


# The Lexile Framework<sup>®</sup> for Reading

## Lexiles in the Classroom:

### I. Growing Taller as Readers: How Lexiles Measure and Foster *Authentic* Reading Progress

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Consultant, Educational Design & Development



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## How do schools and teachers use Lexiles as a reading measurement system?

- Lexiles are “authentic” standards
- Lexiles indicate reading “height”
- Lexiles measure text readability and reader ability on the same scale
- Lexiles have meaning in Oregon
- Lexiles empower teachers, students, and parents



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Changing Demographics!  
NCLB!  
AYP!  
Literacy!  
CIP!  
Budget  
Cuts!

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## Have you taken the high road?

Embracing the Spirit while Coping with the Letter of the Law

**“NCLB expects us to do what all parents hope we will do:**  
**Make a difference in their children’s lives**  
**and ensure that they learn, grow, and achieve**  
**at the highest levels possible.”**

Ken Noah, Gresham-Barlow Superintendent

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## What if we re-defined AYP?



Yearly Progress

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## “Adequate” vs. “Authentic” Progress

<u>Adequate Yearly Progress</u>	<u>Authentic Yearly Progress</u>
<ul style="list-style-type: none"> <li>▪ Measured against state accountability standards</li> <li>▪ Emphasizes “meeting” or “not meeting” standards</li> <li>▪ Compares this year’s students to previous year’s students</li> <li>▪ Has little meaning for students and parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Measured against <u>real world</u> reading challenges</li> <li>▪ Emphasizes <u>authentic</u> reading ability and growth</li> <li>▪ Compares <u>individual student</u> reading levels over time</li> <li>▪ Has great <u>relevance</u> for students and parents</li> </ul>

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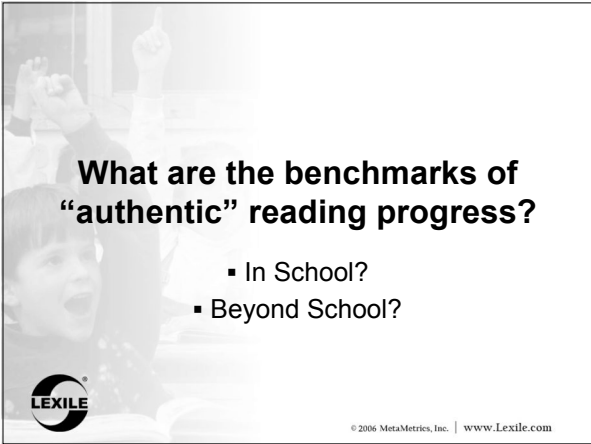
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## What are the benchmarks of “authentic” reading progress?

- In School?
- Beyond School?

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## Grade Level Text Demands: A Real-World Standard for Reading Achievement

- Lexile researchers have analyzed thousands of texts to determine **typical text demands** for grades in school and pathways after school
- **Students’ Lexile levels** predict how well they “measure up” to the text demands they will face





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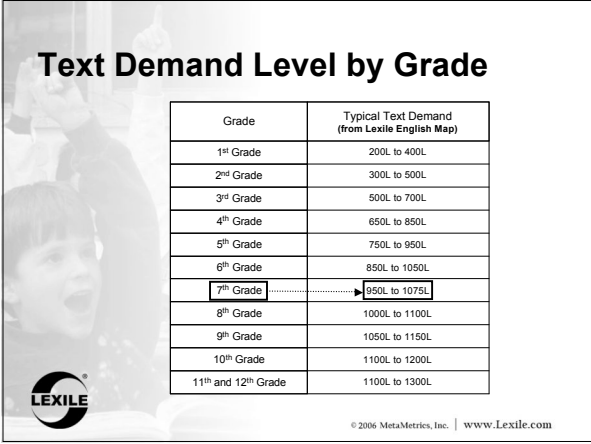
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## Text Demand Level by Grade

