and text measures are the same, the student is expected to read with 75% comprehension
- Can be used to track reading growth over time



# More About the **BR** Lexile Code

BR is used for any text or student ability that has a Lexile measure of zero or below.

Some students, particularly at the lower grades, have CRCT scores that generate a BR Lexile score or a score less than

200L. To find appropriate reading material for a student with a Lexile of BR, use the Advanced Book Search on the MetaMetrics website:

<http://lexile.com/>

ISBN	Title	Author	Lexile
0152020632	"Fire, Fire!" Said Mrs. McGuire	Martin Jr., Bill	BR
0813620082	"POP" Pops the Popcorn	Egan, Bob	BR
0478126123	"Who Took the Cake?"	Medina, Eduardo	BR

ISBN	Title	Author	Lexile
0478204418	"Happy Birthday, Estela!"	Bingley, Anne M.	70L
047820454X	"Smile!" said Dad	Jane Buxton	20L
0679886893	6 Sticks	Coxe, Molly	120L
051622879X	A Lunch With Punch	Kittinger, Jo S.	80L



# How are Lexiles calculated?

- Semantic Difficulty
  - Word Frequency
- Syntactic Complexity
  - Sentence Length



# Accessing the Find A Book Tool

<http://lexile.com/fab/>

Find a Book - Lexile Framework for Reading - Windows Internet Explorer

http://lexile.com/fab/

File Edit View Favorites Tools Help

Search Translate Define Wikipedia Translate pa Ask a Question Call

Favorites Suggested Sites Free Hotmail Web Slice Gallery

Find a Boo... iGoogle

About Lexile Measures Using Lexile Measures Common Core Lexile Tools

Lexile Training

Find the Right Book for You!  
Enter your Lexile measure, select your interests, and find books you'd like to read!

Looking for Spanish books?

Pledge to read some great books this summer!  
Submit your Summer Reading Pledge

Find a Book

Step 1: Enter Lexile Measure

My Lexile measure is

Lexile Measure:  
[ ] L

Lexile Range:  
[ ] L to [ ] L

Submit

I don't know my Lexile measure

My Current Grade is:  
Kindergarten

I find the books I read for school difficult.  
 I find the books I read for school just right.  
 I find the books I read for school easy.

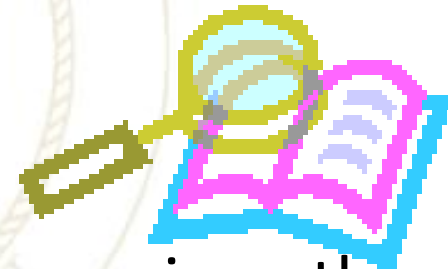
start Science Br... Inbox - M... WEB PAGE Microsoft ... Find a Boo... Internet 125% 2:32 PM



# What if a book or document isn't in the Lexile database?

- Use the Lexile Analyzer – it's free, but you must register.
- Create a text document (file extension is .txt) with multiple 175-word slices from the book or document.
- Submit via the Lexile Analyzer.

<http://lexile.com/analyzer/>



- Also can approximate the Lexile by seeing other books by the same author or in same series. At least a good place to begin with to determine if book is close to a student's Lexile range.





# Lexile Analyzer

## Lexile Analyzer

### Txt file

Betsy's Busy Summer

By the time school closed in the last week of June, everyone had decided that the hot weather had come to stay. All the fathers and mothers still complained about the heat, but never the children. Now that they did not have to go to school, they didn't seem to know that it was hot. The air was filled with their shouts as they raced and ran and played.

There was almost always a crowd of them playing in Betsy's yard. Betsy had a big yard to play in. It was all around the house, but the biggest part was in the back, where Betsy's mother had a garden. A path ran through the garden to the far end, where Betsy's father had made a pool. It was not very big and it was not very deep, but the eight goldfish that lived in it seemed to find it a pleasant place. At the end of Betsy's yard a stone wall ran between it and the Jackson's place.

