

The Lexile[®] Framework for Reading

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Linking Assessment With Instruction



Agenda

- 1) Who We Are & What We Do
- 2) Why We Created The Lexile Framework for Reading
- 3) What is The Lexile Framework for Reading
- 4) Lexile Measures with EFL Learners
- 5) CEFR Levels
- 6) The Gap: University & Career Readiness
- 7) Strategies for Closing the Gap
- 8) Utilizing the Lexile Framework for Reading
- 9) Technology and the Lexile Framework for Reading (Scholastic's Literacy Pro)



MetaMetrics Overview

Company Overview



Founded as a research corporation in 1984 to **develop scientific measures of student achievement.**



Lexile® (reading) and Quantile® (math) measures are the **de facto standards** for matching students with leveled material.



Among the **75 staff**, there are more than **40 doctorate and graduate degrees.**



35M+ students from **50 states** and **180 countries** receive Lexile reader measures...



...from **65+ popular reading and assessment programs.**



Over 100 million books, articles and websites have received Lexile text measures.

What is The Lexile Framework for Reading?

- An educational tool- *a scale*- that links English reading material and English readers under a common metric- the Lexile in order to *optimize* English reading growth.
 - Measures the complexity of reading material
 - Measures the English reading ability of individual readers
 - Currently **only** for English and Spanish



The Lexile Framework for Reading

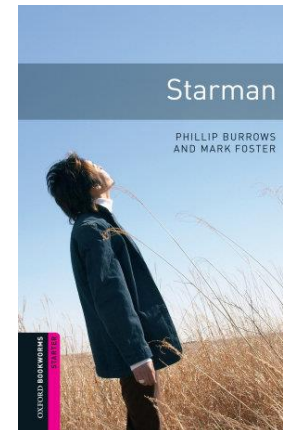
A Lexile is a measure of both reading level and text complexity, *on the same scale.*

A student's Lexile measure is her reading level.



an **490L** (English) reader

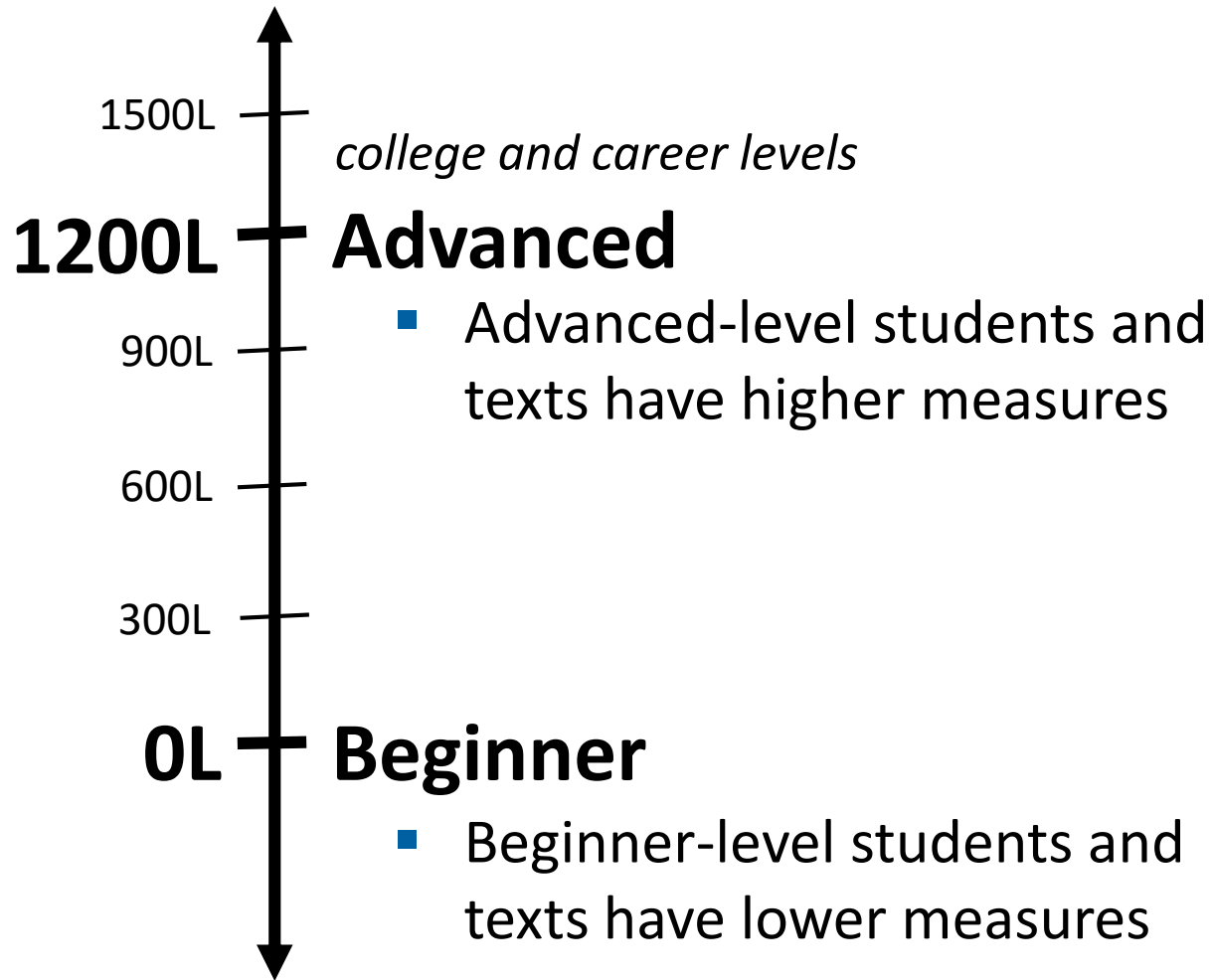
A book's Lexile measure is its reading difficulty.



an **490L** book



Lexile Scale: A Developmental Continuum



Lexile Components

- **Assessment** to measure *reader ability*
 - Connect the scale with a variety of assessments
- **Text Measurement/Leveling** to measure *text complexity*
 - Evaluate the complexity of English language books and articles
- **Interpretive Framework** to evaluate achievement and growth; to interpret results

Interpretive Framework

- Examples of an interpretive framework:
 - Text demand study: primary, secondary
 - University text demand study
 - Career text demand study
 - Growth trajectories
 - Learning pathway
 - Norm groups

Lexile Measures of *Reading Ability*

A **linked assessment** determines the measure of an individual

- A measures of reading *comprehension*
- Scores convert to Lexile measures
- Results track growth, developmentally
- Measures give actionable feedback



Reading Ability Measures

Over 35 million Lexile measures produced annually via partner assessment programs:

- Norm-referenced tests
- Formative/benchmark assessments
- Integrated digital programs
- University language exams
- Workplace language exams
- Language institutes