Grade	Typical Text Demand (from Lexile English Map)
1 <sup>st</sup> Grade	200L to 400L
2 <sup>nd</sup> Grade	300L to 500L
3 <sup>rd</sup> Grade	500L to 700L
4 <sup>th</sup> Grade	650L to 850L
5 <sup>th</sup> Grade	750L to 950L
6 <sup>th</sup> Grade	850L to 1050L
7 <sup>th</sup> Grade	950L to 1075L
8 <sup>th</sup> Grade	1000L to 1100L
9 <sup>th</sup> Grade	1050L to 1150L
10 <sup>th</sup> Grade	1100L to 1200L
11 <sup>th</sup> and 12 <sup>th</sup> Grade	1100L to 1300L

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## Lexiles and Life After School

- **Adult Text Demands:**  
What is the range of text typically encountered as an informed citizen, consumer, and worker?

**1100L to 1400L**



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## Lexile Study:

**“Student Readiness for Postsecondary Options”**  
Gary Williamson, Ph.D. (2004)

Median Text Measures:

- **11th/12th grade (LA/SS textbooks): 1090L**
  - Military (training/field manuals): 1180L
  - Citizenship (newspapers, voting, jury): 1230L
  - Workplace (Daggett study materials): 1260L
  - **Postsecondary - first two yrs (textbooks): 1355L**
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- GED Test Materials: 1060L
  - SAT/ACT Test Materials: 1180L



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## Meeting Text Demands: The “River”



- Text demands - in school and life - are like a river that meanders over time.
- **An authentic goal:**  
*All students* are able to “swim in the river” of text demands throughout their lives.



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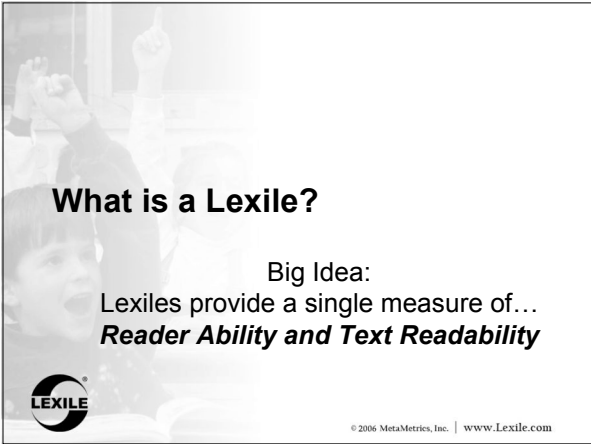
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## What is a Lexile?

Big Idea:  
Lexiles provide a single measure of...  
***Reader Ability and Text Readability***



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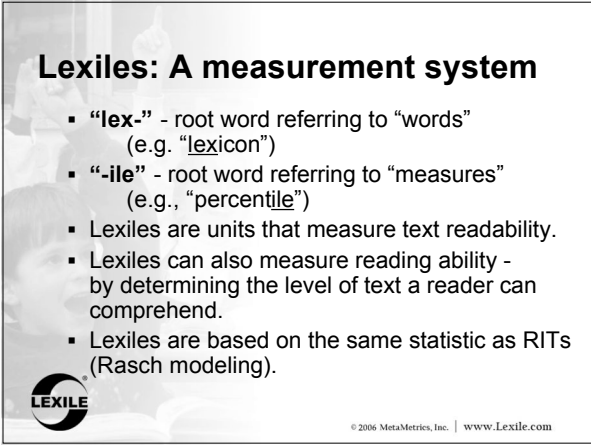
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## Lexiles: A measurement system

- “lex-” - root word referring to “words” (e.g. “lexicon”)
- “-ile” - root word referring to “measures” (e.g., “percentile”)
- Lexiles are units that measure text readability.
- Lexiles can also measure reading ability - by determining the level of text a reader can comprehend.
- Lexiles are based on the same statistic as RITs (Rasch modeling).