It was soon very noticeable that Betsy's summer house was going to be the favorite spot for all the neighborhood children during their summer vacation. It was shaded by the trees, and Betsy's father had fastened a big old-fashioned electric fan in the center of the ceiling. It twirled away by the hour, sending a cooling breeze down on the head of the children when they played there.

One warm day, Betsy and her best friend Ellen were sitting in the summerhouse, sewing new dresses for their dolls. Betsy was making her doll a plaid school dress, and Ellen was making her a party dress of pink silk.

Betsy's mother had taken the car and gone to the market. Betsy's little sister Star and Ellen's little sister Linda were in the garden, playing dress-up ladies. Star was blue with pink roses. It wrapped around her six times and was held on by a wide sash tied in a large bow in the back. She looked like a little sausage.

Linda had on a black satin dress that had once belonged to Star's grandmother. It was held on and held up with many safety pins. Underneath the dress she had on a pink-and-white-checked sun suit. The whole back of the tight little pants was covered with rows of ruffles, which gave the black satin dress a huckle in the rear. The dress had a fibular train, which Linda swished as she walked up and down the garden path. She was also wearing a black lace scarf over her head.

"I'm a Duckess," said Linda to Star, as she stopped in the walk beside the pool.

"What's a Duckess?" asked Star, who was younger than Linda and didn't know much.

"Goodness!" said Linda. "Don't you know what a Duckess is?" Star shook her head.



Lexile Analyzer® - Windows Internet Explorer

http://www.lexile.com/analyzer/

File Edit View Favorites Tools Help

Search

Translate Define Wikipedia Translate pa

Free iPad 2!

68°F

Lexile Anal... x iGoogle

Home "Find a Book" Lexile Analyzer Resources Research Store My Profile My Reading Lists Logout

**LEXILE** The Lexile® Framework for Reading

Quick Book Search:

Advanced Search

Put an exact title or author in quotes (ex: "new moon")

About Lexile Measures Using Lexile Measures Common Core Lexile Tools

Lexile Training

Online Help

Step 1: What kinds of texts can be measured

Step 2: Prepare your text for measurement

Step 3: Type or scan your text

Step 4: Convert your text into a plain text file

Step 5: Analyze your text and get results

Using the Professional Analyzer®

Get a Lexile® Text Measure

You can use our online tools to determine the estimated Lexile® measure of edited, conventional prose text. Just follow our guidelines for preparing a text, upload it, and the Lexile measure will be displayed.

Browse... Submit

Online help and user guides

The help links to the left detail how to use either the [English Lexile Analyzer](#) or [Spanish Lexile Analyzer](#) to get an instructionally useful estimated Lexile measure. You may also view the user guide [here](#).

### Result

Lexile Analyzer

Please be sure to make note of this information. It will not be stored and may only be recreated by analyzing the file again.

**Lexile Analyzer Result**

Lexile Measure: 970L

[Click here to analyze another file.](#)



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# Alternate Method

- The book *Betsy's Busy Summer* is not in Lexile database.
- Other books by Carolyn Haywood;
  - *B is for Betsy* – 660L
  - *Back to School with Betsy* – 570
  - *Betsy and the Boys* – 560L
- If book is in same series, then book is most likely somewhere in this range.
- Also see what other “leveling” might be done for the author or series. The reading level for many “Betsy” books is 9 to 12-year-olds; this translates roughly into 3<sup>rd</sup> to 5<sup>th</sup> grade or about 500L to 950L.





**LIBRARY**

# Making Connections Using Lexiles



**HOME**



**SCHOOL**

The Lexile Framework is a tool for teachers, media specialists, librarians, and parents to use in conjunction with existing reading programs and is not a replacement for existing reading programs.



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# How to Use Lexiles

- It is recommended that readers choose texts within their Lexile range.
  - A Lexile range is 50L above and 100L below a student's reported Lexile measure.
- Practice with a variety of texts.
- Use Lexiles to set goals.