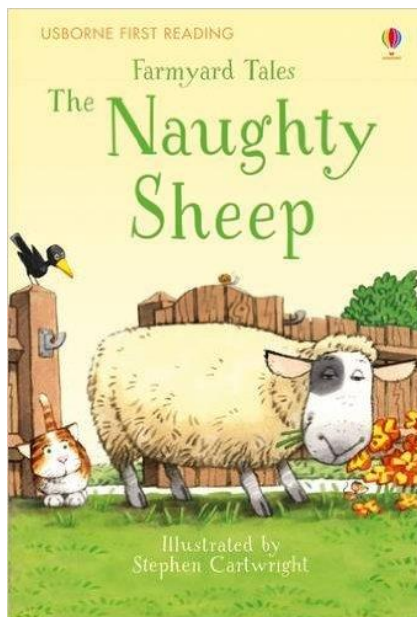


Text Complexity Measures

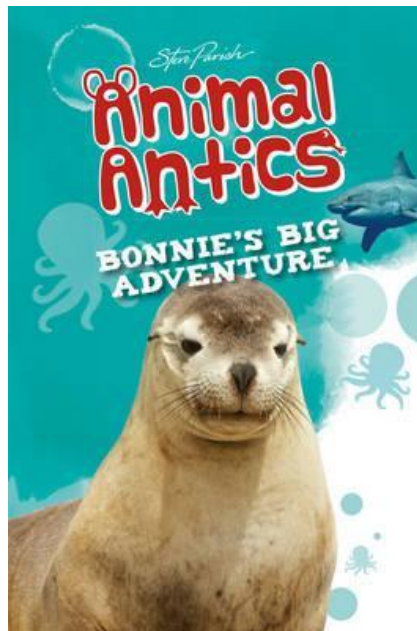
Recognized as the most widely used, unified measure of reading worldwide

- Over 200,000 books through publishers, online booksellers, and school programs
- Over 100,000,000 articles through digital library services and online content

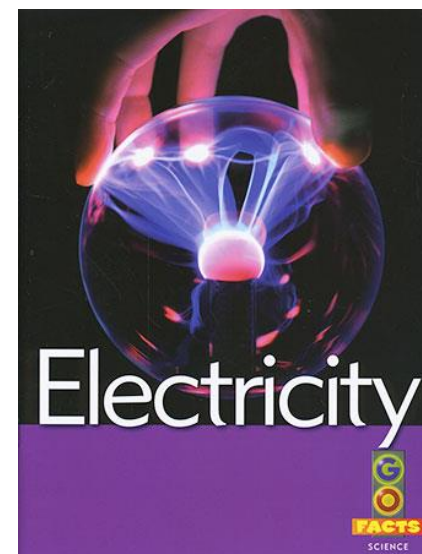
Examples



340L

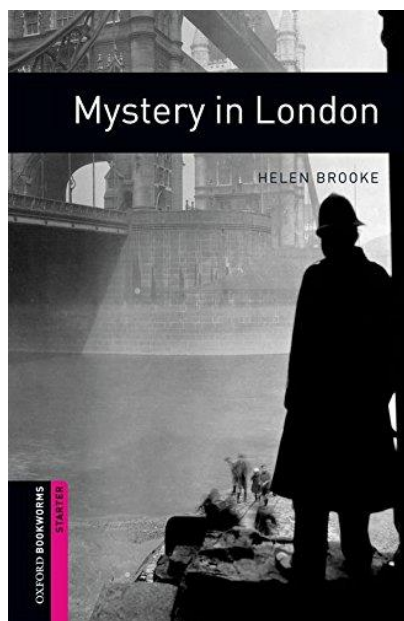


740L

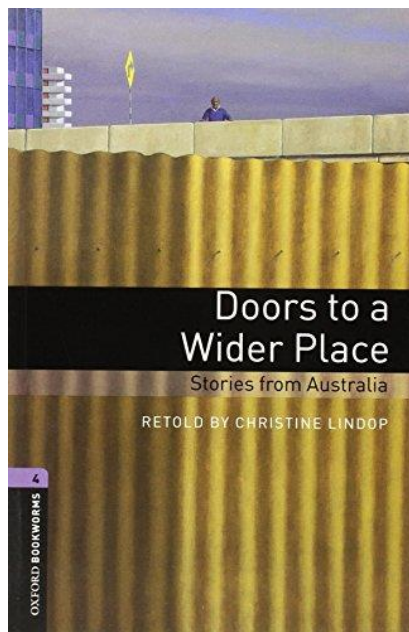


1010L

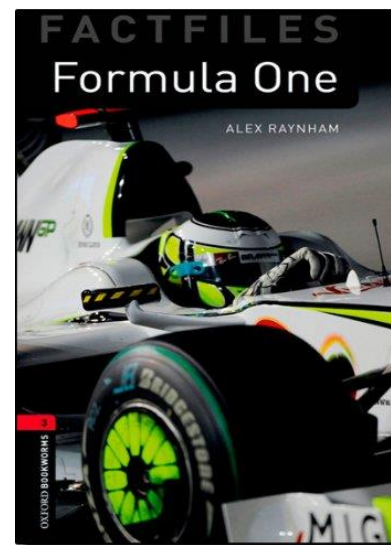
Examples



330L



750L



1010L

Lexile Measures: Universal Standard

- The Lexile Framework's appeal is that it is a universal, objective, instrument-independent standard
 - Universal: applies to all English readers
 - Objective: based on scientific, quantitative dimensions
 - Instrument-independent: not proprietary to one publisher or assessment
 - E.g. temperature, height, weight, etc...

Lexile International

GLOBAL IMPORTANCE OF ENGLISH



Global English Impact

“English makes a significant contribution to sustainable global development. It eases trade between countries that do not share a common language. It is used as a language of convenience, facilitating dialogue and building trust where an understanding of diverse positions is crucial ...”

-Mark Robson
Director of English and Exams
British Council

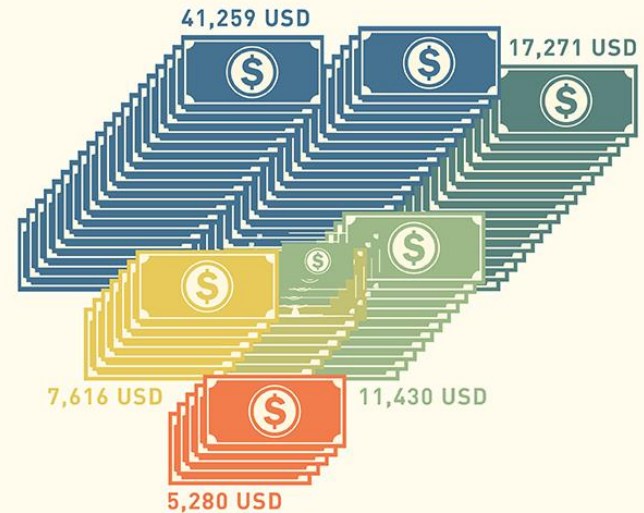
British Council estimates that worldwide one in four people speak a useful level of English.