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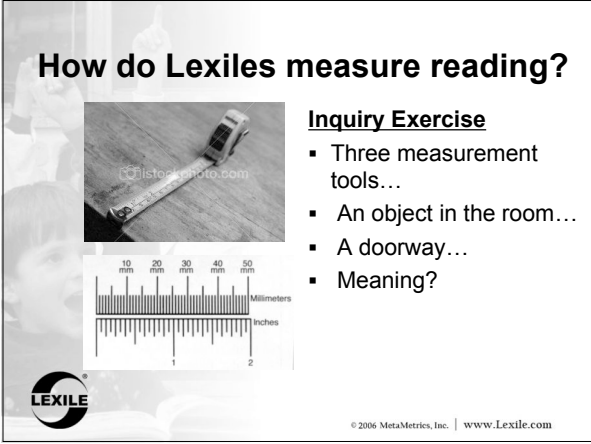
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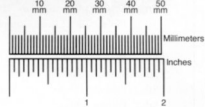



## How do Lexiles measure reading?



**Inquiry Exercise**

- Three measurement tools...
- An object in the room...
- A doorway...
- Meaning?

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## How are Lexiles like inches?



- A universal, accurate measurement system
- Used to measure a student's current "size" and growth over time
- Not grade specific: Students come in different sizes and grow at different rates

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## Growing Taller as a Reader

*Like pencil marks on a wall,  
Lexiles provide a measure of reading growth over time*



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## The Lexile scale can measure...

- How "tall" a student is as a reader
  - Where he/she falls on a Lexile text map at any point in time
- How high a student can "reach"
  - The Lexile range of text that the student can read and comprehend successfully
- How much "taller" a student has grown
  - The change over time in the student's Lexile level and the range of text he/she can read



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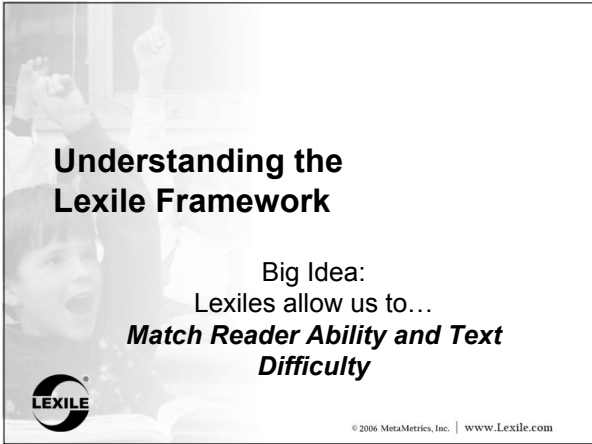
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## Understanding the Lexile Framework

Big Idea:  
Lexiles allow us to...  
**Match Reader Ability and Text Difficulty**

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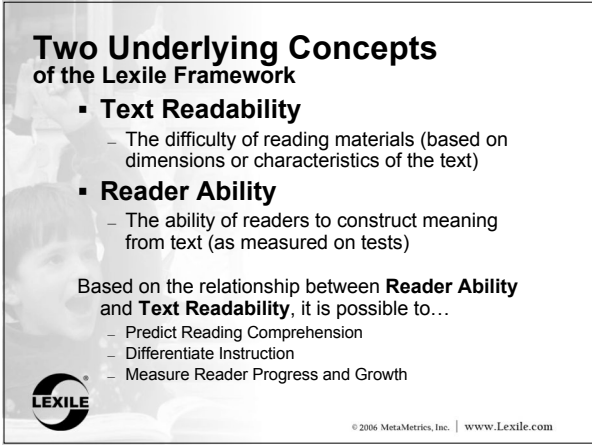
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## Two Underlying Concepts of the Lexile Framework

- **Text Readability**
  - The difficulty of reading materials (based on dimensions or characteristics of the text)
- **Reader Ability**
  - The ability of readers to construct meaning from text (as measured on tests)

Based on the relationship between **Reader Ability** and **Text Readability**, it is possible to...