# Using Lexiles in the Classroom

## Teachers can use Lexiles to help them:

- Develop individualized or classroom reading lists tailored to provide appropriately challenging reading.
- Enhance thematic teaching by building a bank of titles at varying levels that support the theme, but also allows all students to participate successfully in the theme with material at their own reading level.
- Sequence materials, for example by increasing the difficulty of read-aloud books throughout the year.

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



# Using Lexiles in the Classroom

## Teachers can use Lexiles to help them:

- Develop a reading folder that goes home with students and comes back for weekly review. Folder might contain:
  - a reading list of books within the student’s Lexile range
  - reports of recent assessments
  - a form for parents to record reading that occurs at home.
- Vary reading difficulty of material to the situation:
  - Choose texts lower in the student’s Lexile range when factors make the reading situation more challenging, threatening or unfamiliar.
  - Select texts at or above the student’s range to stimulate growth when a topic is of extreme interest to a student, or when you will be giving additional support such as background teaching or discussion.

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



# More Instructional Uses of Lexiles

## Teachers can use Lexiles to:

- Set measurable goals for instruction and special intervention programs
- Monitor progress of various reading programs
- Make parents “partners to the classroom” by giving them a tool for selecting appropriate reading material for their children (e.g., Summer Reading Lists, visiting library, etc.)
- Help students set goals for themselves and use annual CRCT results to see if they have progressed towards their goals.



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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# More Instructional Uses of Lexiles

## Lexiles can help teachers:

- Adjust materials to the purpose of reading.
  - For increased fluency and automaticity, teacher selects text that measures well below reader ability.
  - As a strategy for teaching students how to attack “hard” text, the teacher selects text that measures above reader ability.

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>





# More Instructional Uses of Lexiles

- Teachers can use Lexiles to target fiction and non-fiction material to students' abilities and thus promote learning of all subjects.
  - Avoids student frustration when reading text is too difficult.
  - Avoids undermining student self-confidence.
  - Avoids the fostering of bad work habits and unrealistic self-expectations when a student is always presented with too easy material.
  - Learning occurs best when the text material can be comprehended at a 75% rate.



Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



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# Summer Reading Is Essential !

## Research studies show that ---

- students can have up to a 2-3 month loss in reading ability over summer.
- lower income students may suffer most due to lack of books in home and transportation access to public libraries.
- rural area students also lack easy access.
- innovative partnering of schools, publishers, and public libraries have great promise for solving the summer reading loss dilemma.



# Using Lexiles to Promote Reading

- Improve students' reading fluency and increase enjoyment of reading.
  - Students who spend a minimum of 3 hrs/week reading at their own level for their own purposes develop reading fluency which leads to improved mastery.
- It is recommended that readers choose texts within their Lexile range.
  - A Lexile range is 50L above and 100L below a student's reported Lexile measure.
- Use Lexiles to set goals.
- Practice with a variety of texts.
- Challenge the BEST readers.
- Success breeds enjoyment.



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# Using Lexiles in Media Centers and Public Libraries

## Media specialists and librarians can assist classroom instruction by

- Helping to develop individualized or classroom reading lists tailored to provide appropriately challenging reading.
- Guiding teachers in selecting a bank of titles at varying levels that support an instructional thematic unit. This allows all students to participate successfully in the theme with material at their own reading level.
- Locating and sequencing materials for classroom use. For example, increasing the difficulty of read-aloud books throughout the year.

Source: <https://d1jt5u2s0h3gkt.cloudfront.net/m/uploads/downloadablepdfs/Lexiles-in-the-Library.pdf>



# Use Lexiles to Build Partnerships

- School media specialists and public librarians should be partners.
  - Jointly create reading lists
  - Complement catalogue holdings
- Assist students in selecting reading material.
  - Remember to vary reading difficulty of material to the situation.
  - Ask for Lexile information. Schools might create a library card with Lexile information on it.
  - Choose texts lower in the student's Lexile range when factors make the reading situation more challenging, threatening or unfamiliar.
  - Select texts at or above the student's range to stimulate growth when a topic is of extreme interest to a student, or when you will be giving additional support such as background teaching or discussion.
- Make parents “partners” by giving them a tool for selecting appropriate reading material for their children (e.g., Summer Reading Lists, visiting library, etc.)

