



LEXILES: Making Sense of a Reading Measure



Updated August 7, 2017

Goal of Presentation



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

- Overview of Lexile Framework and Lexiles
- Georgia Milestones and Lexiles
- Lexile Resources from MetaMetrics
- Using Lexiles to Build Partnerships between School, Library, and Home
- Georgia's Lexile Results
- Relating Lexiles to Tests and Other Reading Measures

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Overview of Lexile Framework & Lexiles

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What is the Lexile Framework?



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- 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



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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**

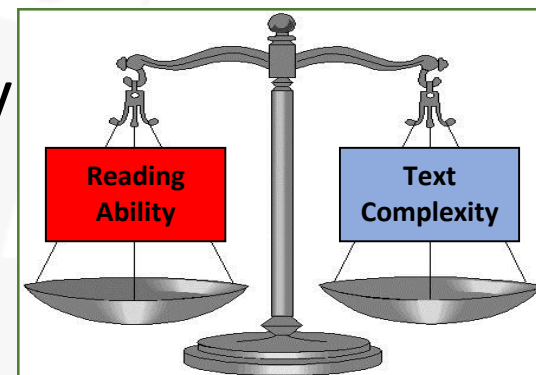
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Lexile Measures Defined



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- 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



How are Lexiles calculated?

Lexiles take into account the following:

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

Lexiles and the Georgia Standards for Excellence (GSE)



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- The GSE 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 reading materials, including college and career texts, and a student's ability to comprehend these texts.

Lexiles, Stretch Bands & College and Career Readiness

- The Lexile Framework is aligned to match the college and career ready 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



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Grade Band	"Stretch" Lexile Band
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L
9-10	1050L-1335L
11-CCR	1185L-1385L

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.

Georgia Milestones and Lexiles

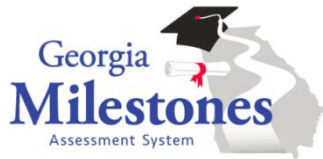
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Georgia Milestones and Lexiles



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- GaDOE issues Lexile measures for



- Students receive a Lexile measure along with their regular scale score for a Georgia Milestones End-of-Grade (EOG) or End-of-Course (EOC) English Language Arts (ELA) assessment.
- A student's Lexile measure is a tool
 - for teachers to use in targeting reading material for students.
 - for parents to use in selecting reading material for their children.
- GSE promotes literacy in ELA and Math as well as other subject areas.
 - Teachers in such areas as social studies and science must also help students develop literacy.

- In the spring of 2015, the GaDOE and MetaMetrics conducted a research study to link the Lexile metric to Georgia Milestones.
 - About 2,500 students took a parallel Lexile test prior to the spring administration of the Milestones EOG and EOC.
 - By matching these scores to performance on the subsequent operational test, the relationship between Lexiles and Georgia Milestones was established.
 - This was the basis for reporting a student's reading status – "Below Grade Level" or "Grade Level or Above" on a Milestones English Language Arts assessment.

How are Lexiles reported?



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SAMPLE STUDENT NAME
GTID: 1234567890

BIRTH DATE: MM/DD/YYYY
TEST DATE: 04/04/16
FORM: B10

CLASS NAME: ANY CLASS
SCHOOL NAME: ANY SCHOOL
SYSTEM NAME: ANY SYSTEM

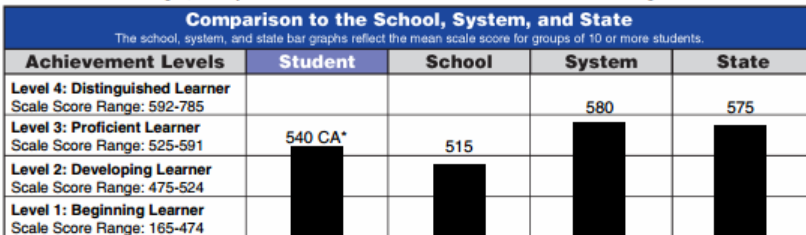
English Language Arts

Grade 7



Achievement Level		Domain	Performance
<input checked="" type="checkbox"/> Level 3: Proficient Learner Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	Scale Score 540 CA*	Reading and Vocabulary Writing and Language*	Monitor Learning Monitor Learning Reading Status: Below Grade Level Extended Writing argumentative essay score: Idea Development, Organization and Coherence 3 out of 4 points Language Usage and Conventions 2 out of 3 points Narrative Writing Response score: Condition Code C
Domain Mastery <input type="radio"/> Remediate Learning <input checked="" type="radio"/> Monitor Learning <input checked="" type="radio"/> Accelerate Learning			

Standard Error of Measurement (SEM): A scale score of 540 CA* indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 522-558.