- Predict Reading Comprehension
- Differentiate Instruction
- Measure Reader Progress and Growth

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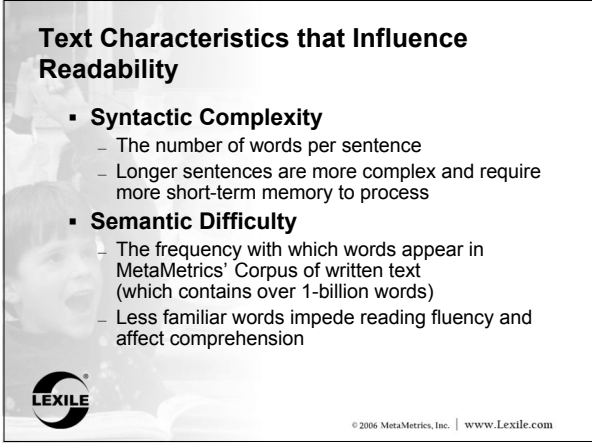
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## Text Characteristics that Influence Readability

- **Syntactic Complexity**
  - The number of words per sentence
  - Longer sentences are more complex and require more short-term memory to process
- **Semantic Difficulty**
  - The frequency with which words appear in MetaMetrics' Corpus of written text (which contains over 1-billion words)
  - Less familiar words impede reading fluency and affect comprehension

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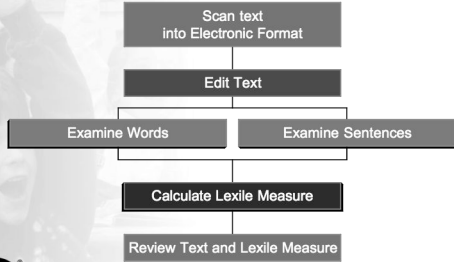
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## Determining Text Readability



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## Measuring Reader Ability

Lexile researchers...

- Used text Lexile measures to establish a parallel scale for readers.
- Developed a general comprehension test (cloze item format) that measures reading on the Lexile scale. (The Scholastic SRI is a derivative of this test.)
- Correlated national and state reading tests through linking studies (building a parallel Lexile comprehension test and administering both tests to a representative student sample).
- Linked and correlated the Oregon State Reading Test in spring 2004.



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## Limitations of Lexile Measures

### *What Lexiles don't address*

- Text Characteristics
  - Age Appropriateness of Content
  - Text Support
  - Text Quality
- Reader Characteristics
  - Interest and Motivation
  - Background Knowledge
  - Reading Context and Purpose



+ Lexiles only measure text readability.

+ Therefore, input from readers, parents, teachers, and librarians is always necessary.



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## Lexiles in Oregon

- The OSWA was **linked** to the Lexile scale through a **correlation** study done in spring 2004.
- Every time students in grades 3-12 take the OSWA/TESA, they receive a **predicted** Lexile score that **correlates** to their OSWA RIT score (a RIT-Lexile correlation table can be obtained from ODE).
- OSWA student reports now include **predicted** Lexile scores. Lexiles are not currently reported on TESA, and teachers get Lexile reports *only if* their district has a data management system that reports Lexiles.
- Many districts are now starting to use products such as the Scholastic Reading Inventory (SRI), Reading Counts, or Read 180, all of which are based on Lexile theory and report reading progress in Lexiles.
- All teachers and students have access to the EBSCO database through OSLIS, which contains hundreds of thousands of Lexiled resources.



Teachers can use Lexile scores/ranges to study classroom patterns, predict comprehension, inform instruction, and chart growth.

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## Lexiles: Oregon's Commitment

Dear Educators,

Reading well is an important skill, and it is the key for every student in Oregon to become a great reader.

This is why the Lexile Framework for Reading is part of the Superintendent's Legacy Initiative for Oregon. The Lexile Framework measures reading and content complexity. Parents, teachers, and students can use Lexiles to determine if a text is too easy, difficult, or just right for a student. But a Lexile measure is more than a set of numbers. It helps us choose books and articles that a student can read with confidence, interest, and pleasure. It also helps us choose books that meet their current reading comprehension level.

The Lexile Framework is the result of a year-long research project by Lexia, Inc. A Lexile measure also allows us to find the right content for every student. It is the Lexile Framework that is the foundation of the Lexile Framework for Reading. It is the Lexile Framework that is the foundation of the Lexile Framework for Reading. It is the Lexile Framework that is the foundation of the Lexile Framework for Reading.