Source: <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-in-the-Classroom.pdf>



# Parents Can Use Lexiles

- Promotes family-school connections.
- Know your child's Lexile measure.
- Know your child's Lexile range.
  - 50L above and 100L below their reported Lexile measure. This range represents the boundaries between the easiest kind of reading material for your child and the hardest level at which he/she can read successfully.
- Use the Lexile Find a Book Database (at <http://lexile.com/fab/>) to find books in the child's Lexile range.



**Source:** <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



# Parents Can Use Lexiles

- Ensure that your child reads every day.
- Parents should read to set a good example. Reading newspapers and magazines will show children that reading is a wonderful pastime as well as a window to the world of learning.
- Ask school or library for book lists within Lexile range.
- Student's interests should play a part in book selection.
- Visit public libraries often.
- Participate in summer reading programs.



Source: <http://lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



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# Parents Can Use Lexiles

- When a reading assignment proves to be too difficult, provide adult-directed assistance:
  - Review words and definitions from glossary or dictionary.
  - Review questions at end of chapter before child reads text.
  - Pair-share read – Parent and student alternate reading the text. Stop, discuss, and ask questions along the way to see that student understands.
  - Return to end of chapter questions and glossary to make certain your child understands the material.
- Celebrate your child's reading accomplishments.
  - Set goals –
    - number of books read
    - variety of books
    - stretch to books at higher Lexile



**Source:** <http://www.lexile.com/m/uploads/downloadablepdfs/Lexiles-at-Home.pdf>



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# Relating Lexiles to Other Measures

- GaDOE often receives questions on how to relate Lexiles to other measures.
- The next few slides provide a brief explanation and links for more details.



# Relationship of Lexiles & Grade Levels

- Column 2 shows the range of Lexiles in which the middle 50% of readers fall at a grade level. 25% of students fall below this range and 25% above.
- Column 3 shows the typical range of reading material at a grade level. These are based on a 2009 study.
- Column 4 are "stretch" text measures (defined in 2010 through studies related to the development of the Common Core State Standards for English Language Arts ) and represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.

Grade	Reader Measures, Mid-Year	Text Demand Study 2009	"Stretch" Text Measures
	25th percentile to 75th percentile (IQR)	25th percentile to 75th percentile (IQR)	25th percentile to 75th percentile (IQR)
1	Up to 300L	230L to 420L	220L to 500L
2	140L to 500L	450L to 570L	450L to 620L
3	330L to 700L	600L to 730L	550L to 790L
4	445L to 810L	640L to 780L	770L to 910L
5	565L to 910L	730L to 850L	860L to 980L
6	665L to 1000L	860L to 920L	950L to 1040L
7	735L to 1065L	880L to 960L	1000L to 1090L
8	805L to 1100L	900L to 1010L	1040L to 1160L
9	855L to 1165L	960L to 1110L	1080L to 1230L
10	905L to 1195L	920L to 1120L	1110L to 1310L
11 and 12	940L to 1210L	1070L to 1220L	1210L to 1360L



# Lexile Data from 2011 CRCT & GHSGT

Grade Level	N Count w/ Lexiles	Mean	Range		Distribution			Lexile Associated with Cut Scores	
			Minimum Lexile	Maximum Lexile	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile (Median)	75 <sup>th</sup> Percentile	Lexile at Meets	Lexile at Exceeds
3	126,009	678.40	BR*	890	540	720	870	410	790
4	127,880	791.02	BR*	990	665	805	945	570	915
5	126,704	888.11	90	1085	755	925	1050	650	1040
6	123,978	975.35	190	1155	860	1000	1155	685	1120
7	122,223	1022.92	260	1210	920	1040	1155	800	1210
8	119,135	1121.01	295	1265	1010	1170	1265	805	1265
11	102,958	1190.53	465	1545	1050	1200	1345	960**	1200

\* BR = Beginning Reader - is reported on score reports. The actual value associated with BR is either a 0 or a negative number. For purposes of this analysis, all BR scores were treated as 0.

