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

Updated with 2011-12 Data
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
- 2012 Lexile Data
- Relating Lexiles to Tests and Other Reading Measures
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.
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

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>“Stretch” Lexile Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>n/a</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450L-725L</td>
<td>420L-820L</td>
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<tr>
<td>4-5</td>
<td>645L-845L</td>
<td>740L-1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>860L-1010L</td>
<td>925L-1185L</td>
</tr>
<tr>
<td>9-10</td>
<td>960L-1115L</td>
<td>1050L-1335L</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070L-1220L</td>
<td>1185L-1385L</td>
</tr>
</tbody>
</table>

These “stretch” Lexile bands are based on the Common Core State Standards – Appendix A – updated in July 2012. These “stretch” bands reflect the demand of text that 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 Lexile?

• Students receive a Lexile measure along with their regular scale score for the CRCT or CRCT-M Reading, the 9th 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.
In the spring of 2006, the GaDOE 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. With the phase-out of the GHSGT, a Lexile score is no longer reported with this test.

The CRCT-M Reading test was linked to the Lexile metric in spring 2011.

Beginning in spring 2012, students taking either the 9th Grade Literature EOCT or the American Literature EOCT receive a Lexile measure in spring 2012.
Georgia’s Lexile Map

- Two versions:
  - 11 X 17 – poster size
  - letter from Dr. Barge, State School Superintendent on reverse
- 8.5 X 11 – multi-page with details about levels
Multi-Page Lexile Map map
What Lexile Info Is Provided on CRCT?

Sample Student Score Report from CRCT provides:
- Lexile information in parent friendly format.
- Lexile score and Lexile range.
- An explanation on how to use the information.
- Sample titles individualized for each student. These are categorized into a Leisure reading range and a Challenging reading range.

Note: Similar information is on the CRCT-M Individual Student Report.
What Lexile Info Is on EOCT?

Sample Student Score Report from EOCT provides:

- Lexile information in parent friendly format is located on the reverse side of the EOCT Individual Student Report.
- Lexile score and Lexile range.
- An explanation on how to use the information.
- Sample titles individualized for each student. These are categorized into a Leisure reading range and a Challenging reading range.
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 articles 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/](http://lexile.com/)

<table>
<thead>
<tr>
<th>ISBN</th>
<th>Title</th>
<th>Author</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>0152020632</td>
<td>&quot;Fire, Fire!&quot; Said Mrs. McGuire</td>
<td>Martin Jr., Bill</td>
<td>BR</td>
</tr>
<tr>
<td>0813620082</td>
<td>&quot;POP&quot; Pops the Popcorn</td>
<td>Egan, Bob</td>
<td>BR</td>
</tr>
<tr>
<td>0478126123</td>
<td>&quot;Who Took the Cake?&quot;</td>
<td>Medina, Eduardo</td>
<td>BR</td>
</tr>
<tr>
<td>0478204418</td>
<td>&quot;Happy Birthday, Estela!&quot;</td>
<td>Bingley, Anne M.</td>
<td>70L</td>
</tr>
<tr>
<td>047820454X</td>
<td>&quot;Smile!&quot; said Dad</td>
<td>Buxton</td>
<td>20L</td>
</tr>
<tr>
<td>0679886893</td>
<td>6 Sticks</td>
<td>Coxe, Molly</td>
<td>120L</td>
</tr>
<tr>
<td>051622879X</td>
<td>A Lunch With Punch</td>
<td>Kittinger, Jo S.</td>
<td>80L</td>
</tr>
</tbody>
</table>
How are Lexiles calculated?

- Semantic Difficulty
  - Word Frequency
- Syntactic Complexity
  - Sentence Length
Accessing the Find A Book Tool

http://lexile.com/fab/GA
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/analysize/
• 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

Txt file

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: 667L

Click here to analyze another file.
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 3rd to 5th grade or about 500L to 950L.
Making Connections Using Lexiles

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.
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.

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.

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.

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.

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.

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.
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.)

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/GA) to find books in the child’s Lexile range.

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.