Two billion people will be speaking or learning English by 2020.

Global Impact of English

- An increasing number of companies headquartered in non-English speaking countries have adopted English as their corporate language.
- English skills are a key component for creating a business-friendly environment.
- English plays a role in generating opportunities, determining employability, and expanding horizons.
- Improving English skills drives up salaries, which in turn encourages investment in English training.
- In many countries, higher English proficiency corresponds to fewer young people who are unemployed or not in training.

THE BETTER A COUNTRY'S ENGLISH,
THE MORE MONEY ITS PEOPLE MAKE



EF English Proficiency Bands:

- VERY HIGH
- HIGH
- MODERATE
- LOW
- VERY LOW

www.ef.com/epi

Critical Questions

- Are students being prepared for the English reading demands of colleges and universities?
- Are students being prepared for the reading demands of the global workplace?

Text Complexity | Select University Textbooks

Book Title	Lexile Measure
Calculus: Early Transcendentals	1380L
Art Past, Art Present	1330L
Principles of Anatomy and Physiology	1300L
A History of Western Society from 1300	1290L
Marketing: Principles and Perspectives	1280L
Engineering: Drawing and Design	1270L
Fundamental Accounting Principles	1230L
Exploring Psychology	1210L
General Chemistry: The Essential Concepts	1190L



Text Complexity | Select International Newspapers

(Source: Swartz et al., 2008-2010)

Newspaper	Lexile Measure
The Straits Times (Singapore)	1410L
China Daily (China)	1400L
The Australian (Australia)	1390L
Malaysian Star (Malaysia)	1390L
New York Times (United States)	1380L
The Chosun Ilbo (Korea)	1360L
Japan Times (Japan)	1350L
Times of India (India)	1320L
Wall Street Journal (United States)	1320L
The Guardian (United Kingdom)	1310L

Text Complexity | Occupational Reading Materials

(Source: Daggett, 2003)

Career Cluster	Lexile Range
Law and Public Safety	1420L—1740L
Agriculture and Natural Resources	1270L—1510L
Architecture and Construction	1210L—1340L
Education and Training	1320L—1370L
Business and Administration	1210L—1310L
Health Science	1260L—1300L
Sales and Service	1180L—1270L
Hospitality and Tourism	1230L—1260L
Scientific Research and Engineering	1190L—1250L
Human Services	1050L—1200L

Select Research | Reading Gap Analysis (EFL)

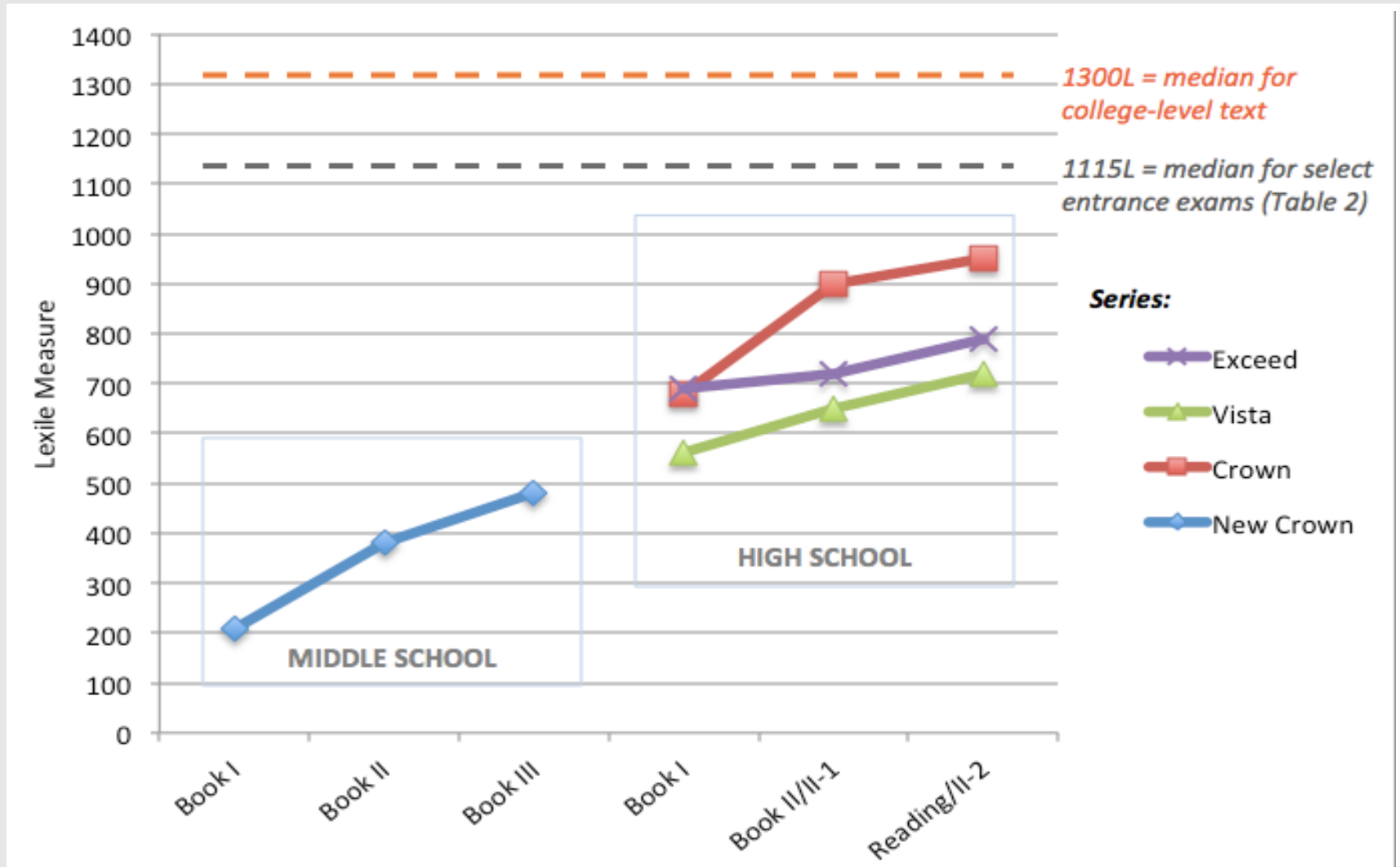
- **Japan.** Examination of secondary and postsecondary text compared with sample abilities of middle and high school students
- **South Korea.** Research to examine postsecondary reading at Seoul National University (SNU) compared with secondary-level reading in Korea.