\*\* The Lexiles on GHSGT reflect the scale scores for the GPS form (i.e., Basic Proficiency cut score (200) and Advanced Proficiency (235)).



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# Exploring the Relationship of Lexiles to CRCT and GHSGT

- How can we relate this information in the chart about Lexile measures for typical readers and “stretch” text measures at each grade to Georgia’s assessments?
- The next slide shows these typical reader and “stretch” text measures along with actual Lexile measures associated with the CRCT and GHSGT.
- The second slide graphically shows this relationship.
- Other slides provide explanations on how to interpret this information.

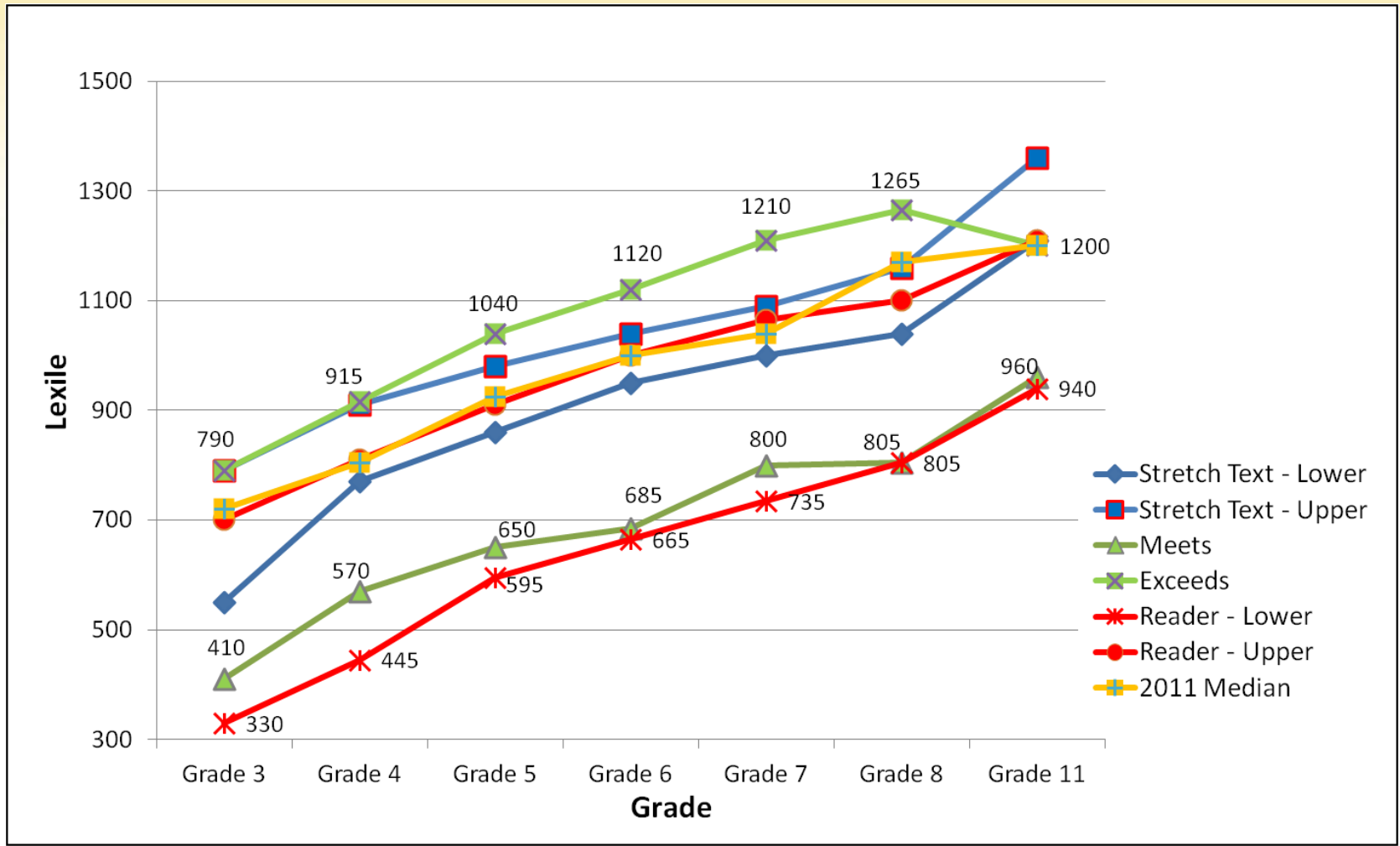


# *Grade Level “Stretch” Text and Reader Lexile Boundaries, Median Lexiles, & Lexiles at Test Cut Scores*

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>Stretch Text - Lower</b>	<b>550</b>	<b>770</b>	<b>860</b>	<b>950</b>	<b>1000</b>	<b>1040</b>	<b>1210</b>
<b>Stretch Text - Upper</b>	<b>790</b>	<b>910</b>	<b>980</b>	<b>1040</b>	<b>1090</b>	<b>1160</b>	<b>1360</b>
<b>Meets</b>	<b>410</b>	<b>570</b>	<b>650</b>	<b>685</b>	<b>800</b>	<b>805</b>	<b>960</b>
<b>Exceeds</b>	<b>790</b>	<b>915</b>	<b>1040</b>	<b>1120</b>	<b>1210</b>	<b>1265</b>	<b>1200</b>
<b>Reader - Lower</b>	<b>330</b>	<b>445</b>	<b>595</b>	<b>665</b>	<b>735</b>	<b>805</b>	<b>940</b>
<b>Reader Upper</b>	<b>700</b>	<b>810</b>	<b>910</b>	<b>1000</b>	<b>1065</b>	<b>1100</b>	<b>1210</b>
<b>2011 Median</b>	<b>720</b>	<b>805</b>	<b>925</b>	<b>1000</b>	<b>1040</b>	<b>1170</b>	<b>1200</b>



# Grade Level "Stretch" Text & Reader Lexile Boundaries with Median Lexiles & Lexiles at Cut Scores



# Interpreting the Graph

- The graph illustrates the relationship of reader ability, text difficulty, and the cut scores on the CRCT and GHSGT.