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

Summer Reading

• Summer loss in student reading ability is an issue.
• Lexiles can assist in helping schools create a summer reading program.
• Teachers, parents, and students can use the “Find-a-Book” tool to build better reading lists customized to student’s Lexile measure and interests.
• For research and other information on summer loss and ways to prevent it, check out:

  http://lexile.com/using-lexile/summer-reading/
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 through studies related to the development of the Common Core State Standards for English Language Arts – 7/2012) and represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reader Measures, Mid-Year</th>
<th>Text Demand Study 2009</th>
<th>&quot;Stretch&quot; Text Measures</th>
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<tbody>
<tr>
<td></td>
<td>25th percentile to 75th percentile (IQR)</td>
<td>25th percentile to 75th percentile (IQR)</td>
<td>25th percentile to 75th percentile (IQR)</td>
</tr>
<tr>
<td>1</td>
<td>Up to 300L</td>
<td>230L to 420L</td>
<td>190L to 530L</td>
</tr>
<tr>
<td>2</td>
<td>140L to 500L</td>
<td>450L to 570L</td>
<td>420L to 650L</td>
</tr>
<tr>
<td>3</td>
<td>330L to 700L</td>
<td>600L to 730L</td>
<td>520L to 820L</td>
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<tr>
<td>4</td>
<td>445L to 810L</td>
<td>640L to 780L</td>
<td>740L to 940L</td>
</tr>
<tr>
<td>5</td>
<td>565L to 910L</td>
<td>730L to 850L</td>
<td>830L to 1010L</td>
</tr>
<tr>
<td>6</td>
<td>665L to 1000L</td>
<td>860L to 920L</td>
<td>925L to 1070L</td>
</tr>
<tr>
<td>7</td>
<td>735L to 1065L</td>
<td>880L to 960L</td>
<td>970L to 1120L</td>
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<tr>
<td>8</td>
<td>805L to 1100L</td>
<td>900L to 1010L</td>
<td>1010L to 1185L</td>
</tr>
<tr>
<td>9</td>
<td>855L to 1165L</td>
<td>960L to 1110L</td>
<td>1050L to 1260L</td>
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<td>10</td>
<td>905L to 1195L</td>
<td>920L to 1120L</td>
<td>1080L to 1335L</td>
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<td>11 and 12</td>
<td>940L to 1210L</td>
<td>1070L to 1220L</td>
<td>1185L to 1385L</td>
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</table>

http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/
## Lexile Data from 2012 CRCT & EOCT

<table>
<thead>
<tr>
<th>Grade Level/Course</th>
<th>N Count with Lexiles</th>
<th>Mean Lexile</th>
<th>Range of Lexiles</th>
<th>Distribution of Lexiles</th>
<th>Lexile Associated with Cut Scores</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minimum Lexile</td>
<td>Maximum Lexile</td>
<td>25th Percentile</td>
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<tr>
<td>3</td>
<td>124,241</td>
<td>694.44</td>
<td>BR*</td>
<td>890</td>
<td>545</td>
</tr>
<tr>
<td>4</td>
<td>124,452</td>
<td>815.11</td>
<td>BR*</td>
<td>990</td>
<td>685</td>
</tr>
<tr>
<td>5</td>
<td>126,115</td>
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<td>785</td>
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<td>6</td>
<td>125,322</td>
<td>998.69</td>
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<td>1155</td>
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<td>7</td>
<td>123,173</td>
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<td>240</td>
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<tr>
<td>8</td>
<td>121,925</td>
<td>1132.93</td>
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<td>1265</td>
<td>1050</td>
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<td>9th Lit</td>
<td>107,032</td>
<td>1192.65</td>
<td>380</td>
<td>1505</td>
<td>1050</td>
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<td>Amer. Lit</td>
<td>90,358</td>
<td>1220.79</td>
<td>420</td>
<td>1545</td>
<td>1105</td>
</tr>
</tbody>
</table>

*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.*
Exploring the Relationship of Lexiles to CRCT and EOCT