Japan | Select University Entrance Exams

(Source: Negishi et al., 2015)

School	Lexile Measure
Tokyo University of Foreign Studies	1270L
Osaka University	1370L
Hitotsubash University	1150L
University of Tokyo	1110L
Kyoto University	1120L
National Center Test	1030L

Text Complexity | Textbooks in Japan



Japan | Defining the Reading Gap

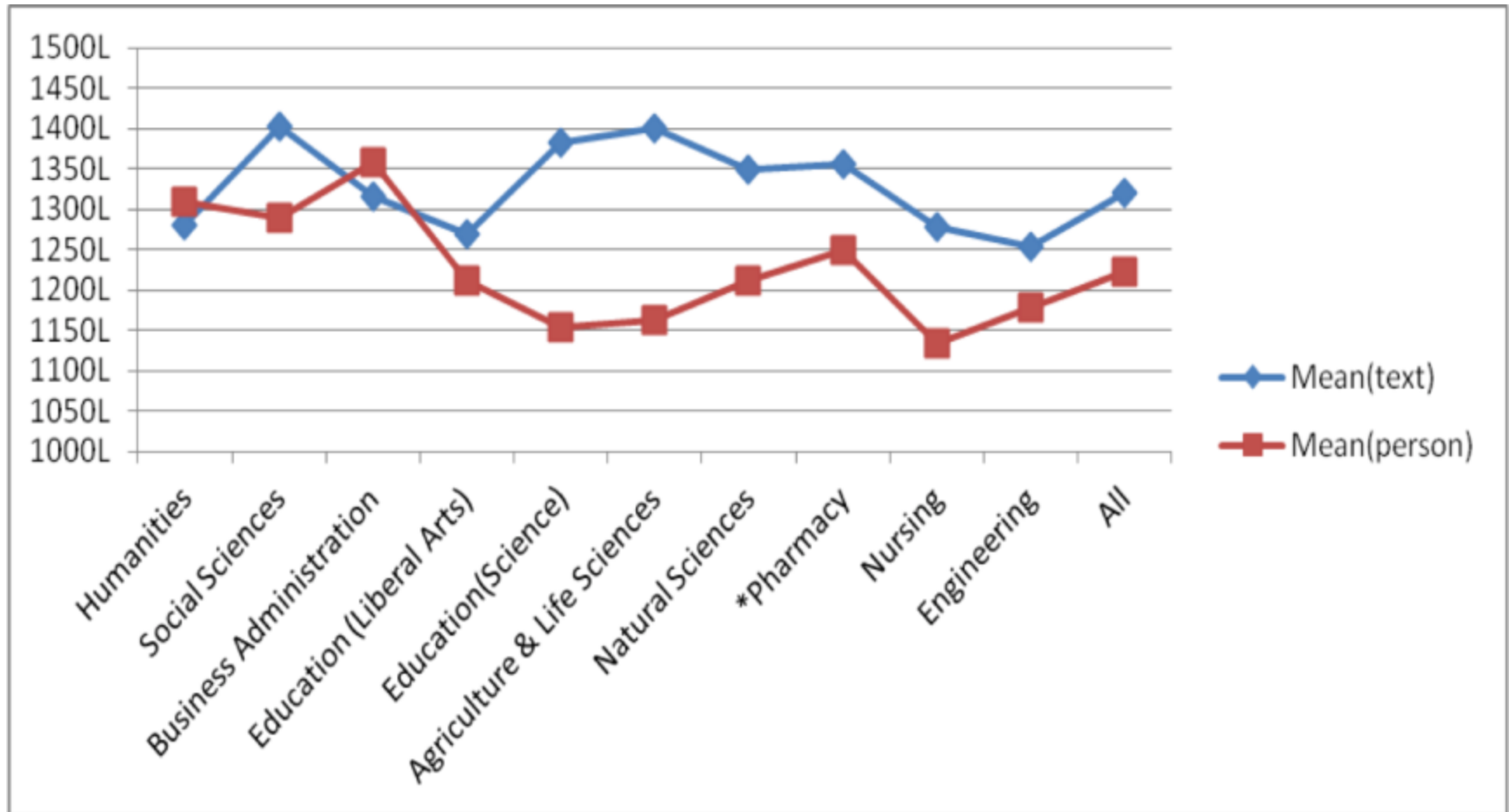
- Reading demands for postsecondary options commonly range from **1200L to 1400L**.
- The median text complexity for a sample of entrance exams in Japan was 1115L.
- The highest level textbook in high school measured less than 1000L.
- A sample of high school students measured **substantially less than 1000L**.

***The gap upon entering a university
or workplace may be 300L or more***

Seoul National University (SNU)

- Research led by Dr. Lee Byungmin, SNU School of Education and Language Education Institute
 - Measured textbooks used at SNU to determine reading demands by college (i.e., text complexity)
 - Conducted field study to assess students and find distributions of reading abilities by college
 - Compared reading abilities with text complexity to identify and examine reading gaps