- The **blue lines** represent the range of “stretch text” Lexiles that represent the demand of text that students should be reading to be college and career ready by the end of Grade 12. Students to be college and career ready should fall in this “river of text.”
- The **red lines** represent the range of Lexiles for readers that comprise the middle 50% of readers within a grade level. Note that the lower limit of this range are not in the “river of text.”
- The **green line** with triangles shows the Lexiles associated with Meets on CRCT (grades 3-8) and Basic Proficiency on GHSGT (grade 11).
- The **green line** with squares shows the Lexiles associated with Exceeds on CRCT (grades 1-8) and Basic Proficiency on GHSGT (grade 11).
- The **yellow line** represents the 2010 median Lexile for students at each grade.



# Interpreting the Graph

- The span of reader ability (red lines) is greater than the span of text difficulty (blue lines).
- Students with Lexile scores that fall toward the lower band of reader ability (the bottom red line) and outside of the text difficulty (the blue lines) will probably experience some difficulty comprehending the “stretch” text demands for that grade level.
- In most cases the Lexiles associated with the Meets cut scores on the CRCT and the Basic Proficiency cut score on the GHSGT fall on or above the lower band of reader ability (lower red line) but below the lower bound of text difficulty (lower blue line).
- The Lexiles associated with the Exceeds cut scores on the CRCT are typically at or above the typical upper limit of the “stretch” text difficulty (the upper blue line) and the typical upper bound of the interquartile of reader ability (the upper red line).





# Good News from Lexile Data

## A Longitudinal Look

- The table on the next slide shows the median Lexile at each grade for the last six years along with the “stretch text” Lexile range.
- The 2011 median Lexile for each grade shows an increase from the 2006 median.
- As of 2010, the median Lexile for each grade, except 11, is falling within the “stretch” text bands.