Comparison to a National Sample of Students

National Percentile	National Percentile Range
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from TerraNova, a nationally normed achievement test.	A national percentile of 60 means that your student performed as well as or better than 60 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
60	52-68

Your Student's Lexile Information

Lexile Measure: 830L	Leisure Reading: 730L-830L	Suggested Titles	Author	Lexile
Lexile Range: 730L-880L	A Farewell to Arms	The Broken Bridge	Hemingway, Ernest	730L
	Midnight Hour Encores		Pullman, Philip	780L
			Brooks, Bruce	820L
	Motivating Challenge: 830L-880L	Suggested Titles	Author	Lexile
	A Semester in the Life of a Garbage Bag	The October Heroes	Korman, Gordon	840L
	Wuthering Heights		Hornig, Donald	850L
			Bronte, Emily	880L

The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the First-Book database at www.firstbooks.org. For more information, visit www.lexile.com/lexile.aspx.

Condition Codes for Writing
A = Blank, B = Copied, C = Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic, F = Offensive, G = Illegible/Incomprehensible

*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

05/03/2016
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Individual Student Report provides:

- Lexile information in parent-friendly format.
- Lexile score and Lexile range.
- An explanation of how to use the information.
- Sample book titles individualized for each student based on their Lexile range. These are categorized into a Leisure reading range and a Motivating Challenge reading range.
- Lexile information is also provided on district summary reports and in the district data files.

The Lexile Scale



- Lexiles typically range from 200 for beginning readers to 1700 for advanced readers.
- Lexile text below 200L represents beginning-reading material.
 - A student's Lexile score may have a number in the 100s or the code of BR (for Beginning Reader).
- 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



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

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

Lexile Resources From MetaMetrics

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Accessing the Find A Book Tool

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



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Quick Book Search

Title, Author or ISBN

[About Lexile Measures](#) [Use Lexile Measures](#) [Become a Lexile Partner](#)

[Sign In](#) [Register](#)

Find the Right Book for You!

Step 1: Enter Your Lexile

Tell us your Lexile measure, and find books you'd like to read!

[Buscando libros en español?](#)

[Looking for Primary Sources?](#)



My Lexile measure is

Lexile

L

Lexile Range

L

L

Or

I don't know my Lexile measure

My Current Grade is:

- 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.

Books Measured

209,011

Books updated this month

265,428

Total books measured

Current Filters

Lexile Range

Lexile Analyzer



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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 hers 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 bustle in the rear. The dress had a fishtail 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.

Result

Lexile Measure
950L

Mean Sentence Length
15.26

Mean Log Word Frequency
3.62

Word Count
473

Lexile Analyzer

Secure | <https://lexile.com/analyzer/>

Apps Georgia Department of Education Testing/Assessment Dorobantus Custom C Events Calendar | Geo Worldwide Airport De B93.3 The 80's to Tod Standards, Assessment

LEXILE The Lexile® Framework for Reading
Matching readers with texts

Quick Book Search
Title, Author or ISBN Search Advanced ▾

About Lexile Measures Use Lexile Measures Become a Lexile Partner My Account Logout

Lexile® Analyzer

Lexile® Analyzer

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 Lexile Analyzer

Lexile Analyzer Video Tutorial

Lexile Analyzer Terms

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.

Looking for the [Spanish Lexile Analyzer?](#)

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](#).

Submit a file

File to Analyze*
 No file chosen

By clicking the **Submit** button below you agree to the following terms for use of the free Lexile Analyzer:

- You may not publish or distribute the Lexile measure.
- You may not enter the measure into a library or media center database or catalog.
- Your measure is not a certified Lexile measure. It should be considered an "estimated Lexile measure."
- A Lexile measure is only as good as the preparation of the text. Only certified measures done at MetaMetrics are guaranteed to be accurate estimates of the reading demand of a text.
- Your estimated measure likely differs from the certified Lexile measure of the complete book or text.