Our students measure Lexile measures. Their scores can be reported on their transcripts, and measures that have also been measured and reported on their transcripts. The Lexile Framework is a powerful tool that can help us choose the right content for every student. It is the Lexile Framework that is the foundation of the Lexile Framework for Reading. It is the Lexile Framework that is the foundation of the Lexile Framework for Reading.

To learn more about Lexiles, visit us online at [www.lexia.com](http://www.lexia.com). We are excited to see all of our students succeed, and we will continue to work with you to ensure that every student in Oregon has the skills and knowledge to become a great reader.

Reading opens the doors of opportunity. Thank you for your work to ensure success for every student in Oregon.



Sincerely,  
Susan Castillo  
Superintendent of Public Instruction

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- Lexile letter from Susan Castillo
- Lexiles in Oregon resource webpage
- Lexile Staff Development modules - developed in partnership w/ESD's and OSLIS
- Lexile scores in ODE data sets (but not TESA)
- Lexile to RIT Score Reference Table

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## Lexiles and Oregon Reading Standards

Oregon CCG: *Demonstrate general understanding of grade-level informational text across the subject areas.*

5th grade	6th-7th grade	8th grade	CIM
Recognize and/or summarize sequence of events and main ideas presented in informational texts...	Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.	Clarify understanding of informational texts by creating detailed outlines; graphic organizers, diagrams, logical notes, or summaries.	Clarify understanding of informational texts by creating sophisticated outlines; graphic organizers, diagrams, logical notes, or summaries.
695L	785-890L	980L	1125L

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## Lexiles can *empower*...

- **Teachers:**
  - By helping them know more about their students
  - By informing their efforts to differentiate instruction
  - By providing access to text resources that "match" their students
- **Students:**
  - By connecting them to "accessible" text
  - By allowing them to measure and celebrate their own growth as readers
- **Families:**
  - By helping them understand authentic reading growth
  - By making it possible for them to participate in their students' reading development



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## Teachers are *empowered* when they have...

- Classroom reports of their **students' Lexile scores**
  - Fall (to profile, group, and match text)
  - Spring (to chart and celebrate growth)
- **Lexile levels for their textbooks** and books in their classrooms and library
- **Access to the Internet and to resources** such as lexile.com, online databases, and other search tools
- **Opportunities to collaborate** and develop materials such as tiered Lexile reading/resource lists



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## Example Science Test Report w/ Lexiles

Example 6<sup>th</sup> Grade Science Fall Report with Lexiles – 2005 5<sup>th</sup> Grade Data