- 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 EOCT.
- The second slide graphically shows this relationship.
- Other slides provide explanations on how to interpret this information.
<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>9th Lit</th>
<th>Amer Lit</th>
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<tbody>
<tr>
<td>Stretch Text - Lower</td>
<td>520</td>
<td>740</td>
<td>830</td>
<td>925</td>
<td>970</td>
<td>1010</td>
<td>1050</td>
<td>1185</td>
</tr>
<tr>
<td>Stretch Text - Upper</td>
<td>820</td>
<td>940</td>
<td>1010</td>
<td>1070</td>
<td>1120</td>
<td>1185</td>
<td>1260</td>
<td>1385</td>
</tr>
<tr>
<td>Meets</td>
<td>410</td>
<td>570</td>
<td>650</td>
<td>685</td>
<td>800</td>
<td>805</td>
<td>985</td>
<td>1020</td>
</tr>
<tr>
<td>Exceeds</td>
<td>790</td>
<td>915</td>
<td>1040</td>
<td>1120</td>
<td>1210</td>
<td>1265</td>
<td>1290</td>
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<tr>
<td>Reader - Lower</td>
<td>330</td>
<td>445</td>
<td>565</td>
<td>665</td>
<td>735</td>
<td>805</td>
<td>855</td>
<td>940</td>
</tr>
<tr>
<td>Reader - Upper</td>
<td>700</td>
<td>810</td>
<td>910</td>
<td>1000</td>
<td>1065</td>
<td>1100</td>
<td>1165</td>
<td>1210</td>
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<td>2012 Median</td>
<td>740</td>
<td>840</td>
<td>935</td>
<td>1025</td>
<td>1065</td>
<td>1180</td>
<td>1205</td>
<td>1220</td>
</tr>
</tbody>
</table>
Grade Level “Stretch” Text & Reader Lexile Boundaries with 2012 Median Lexiles & Lexiles at Cut Scores

Grade Level/Course

Lexile

3 4 5 6 7 8 9th Lit Am. Lit

Common Core "Stretch" Text - Lower
Common Core "Stretch" Text - Upper
Meets
Exceeds
Reader - Lower
Reader - Upper
2012 Median

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
Interpreting the Graph

- The graph illustrates the relationship of reader ability, text difficulty, and the cut scores on the CRCT and EOCT.

- 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 is not in the “river of text.”

- The green line with triangles shows the Lexiles associated with Meets on CRCT (grades 3-8) and EOCT (9th Literature and American Literature) (grade 11).

- The green line with squares shows the Lexiles associated with Exceeds on CRCT (grades 3-8) and EOCT (9th Literature and American Literature) (grade 11).

- The yellow line represents the 2012 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 EOCT 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 seven years along with the “stretch text” Lexile range.
• The 2012 median Lexile for each grade shows an increase from the 2006 median.
• As of 2012, the median Lexile for each grade is falling within the “stretch” text bands.
## Median Lexile from CRCT & EOCT by Grade from 2006 – 2012 with “Stretch Text” Lexiles

<table>
<thead>
<tr>
<th>Grade</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Stretch Text Demand - Lower Limit</th>
<th>Stretch Text Demand - Upper Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>610</td>
<td>610</td>
<td>670</td>
<td>645</td>
<td>685</td>
<td>720</td>
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- 9th Lit: 1205, 1050, 1260
- Amer Lit: 1220, 1185, 1385
Lexiles and Accelerated Reader

- Often GaDOE is asked about the relationship between Lexiles and the reading levels in the Accelerated Reader Program and others.
- The next slides show the correspondence of Lexiles to other reading measures.
# Accelerated Reader* and Lexiles**

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*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](http://www.nacs.k12.in.us/mcms/6thGrade/ARLEX.html)
Comparison of Various Reading Level Models

This chart was retrieved from the following website: [http://www.oema.net/lexiles/ReadingLevelComps.pdf](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.
Relating Different Reading Level Models

This table is from https://www.leveledreader.com/docs/Leveling_Guide.pdf

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Want to Know More . . .

- GA Department of Education has Lexile information at:
  - http://www.gadoe.org/Lexile.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
Reading is the key to success in school.