[Request access to the professional Lexile Analyzer.](#)

Alternate Method



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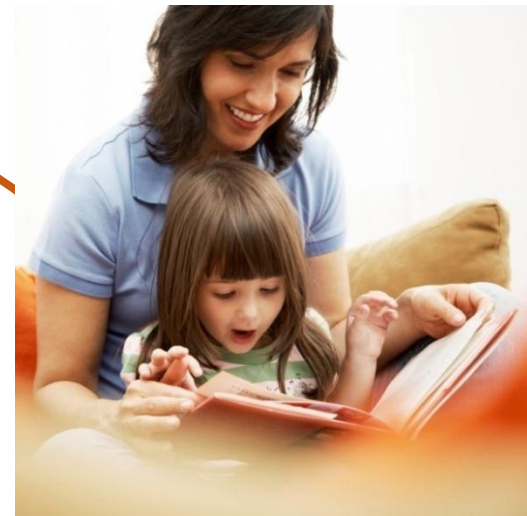
- The book *Betsy's Busy Summer* is not in the Lexile database.
- Other books by Carolyn Haywood are:
 - *B is for Betsy* – 660L
 - *Back to School with Betsy* – 570L
 - *Betsy and the Boys* – 560L
- If book is in same series, then book is most likely somewhere in this range.
- Also see what other “leveling” 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.

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LIBRARY

Using Lexiles to Build Partnerships



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.

How to Use Lexiles



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- 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.
- Selection for pleasure reading should also be based on student's interests.
- Practice with a variety of texts.
- Use Lexiles to set goals.

Using Lexiles in the Classroom



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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: https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/123/Lexiles-in-the-Classroom.pdf

Using Lexiles in the Classroom



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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: https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/123/Lexiles-in-the-Classroom.pdf

More Instructional Uses of Lexiles



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Teachers can use Lexiles to:

- Set measurable goals for instruction and special intervention programs
- Monitor progress of various reading programs
- Engage parents as “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 GA Milestones results to see if they have progressed towards their goals.



Source: https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/123/Lexiles-in-the-Classroom.pdf

More Instructional Uses of Lexiles



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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: https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/123/Lexiles-in-the-Classroom.pdf

More Instructional Uses of Lexiles



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- 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: https://d1jt5u2s0h3gkt.cloudfront.net/m/cms_page_media/123/Lexiles-in-the-Classroom.pdf

Summer Reading is Essential!



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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 the 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



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- 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. Even 15 minutes a day is helpful.
- 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



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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 books throughout the year.

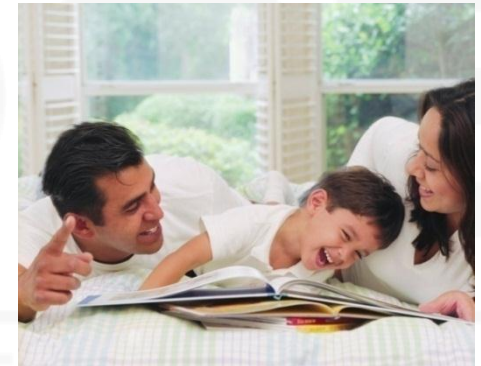
Source: <https://www.lexile.com/using-lexile/lexile-at-library/>

Parents Can Use Lexiles



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- 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://cdn.lexile.com/m/cms_page_media/135/Lexiles-at-Home_2.pdf



Parents Can Use Lexiles



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- 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://cdn.lexile.com/m/cms_page_media/135/Lexiles-at-Home_2.pdf

Parents Can Use Lexiles



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- When a reading assignment proves to be too difficult, provide adult-directed assistance:
 - Review words and definitions from the glossary or dictionary.
 - Review questions at the end of a 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://cdn.lexile.com/m/cms_page_media/135/Lexiles-at-Home_2.pdf

Georgia's Lexile Results

The next few slides provide a brief overview of students' Lexile measures from the 2016–2017 academic year.

During the 2016-2017 school year, **1,055,369** students took an ELA Milestones assessment and those with a valid scale score also received a Lexile score.

Lexile Results for Georgia Students: Spring 2009 – Spring 2017



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Median Lexile for Georgia Students by Grade Level/Course

Grade Level/ Course	2009	2010	2011	2012	2013	2014	2015*	2016	2017	Suggested Text Demand: Lower Limit	Suggested Text Demand: Upper Limit
3	645	685	720	740	790	755	650	645	655	520	820
4	790	810	805	840	860	915	790	795	810	740	940
5	840	885	925	935	940	965	920	940	940	830	1010
6	980	980	1000	1025	1070	1075	975	980	990	925	1070
7	1020	1020	1040	1065	1095	1120	1095	1115	1100	970	1120
8	1110	1150	1170	1180	1210	1265	1130	1175	1170	1010	1185
9th Lit				1205	1215	1225	1205	1230	1265	1050	1260
Am. Lit				1220	1240	1270	1305	1345	1370	1185	1385

* Based on available preliminary spring data. The median Lexiles obtained from the Georgia Milestones Assessments are not really comparable to prior years because the new test is more rigorous with different performance standards than its predecessors.