GAINS									
GAINS GRADUATION ASSESSMENT INFORMATION SYSTEM									
Student Group Report - Performance and Achievement Data by Item ID									
Student Group	Scale	Level	Score	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item	Assessment
ID									SCIENCE
Detailed Performance & Item SEST Scores by Subgroup and Item									
Student	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item	SEST Item
Archer	100	101	102	103	104	105	106	107	108
Baker	100	101	102	103	104	105	106	107	108
Chen	100	101	102	103	104	105	106	107	108
Clark	100	101	102	103	104	105	106	107	108
Cooper	100	101	102	103	104	105	106	107	108
Davis	100	101	102	103	104	105	106	107	108
Evans	100	101	102	103	104	105	106	107	108
Foster	100	101	102	103	104	105	106	107	108
Garcia	100	101	102	103	104	105	106	107	108
Green	100	101	102	103	104	105	106	107	108
Harris	100	101	102	103	104	105	106	107	108
Hill	100	101	102	103	104	105	106	107	108
Jones	100	101	102	103	104	105	106	107	108
Kelly	100	101	102	103	104	105	106	107	108
Kim	100	101	102	103	104	105	106	107	108
King	100	101	102	103	104	105	106	107	108
Lee	100	101	102	103	104	105	106	107	108
Long	100	101	102	103	104	105	106	107	108
Malone	100	101	102	103	104	105	106	107	108
Marshall	100	101	102	103	104	105	106	107	108
Martin	100	101	102	103	104	105	106	107	108
Mason	100	101	102	103	104	105	106	107	108
McDonald	100	101	102	103	104	105	106	107	108
Miller	100	101	102	103	104	105	106	107	108
Morgan	100	101	102	103	104	105	106	107	108
Murphy	100	101	102	103	104	105	106	107	108
Nelson	100	101	102	103	104	105	106	107	108
Nguyen	100	101	102	103	104	105	106	107	108
Ortiz	100	101	102	103	104	105	106	107	108
Parker	100	101	102	103	104	105	106	107	108
Perkins	100	101	102	103	104	105	106	107	108
Phillips	100	101	102	103	104	105	106	107	108
Price	100	101	102	103	104	105	106	107	108
Reed	100	101	102	103	104	105	106	107	108
Rhodes	100	101	102	103	104	105	106	107	108
Ross	100	101	102	103	104	105	106	107	108
Sandoz	100	101	102	103	104	105	106	107	108
Schmitt	100	101	102	103	104	105	106	107	108
Shelton	100	101	102	103	104	105	106	107	108
Simmons	100	101	102	103	104	105	106	107	108
Small	100	101	102	103	104	105	106	107	108
Spencer	100	101	102	103	104	105	106	107	108
Steele	100	101	102	103	104	105	106	107	108
Stevens	100	101	102	103	104	105	106	107	108
Sullivan	100	101	102	103	104	105	106	107	108
Tamm	100	101	102	103	104	105	106	107	108
Taylor	100	101	102	103	104	105	106	107	108
Thompson	100	101	102	103	104	105	106	107	108
Tucker	100	101	102	103	104	105	106	107	108
Turner	100	101	102	103	104	105	106	107	108
Wade	100	101	102	103	104	105	106	107	108
Wagner	100	101	102	103	104	105	106	107	108
Walsh	100	101	102	103	104	105	106	107	108
Watts	100	101	102	103	104	105	106	107	108
Webb	100	101	102	103	104	105	106	107	108
Wheeler	100	101	102	103	104	105	106	107	108
White	100	101	102	103	104	105	106	107	108
Wright	100	101	102	103	104	105	106	107	108
Young	100	101	102	103	104	105	106	107	108
Zimmerman	100	101	102	103	104	105	106	107	108




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Teachers are *empowered* when they *know*...

*How to...*

- Use Lexiles as a **reading measurement system**
- **Profile** students, **predict** comprehension, and **match** readers to text
- Access and use **online resources**
- **Differentiate instruction** by developing and using **tiered reading/resource lists**
- Understand, chart, and explain patterns of **Lexile growth**
- Teach students to be **strategic, reflective readers**



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## Lexile Internet Resources That Support Teaching and Learning

- [Lexile.com](http://Lexile.com)
  - [Book Database](#)
  - [Calculator](#)
  - [Analyzer](#)
- [EBSCO](#), [ProQuest](#) or other databases
- Other Lexiled teaching resources:
  - [Scholastic SRI](#), [Reading Counts](#), [Read 180](#)
  - [NetTrekker.com](#)
  - [EdGate Total Reader](#)
  - [Achieve 3000 KidBiz](#) and [TeenBiz](#)



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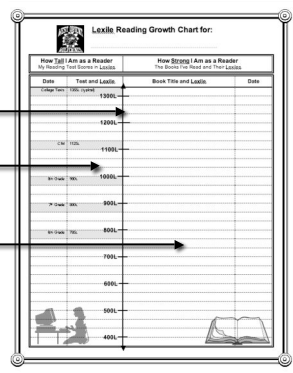
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## Growth Chart Model:

- Use the **Lexile scale** as an organizer.
- Record **Lexile measures from tests** to show how "tall" a reader measures at various points in time.
- Record **Lexile measures of books read** to show how "strong" a reader is at various points in time.
- Use **multiple measures** to show varied "snapshots" of growth.



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## Students are *empowered* when they know...