SNU Findings | Reading Gaps by College



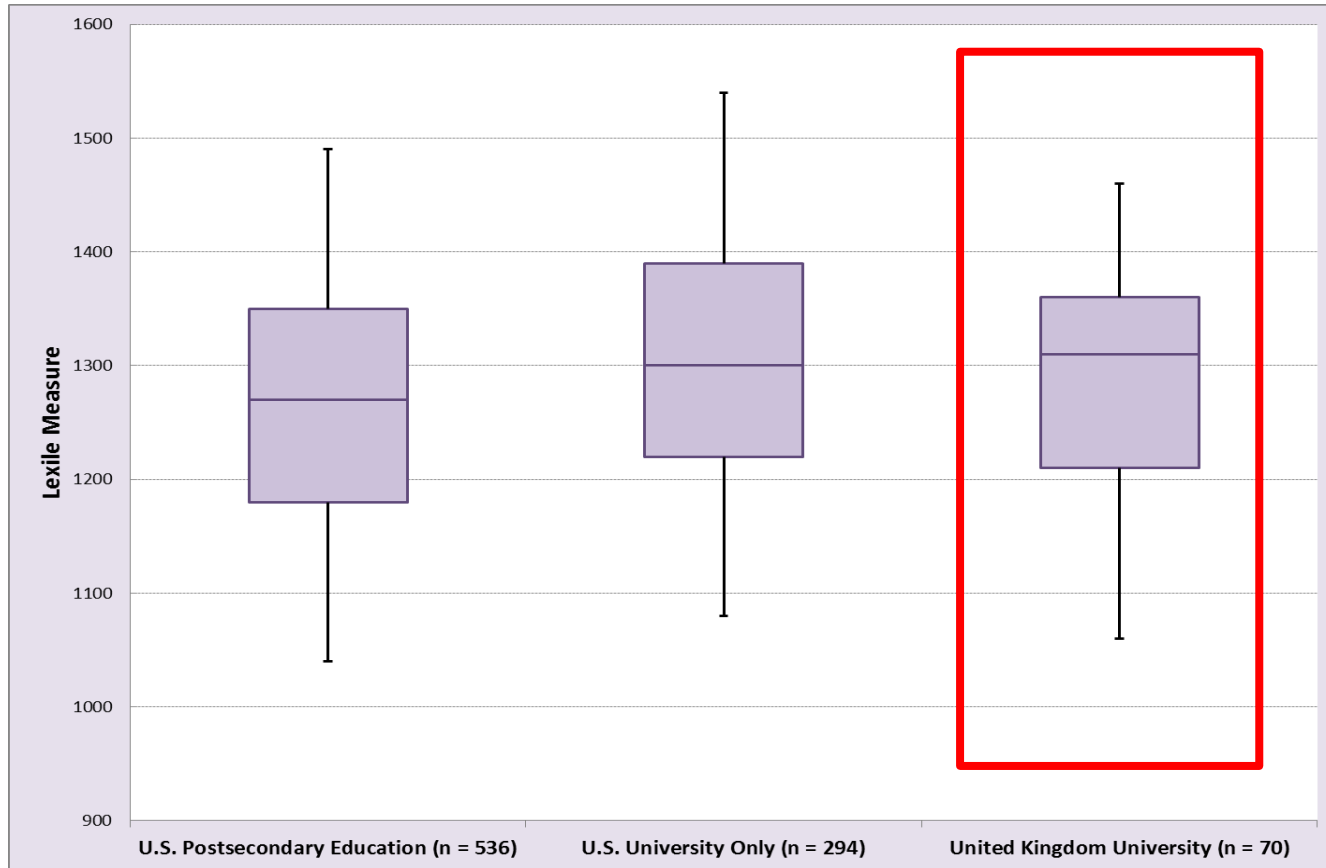
South Korea | Defining the Reading Gap

- English reading demands for postsecondary options commonly range from **1200L to 1400L**
- A sample of EFL textbooks measured from **730L—940L**
- A sample of high school students generally measured **less than 1000L**

The gap upon entering a university or workplace may be 200L or more

Text Complexity | U.K. Universities

(Source: Williamson et al., 2015)



Text Complexity | U.S. K-12 Text Continuum

(Source: Williamson et al., 2012)

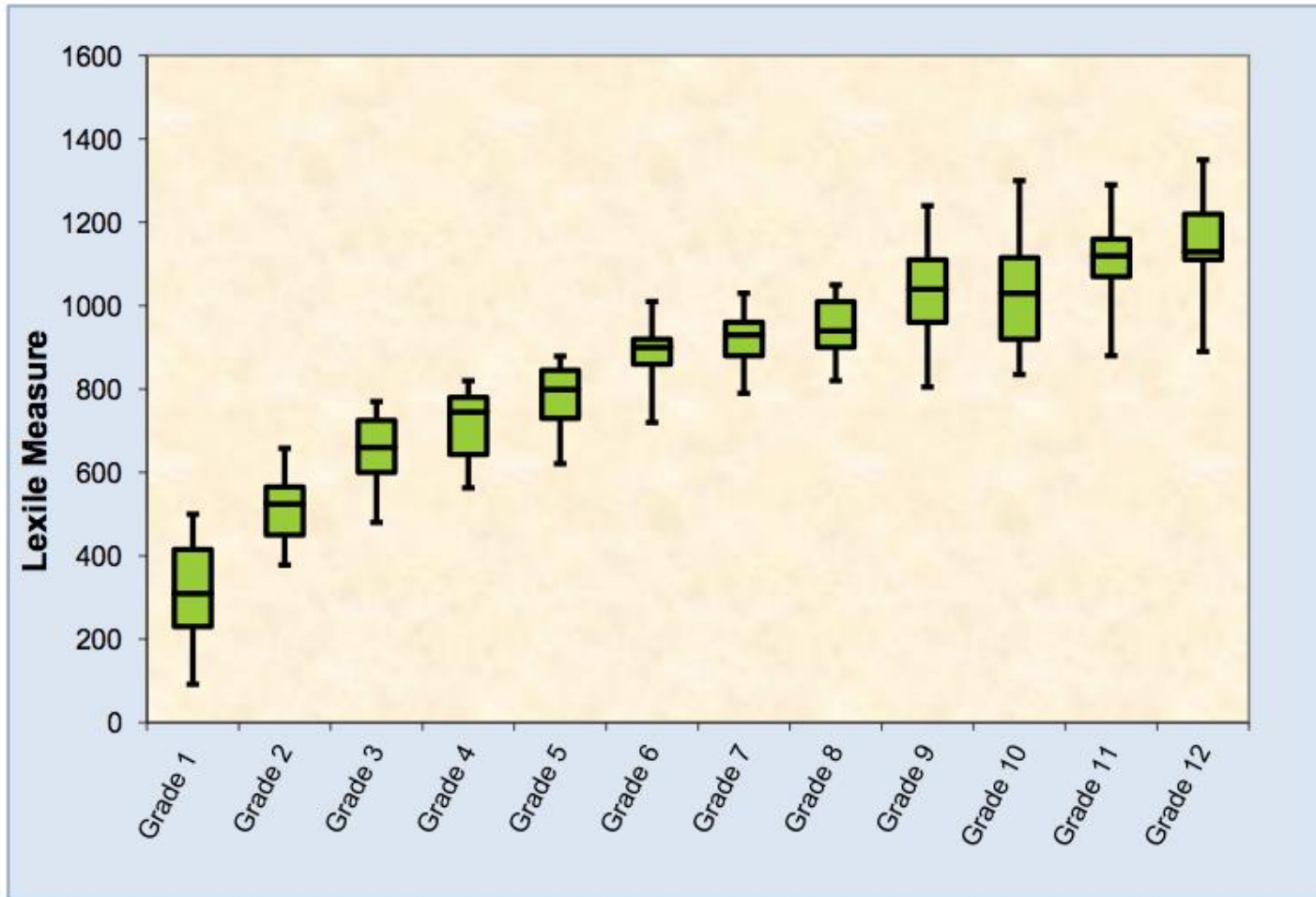
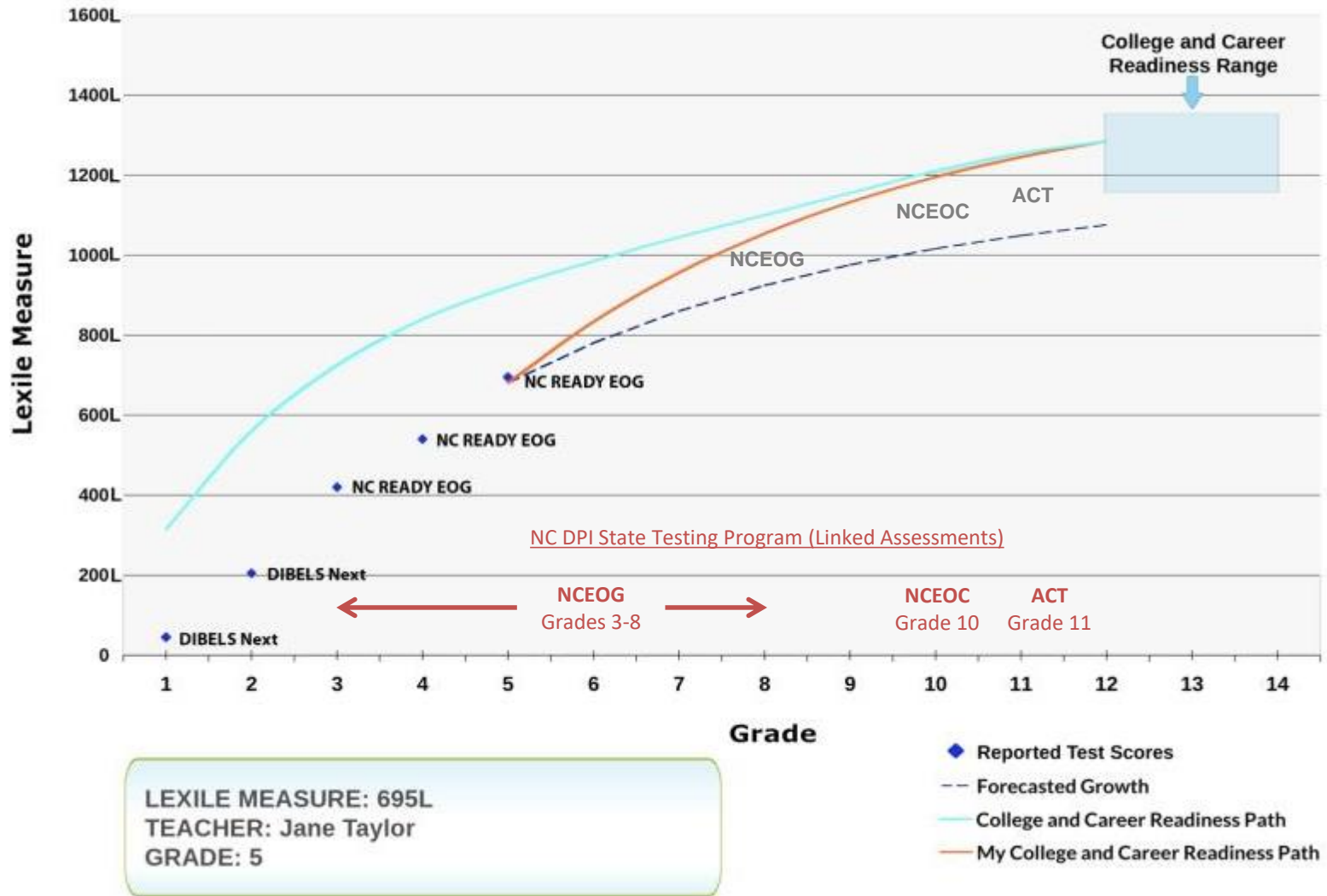