# **Median Lexile from CRCT & GHSGT by Grade from 2006 – 2010 with “Stretch Text” Lexiles**

Grade	2006	2007	2008	2009	2010	2011	Stretch Text Demand-Lower Limit	Stretch Text Demand-Upper Limit
3	610	610	670	645	685	720	550	790
4	740	740	770	790	810	805	770	910
5	825	825	870	840	885	925	860	980
6	910	910	955	980	980	1000	950	1040
7	965	965	995	1020	1020	1040	1000	1090
8	1060	1060	1080	1110	1150	1170	1040	1160
11*	1160	1160	1200	1200	1200	1200	1210	1360

\* Lexiles for 2006 and 2007 are derived from the QCC-based GHSGT; Lexiles for 2008 - 2011 are associated with the GPS-based GHSGT.



# Lexiles and Accelerated Reader

- Often GaDOE is asked about the relationship between Lexiles and the reading levels in the Accelerated Reader Program.
- The next slide shows the correspondence.



# Accelerated Reader\* and Lexiles\*\*

AR IRL	Lexile Score	AR IRL	Lexile Score
0.2	10	6.5	991
0.5	70	6.7	1019
0.7	11	7	1060
1	170	7.3	1102
1.3	229	7.5	1129
1.5	269	7.7	1157
1.7	309	8	1198
2	370	8.3	1240
2.3	411	8.5	1267
2.5	439	8.7	1295
2.7	466	9	1336
3	508	9.3	1378
3.3	549	9.5	1405
3.5	577	9.7	1433
3.7	604	10	1475
4	646	10.3	1516
4.3	687	10.5	1544
4.5	715	10.7	1571
4.7	743	11	1613
5	784	11.3	1654
5.3	825	11.5	1682
5.5	853	11.7	1709
5.7	881	12	1751
6	922	12.3	1792
6.3	964	12.5	1820

\*This relational table is from Renaissance Learning, Inc.(2002). \*\*Lexile is a trademark of MetaMetrics, Inc.

Source: <http://www.nacs.k12.in.us/mcms/6thGrade/ARLEX.html>



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

# Comparison of Various Reading Level Models

\*This chart was retrieved from the following website: <http://www.oema.net/lexiles/ReadingLevelComps.pdf>. This chart was provided to the Oregon Educational Media Association by Steven Zimmerman of Harcourt. It provides a comparison by grade level of different book leveling systems including Lexiles, Fountas and Pinnell (Guided Reading), Basal, DRP (Degrees of Reading Power), Reading Recovery and DRA.

Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten	B			2	2 & 3	
	Kindergarten	C	PP1		3 & 4	4	
	Grade 1	D	PP2	25-30	5 & 6	6	100-400
	Grade 1	E	PP3		7 & 8	8	
	Grade 1	F	Primer		9 & 10	10	
	Grade 1	G			11 & 12	12	
Transitional	Grade 1	H	Grade 1		13 & 14	14	
	Grades 1 & 2	I		15, 16 & 17	16		
	Grade 2	J	Grade 2	30-44	18, 9 & 20	18	300-600
	Grade 2	K				20	
	Grade 2	L				24	
	Grades 2 & 3	M				28	
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O				34	
	Grades 3 & 4	P				38	
Advanced	Grade 4	Q & R	Grade 4	40-42		40-44	600-900
	Grade 5		Grade 5	44		50	700-1000
	Grade 6	S-Z	Grade 6			60	800-1050
	Grade 7					70	850-1099
	Grade 8					80	900-1150
	Grade 9						1000-1199
	Grade 10						1025-1200+
	Grade 11						1050-1300+
	Grade 12						1075-1400+