- What Lexiles are and how they measure reader ability and text readability
- How “**tall**” (their Lexile levels from tests) and “**strong**” (the lexile levels of books they’ve read) **they are as readers**
- Why reading **matched text** can help them grow as readers, and how to chart and **track reading growth**
- How to use **Lexile.com resources** and **Internet search tools** such as EBSCO
- How and when to use good **reading process** and **strategic reading skills** (e.g., *Mosaic of Thought* [Keene, 1997] or *S.O.S.* [Munroe, 2003]) to increase comprehension



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## Example Student Test History w/Lexiles

Example Student History Report with Lexiles – 2003 to 2005

GAINS Student History - Achievement and Growth of State Tests											
Student	Grade	Subject	Test	Score	Lexile	Grade	Subject	Test	Score	Lexile	Grade
<b>READING Achievement Test History</b>											
Year	Grade	Score	Lexile	Grade	Subject	Test	Score	Lexile	Grade	Subject	Test
2003	4	210	210	4	R	GA	210	210	4	R	GA
2004	4	211	211	4	R	GA	211	211	4	R	GA
2005	4	212	212	4	R	GA	212	212	4	R	GA
2005	4	213	213	4	R	GA	213	213	4	R	GA
2005	4	214	214	4	R	GA	214	214	4	R	GA
<b>MATHEMATICS Achievement Test History</b>											
Year	Grade	Score	Lexile	Grade	Subject	Test	Score	Lexile	Grade	Subject	Test
2003	4	210	210	4	M	GA	210	210	4	M	GA
2004	4	211	211	4	M	GA	211	211	4	M	GA
2005	4	212	212	4	M	GA	212	212	4	M	GA
2005	4	213	213	4	M	GA	213	213	4	M	GA
2005	4	214	214	4	M	GA	214	214	4	M	GA
<b>SCIENCE Achievement Test History (Grades 3 &amp; 5 Only)</b>											
Year	Grade	Score	Lexile	Grade	Subject	Test	Score	Lexile	Grade	Subject	Test
2003	4				S	GA				S	GA
2004	4				S	GA				S	GA
<b>WRITING Performance Assessment (Grades 3 &amp; 5 Only)</b>											
Year	Grade	Score	Lexile	Grade	Subject	Test	Score	Lexile	Grade	Subject	Test
2003	4				W	GA				W	GA
2004	4				W	GA				W	GA
2005	4				W	GA				W	GA



www.Lexile.com

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## Parents are *empowered* when they...

- Understand Lexiles as an “authentic” measure of “growing taller, stronger, and smarter” as a reader.  
**(Are given the real world data and the analogies!)**
- Have access to handouts and reports available through **lexile.com**, Scholastic, and others.
- Participate in **lexile.com tutorials** in a school computer lab.
- Serve as **volunteers to research Lexile levels** for library/classroom books.
- Have opportunities to **help their students** find age-appropriate “matched” reading materials.
- See students’ Lexile-based **reading logs and growth charts**.
- Hear positive (but honest) communications about **Lexile growth!**



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## Schools are *empowered* when they use Lexiles *systemically & systematically*

- **Lexile literacy:** *Build understanding and buy-in*
  - **All** leaders, teachers, students, and parents are aware.
- **Lexile.com:** *Educate and empower students*
  - **All** students understand Lexiles and how to use resources.
- **Lexile Scores:** *Inform teachers, students, and parents*
  - Lexile scores, reports, and reading lists are accessible to **all**.
- **Focused Support:** *Intervene for struggling readers*
  - Intervention programs (like Scholastic Read 180) are based on Lexile theory/research.
  - Long-term support and growth continue through use of Lexiles and text matching in **all** classrooms and content areas.



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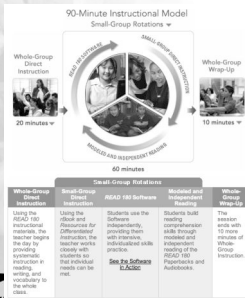
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## Scholastic Read 180



- Intervention based on Lexile theory
- Matches texts to readers based on Lexiles and interests
- Uses multi-media to build interest and background
- Instructional model translates to regular classroom



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