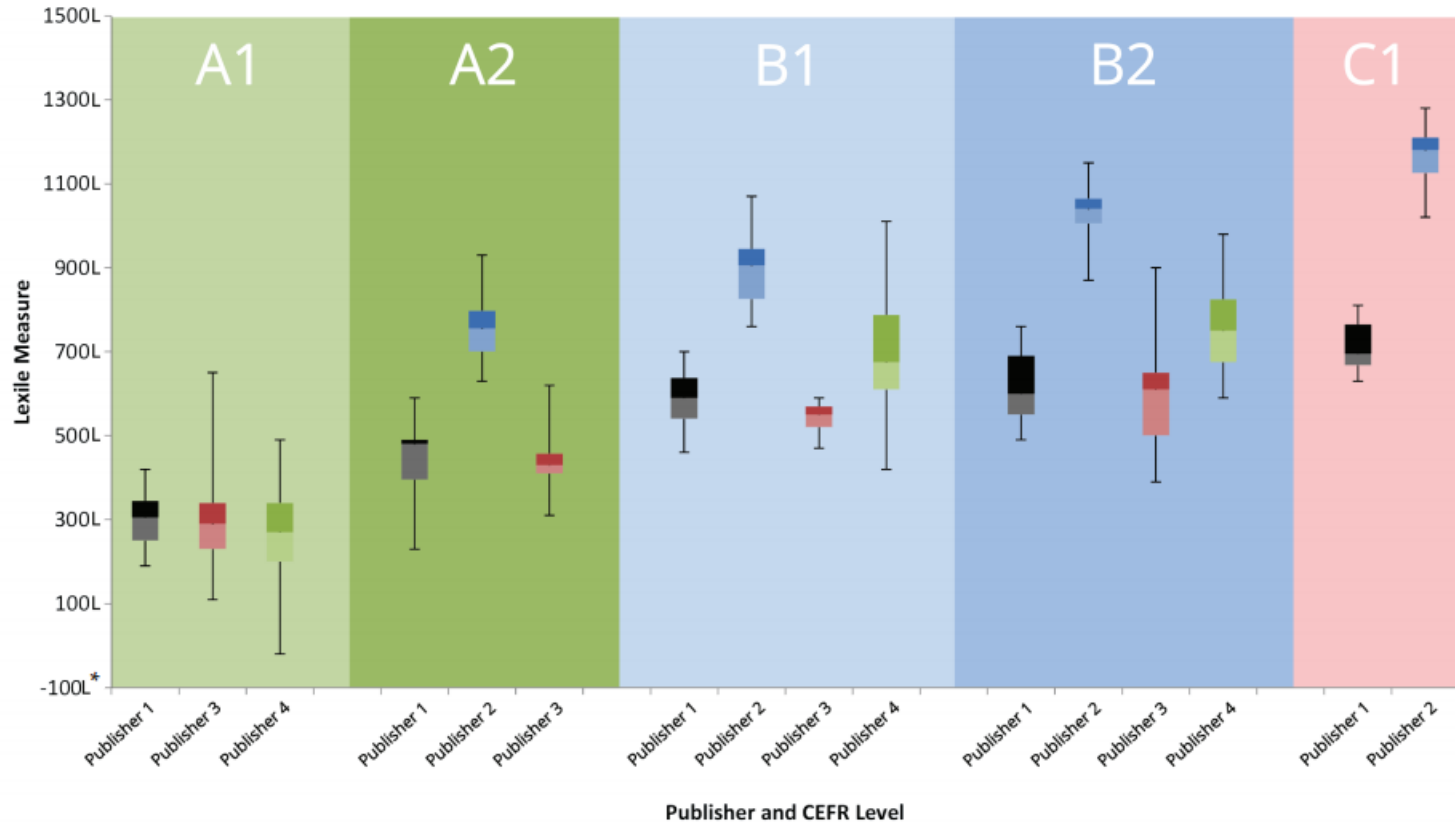
Illustration | North Carolina Growth Planner



Publisher and CEFR Levels:

Lexile Measure Distribution

FIGURE 1. BOX-AND-WHISKER PLOT OF LEXILE MEASURE DISTRIBUTION BY SERIES AND CEFR LEVEL



* For research purposes, Lexile measures are reported as negatives.