Growing Independent Readers

# Relating Different Reading Level Models

CORRELATION OF INSTRUCTIONAL READING LEVELS

Grade Level	Wright Group	Reading Recovery	GUIDED READING	Developmental Rdg. Assessment (DRA)	Rigby Literacy	Lexile
K	A	1	A	A-1	1-2	*
K	B	2	B	2	3,4,5	*
Preprimer	C	3	C	2	4,5	*
Preprimer	D	4	C	3-4	4,5	*
Preprimer	E	5-6	D	5-6	6	*
Preprimer	F	7-8	E	7-8	7	*
Primer	G	9-10	F	9-10	8	*
Primer	H	11-12	G	11-12	9	200-299
Grade 1	I	13-14	H	13-14	10	200-299
Grade 1	J	15-17	I	16	11	200-299
Grade 2	K (2)	18	J	18	(10,11) 12	300-399
Grade 2	L (3)	19	J	20	(10,11) 12	300-399
Grade 2	M (4)	20	K	24	13	300-399
Grade 2	N (5)	24-28	L-M	28	[L]14-15 [M] 16-17	400-499
Grade 3	O (6)	30	N	30	(16-17) 18	500-599
Grade 3	P (7)	30	N	34	(16-17) 18	500-599
Grade 3	Q (8)	34-38	O	38	19	600-699
Grade 3	R (9)	34-38	P	38	20	600-699
Grade 4	S (10)	40	Q	40	*	700-799
Grade 4	T (11)	40	R	40	*	700-799
Grade 5	*	44	S,T	*	*	800-899
Grade 6	*	*	*	*	*	900-999
Gr. 7,8	*	*	*	*	*	1000-1100

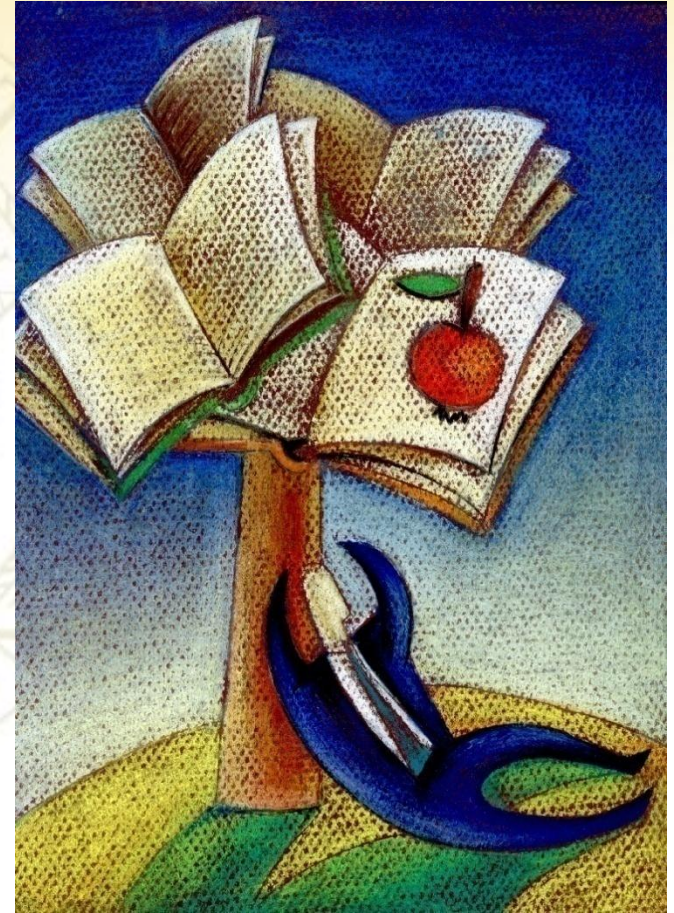
This table is from  
[https://www.leveledreader.com/docs/Leveling\\_Guide.pdf](https://www.leveledreader.com/docs/Leveling_Guide.pdf)

# Want to Know More . . .

- GA Department of Education has Lexile information at:
  - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>
  - <https://www.georgiastandards.org/Resources/Pages/Tools/LexileFrameworkforReading.aspx>
- MetaMetrics' website: <http://lexile.com/>
- Contact at the department:
  - Dr. Melodee Davis, Director
  - Assessment Research and Development Division
  - Georgia Department of Education
  - Phone: 404-657-0312
  - Email: [medavis@doe.k12.ga.us](mailto:medavis@doe.k12.ga.us)



**Reading is the  
to success in  
school.**



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