Lexile Distribution by Grade/Course



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Grade/ Course	Measure	Below the Stretch Band	Within the Stretch Band	Above the Stretch Band
3	Lexile	Below 520L	520L – 820L	Above 820L
	Percentage of Students	29%	48%	23%
4	Lexile	Below 740L	740L – 940L	Above 940L
	Percentage of Students	40%	29%	30%
5	Lexile	Below 830L	830L – 1010L	Above 1010L
	Percentage of Students	30%	33%	38%
6	Lexile	Below 925L	925L – 1070L	Above 1070L
	Percentage of Students	37%	27%	36%
7	Lexile	Below 970L	970L – 1120L	Above 1120L
	Percentage of Students	28%	27%	45%
8	Lexile	Below 1010L	1010L – 1185L	Above 1185L
	Percentage of Students	22%	32%	46%
Ninth Grade Literature and Composition	Lexile	Below 1050L	1050L – 1260L	Above 1260L
	Percentage of Students	18%	29%	53%
American Literature and Composition	Lexile	Below 1185L	1185L – 1385L	Above 1385L
	Percentage of Students	25%	27%	48%

Spring 2017 Georgia Milestones Results



Lexiles by Grade

- Column 1 shows grade.
- 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 "stretch" text measures (defined in 2010 through studies related to the development of the Common Core State Standards for English Language Arts) and represents 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 25th percentile to 75th percentile (IQR)	"Stretch" Text Measures
1	Up to 300L	190L to 530L
2	140L to 500L	420L to 650L
3	330L to 700L	520L to 820L
4	445L to 810L	740L to 940L
5	565L to 910L	830L to 1010L
6	665L to 1000L	925L to 1070L
7	735L to 1065L	970L to 1120L
8	805L to 1100L	1010L to 1185L
9	855L to 1165L	1050L to 1260L
10	905L to 1195L	1080L to 1335L
11 and 12	940L to 1210L	1185L to 1385L



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Lexiles and CCRPI

- Percent of students in **grade 3** achieving a Lexile measure equal to or greater than **650L** on the Georgia Milestones English Language Arts EOG assessment.
- Percent of students in **grade 5** achieving a Lexile measure equal to or greater than **850L** on the Georgia Milestones English Language Arts EOG assessment.
- Percent of students in **grade 8** achieving a Lexile measure equal to or greater than **1050L** on the Georgia Milestones English Language Arts EOG assessment.
- Percent of students achieving a Lexile measure equal to or greater than **1275L** on the Georgia Milestones **American Literature and Composition EOC** assessment.

Lexiles and CCRPI

- Targets for the Lexile indicators in CCRPI were based on the Lexile “stretch” bands and longitudinal data from state tests.
- Targets represent student reading ability within the college and career ready stretch bands for their grade level.

Grade	Stretch Text Band Lower Limit	Stretch Text Band Upper Limit	CCRPI Target
3	520L	820L	650L
5	830L	1010L	850L
8	1010L	1185L	1050L
11	1185L	1385L	1275L

Relating Lexiles to Other Measures

GaDOE often receives questions on how to relate Lexiles to other measures.

The next few slides show correspondence of Lexiles to other reading level models.

Accelerated Reader* & Lexiles**



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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.

Various Reading Level Models



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Descriptor	Grade Level	Fountas & Pinnell (Guided Reading)	Basal Level	DRP (Degrees of Reading Power)	Reading Recovery	DRA Level	Lexile Level
Emergent	Kindergarten Grade 1	A	Readiness		1	A & 1	Beginning Reader
Early	Kindergarten Grade 1	B			2	2 & 3	
	Kindergarten Grade 1	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	20	
	Grade 2	L			24	24	
	Grades 2 & 3	M			28	28	
Self-Extending	Grade 3	N	Grade 3	44-54		30	500-800
	Grade 3	O			34	34	
	Grades 3 & 4	P			38	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+

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.

Education



Growing Independent Readers



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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://leveledreader.com/leveling-guide/>

Education

Georgia's Summer Reading Challenge



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- A student's growth in reading ability doesn't happen only at school.
- Research has shown that students can have up to a 2-3 month loss in reading ability over the summer.
- Therefore, summer reading at home is essential!
- Visit Georgia's Summer Reading Challenge webpage for more information: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Georgia-Summer-Reading-Challenge.aspx>

Georgia Department of Education

Want to Know More . . .



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- 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>
- GaDOE Contact:
 - Assessment Research and Development Division
 - Georgia Department of Education
 - Phone: 404-656-2668
- MetaMetrics' website: <http://lexile.com/>

Read Every Day!