TOEFL, TOEFL Jr., and Lexile Measures

TOEFL Primary Level	Lexile Measure	TOEFL Jr. Scale Score
2	BR125L	-
4	325L	-
6	750L	240
-	880L	265
-	1000L	280





The Lexile® Framework for Reading
Matching readers with texts

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Title, Author or ISBN

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Lexile® Analyzer

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Lexile Measure

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to

Lexile Max

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Don't know your Lexile measure?

500L

1000L

1300L

Matching Readers with Texts

THE LATEST



Junior Library Guild®

news

Approximating Pi: Buffon's Needle

- French mathematician Georges Buffon approximated π based on probability.
- He dropped a needle of known length on a plane with parallel lines a known distance apart.
- He asked: "What is the probability that the needle will hit a line?"

video

- Email-based math skills maintenance program
- Downloadable flyers (Color and Black and White)
- Web Banners, Certificate Participation
- Outreach (PR, Letter to the Editor)

video

aimsweb PLUS

news

“Find a Book”

Search for books by Lexile measure, title, author, ISBN, or keyword.

The screenshot displays the 'Find a Book' search interface in two steps.
Step 1: Enter Lexile Measure or Grade
This step offers two input methods: 'My Lexile measure is' with fields for Lexile Measure and Lexile Range, and 'I don't know my Lexile measure' with a 'My Current Grade' dropdown set to 'Kindergarten' and three radio button options for difficulty levels. A 'Submit' button is at the bottom. Below the form are featured publisher banners for Scholastic and Scholastic Book Clubs.
Step 2: Select Interests - Categories
This step prompts the user to select one or more interests. It features a grid of category checkboxes including Adventure, Animals, Art, Biography, Business & Law, Fairy Tales, Military, Music, TV, Movies, & more, and Mystery. A 'Nature' category is expanded to show subcategories like Apes & Monkeys, Bears, Birds, Cats, Dinosaurs & Prehistoric Animals, Insects & Spiders, Mammals, Marine Animals (fish, whales, sharks), Pets, and Reptiles & Amphibians. A 'Find a Book' button is located at the top right of this section.

The 'My Reading List' page features a sidebar with 'Saved Reading Lists' (including 'My Reading List (5 books)' and 'My Reading List (0 books)'), a 'Create a New Reading List' button, and options for 'Export', 'To File', 'Email', and 'Print'. The main content area lists three books with their covers, authors, descriptions, page counts, and ISBNs. Each book entry includes 'Find in a Library' (WorldCat) and 'Buy from Barnes & Noble' buttons, along with a 'Remove this book' link and an 'I Like It' button.
Book 1: 'Mine of Her Own' by Zanjani, Sally. From the California gold rush through the midwentieth century, a special breed of women played an ... Pages: 375. ISBN13: 9780803249141.
Book 2: 'Abraham Lincoln and Men of ...' by McCune, Alexander K. An associate of Abraham Lincoln offers an intimate view of the president's relations with military men ... Pages: 496. ISBN13: 9780803282285.
Book 3: 'Corporate Management in Developing Countries' by Weil, Alvin G. Managers in developing countries, whether operating in the private or public sectors, are constantly aware of ... Pages: 232. ISBN13: 9780899309293.

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





Utilizing The Lexile® Framework for Reading



Utilizing The Lexile Framework?

- **LINK** ELL readers to English texts under a common measure
- **FORECAST** levels of comprehension
- **TRACK** growth over time
- **SUPPORT** struggling and learning readers



Emphasis on postsecondary readiness

“Students must be able to comprehend texts of **steadily increasing complexity** as they progress through school.”

-U.S. Common Core Standards



Emphasis on Challenging Readers

“Reading should be **wide, varied and challenging**. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.”

- UK National Curriculum 2014



Building Reading Level

Matching Text to Reader

- Practice reading skills with text a student can comprehend.
- A reader strengthens his or her level by reading matched text.
- As a reader's level increases, the text level he or she can comprehend increases.



The Importance of Differentiation

- Use of the one-size-fits-all curriculum no longer meets the needs of the majority of learners (Forsten, Grant, and Hollas, 2002; McBride, 2004; McCoy and Ketterlin-Geller, 2004; Tomlinson, 2002; Tomlinson and Kalbfleisch, 1998)
- Use of single-paced lessons delivered through a singular instructional approach disregards the different learning styles and interests present in all classrooms (Fischer and Rose, 2001; Forsten et al., 2002; Guild, 2001; Tomlinson and Kalbfleisch, 1998)

Differentiated Instruction

What is it?

- “...a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum (Hall, 2002 based on researchers National Center on Accessing the General Curriculum)

Ways to Differentiate Instruction

- **Content-** What is the standard to which I am going to teach? *What skill am I going to teach?*
- **Process-** How am I going to teach that skill in a variety of ways that will address the developmental levels of each of my students?
- **Product-** What will my students produce as evidence of understanding of the skill?

Effective Differentiated Instruction

- Focuses on the essential ideas and skills of the content area, eliminating ancillary tasks and activities
- Responds to individual student differences (e.g., learning style, prior knowledge, interests, level of engagement)
- Groups students flexibly by shared interest, topic, or ability
- Integrates ongoing and meaningful assessments w/ instruction
- Continually assesses, reflects, and adjusts content, process, and product to meet student needs
 - Meaningful, timely, task-specific feedback

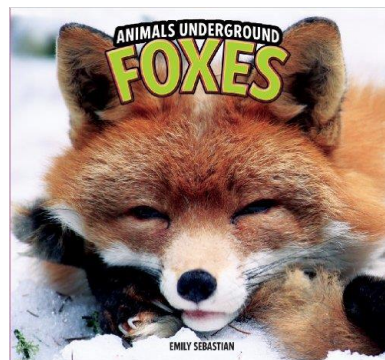
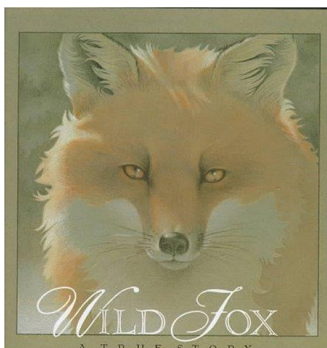
(Anderson, 2007; Rock, Gregg, Ellis, & Gable, 2008; Tomlinson, 2000 as cited in Huebner, 2010)

Using the Framework: Example

Miranda is a good student.
She is a motivated English learner.
She enjoys learning about animals.
Her favorite animal is the clever fox.

Which book would you recommend for Miranda?

Without knowing Miranda's ability and the books complexity it is difficult to know.



Using the Framework: Example

Now try to match Miranda to the best book using the Lexile Framework information.

Her **comprehension rate** will change based on the reader and text relationship.

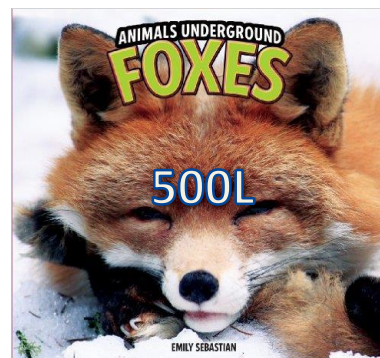
Miranda has a Lexile measure of 800L.

56%

80%

91%

95%



Using the Framework: Example

Because Miranda is motivated to learn about her favorite animal she should be able to read a book that provides more challenge (around 80% comprehension).

Miranda has a Lexile measure of 800L.

56%

80%

91%

95%



Differentiated Instruction & Deliberate Practice

Novice to Expertise

Research suggests that a novice develops into an expert through an intricate process that includes:

- *Targeted practice* in which one is engaged in developmentally appropriate activities
- *Real-time corrective feedback* that is based on one's performance
- *Intensive practice* on a daily basis that provides results that monitor current ability
- *Distributed practice* that provides appropriate activities over a long period of time (i.e., 5–10 years), which allows for monitoring growth towards expert performance
- *Self-directed practice* for those times when a coach, mentor or teacher is not available

Glaser, 1996; Kellogg, 2006; Shea & Paull, 1996; Wagner & Stanovich, 1996



Strategies for Closing the Reading Gap

- **Steadily increase text complexity** as a reader builds confidence and improves
- **Give frequent feedback** on achievement and growth using a developmental perspective
- **Read more extensively** in and out of the classroom (extend learning)
- **Increase informational text** for more diverse exposure to language over time



Matching Readers with Text

- Target range of -100L to +50L
- 75% comprehension forecast
- Optimal for learning and growth
 - Exposure to unfamiliar vocabulary and syntax
 - Sufficient understanding to build meaning
 - Reduced frustration to build confidence



The Lexile Framework

Managing Comprehension

- Matched text for low level and high level readers
- Scaffolding for struggling readers
- Accessible instructions
- Tiered reading assignments



Instructional Scaffolding

- Specialized instructional supports need to be in place to facilitate learning
- Support given during learning process tailored to the needs of the student to help student achieve his/her goals
- “Enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. ...enlists the instructor as an activator... to facilitate the student’s incremental mastery of a concept”
- “A temporary framework for construction in progress” (Cazden, 1983:6)

Scaffolding, examples

- Resources (e.g., dictionaries, second language supports, audio-supports, maps)
- Pre-teaching key words and/or concepts
- Previewing or chunking content
- Asking guiding questions
- Accessing/building background knowledge
- Providing templates, sentence starters, graphic organizers, note-taking/study guides
- Modeling a task, leading a “think-aloud”, coaching
- Helping with goal setting and on-going progress monitoring



Using the Lexile Framework

- Lexile measures offer a way to **target text** in order to increase comprehension.
- Lexile measures allow educators to track student **progress toward university and career readiness**.
- Lexile measures **enable reading differentiation** for at-risk students *as well as proficient readers*.
- A way to continue to challenge high level readers.



Points to Remember

There are characteristics the Lexile Framework does *not* address.



Limitations of Lexile Measures

Lexile text measures do NOT address

Text Characteristics

- Age-appropriateness of the content
- Text support (e.g., pictures, pull-outs)
- Text quality (i.e., Is it a good book?)

Reader Characteristics

- Interest and motivation
- Background knowledge
- Reading context and purpose

- ✦ Lexile text measures only measure text readability.
- ✦ Input from readers, parents, teachers and librarians is necessary.



Points to Remember

“Should I let my student read a book outside his Lexile range?”



Reading Outside the Lexile Range

- Reading above your Lexile range
 - A reader may encounter unfamiliar words and complex sentence structures
 - *Great way to challenge a highly motivated or advanced English language learner*
- Reading below your Lexile range
 - A reader may not encounter new words and sentence structures; easy reading
 - Great way to help a struggling or reluctant English language learner



Digital Learning:

Next Generation Assessments

- **Blending of assessment and instruction** – it's possible to 'mine the exhaust' of the instructional experience for assessment data
- **Computer adaptive** assessments can be applied to instructional content, e.g. test items are targeted to the individual
- Assessment engines can connect day-to-day progress with year-to-year summative tests by **reporting on common developmental scales**



Digital Learning

Next Generation Assessments

- Perspectives and monitoring **can be longitudinal** across the developmental lifespan of the student for each construct and used to track college and career readiness
- The focus is **'student-centric' by focusing on the critical components of skill acquisition:** targeted practice, corrective feedback, intensive practice, distributed practice, and opportunity for self-directed practice



Addressing Parent Concerns

Does my child's Lexile measure really reflect his/her English reading ability?

- Their Lexile measure captured their reading ability on a *particular day and time*
- Lots of things influence assessment performance such as mood, hunger, lighting, anxiety and distractions
- It is important to continue to monitor growth for the best understanding of ability over time

How can I help my child become a better reader?

- Present many opportunities to read English texts
- The more your child practices their skills the more they will grow
- Encourage reading of different sources of English (labels, signs, ingredients)
- Help find books on subjects that interest your child
- Make learning new vocabulary an activity for the whole family

Addressing Parent Concerns (Con't)

Is my child learning fast enough?

- Children learn at their own pace
- Make sure you are providing and encouraging the time to practice
- Rate of growth depends on frequency of practice

My child can read but can he/she comprehend the meaning?

- Fluency (word recall) versus comprehension?
- Encourage your child to re-read text when needed
- When your child finishes reading a piece of text ask them questions about what they read:
 - What happened in the story?
 - Who is the main character?
 - How did it make you feel?

Why do scores change/fluctuate?

- Variation is normal, error is a part of measurement
- Do NOT expect the same score: peaks and valleys are the norm
- Consider measures over time (longitudinally)



ESL Students & The Lexile Framework

Reminders:

- There's a difference between fluency and comprehension
- The Lexile target range (-100L to +50L) is 'adjustable'
- Low level English readers should be targeted at the lower end of the range
- Cultural knowledge can impact reading comprehension

QUESTIONS?



谢谢

THANK YOU FOR YOUR ATTENTION



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