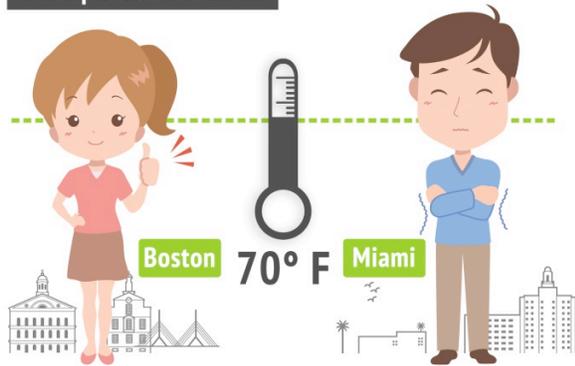


Comparability in the Measurement of Reading through The Lexile® Framework for Reading

Fahrenheit: Different Perceptions of Comfort



There are numerous examples of when it is easy to confuse underlying measurement scales with the labels we attach to various points on the measurement scales. For example, while 70° Fahrenheit is the same temperature in Boston as it is in Miami, the labels or judgments we make about the temperature are very different. Residents in Boston consider 70°F a “warm” day whereas residents in Miami consider it “cold.”

Miles Per Hour: Different Maximum Speed Limits



In another example, while the underlying measurement scale for reporting vehicular speed is the same across our nation, the maximum allowable speed limit across states varies from 60 mph to 80 mph. Consequently, what we consider “speeding” varies across states as well.

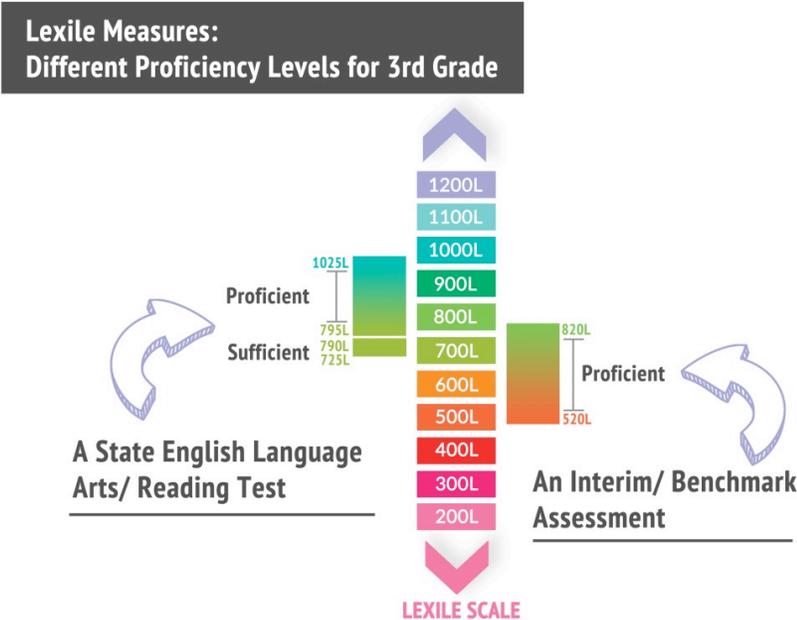
Inches: Different Height Requirements



When a child at a theme park asks “Can I go on this ride alone?” the answer is “If you’re tall enough.” But what does “tall enough” mean? This is a standard describing how tall you must be to go on the ride. In order to answer the question we need to know which theme park the child is in. “Tall enough” means different things in different theme parks. For example,

- The sign for the Space Mountain® ride at Walt Disney World® says you must be 44” tall to ride.
- The sign for the Space Mountain® ride at Disneyland® says you must be 40” tall to ride.

While there is judgment in labeling the weather cold or hot at 70° Fahrenheit, exceeding the maximum speed, or being tall enough to ride a certain ride, in each of these examples the measurement scale or metric allows for comparability. Driving 80 mph in North Carolina is the same as driving 80 mph in Montana, but the behavior has different labels and consequences. Just as we have comparability in the measurement scales in these examples, we have this same comparability in the realm of educational assessments that report Lexile measures. The good news is that **students reading at 725L on any assessment are reading at the same level.**



In the same way, states and assessment publishers have decided what scores describe proficient reading performance. Each state department of education or assessment publisher has their own definition of what it means to be “proficient” and uses that definition to define a particular range of scores to represent proficient performance. For example,

- On a state English Language Arts/Reading Test (Grade 3), the Sufficient range is from 439 to 441 (725L to 790L) and the Proficient range is from 442 to 451 (795L to 1025L).
- On one interim/benchmark assessment, the Proficient range is from 520L to 820L.
- On another interim/benchmark assessment, students reading at an appropriate level at the end of Grade 3 should be reading between 3.7 and 3.9 (495L to 537L).

Despite these different proficient standards, the underlying scale to measure a child’s reading ability does not change.

Today, about twenty states provide Lexile measures as a part of reporting the state assessment results. And in each of these states, districts are using at least one of the dozens of interim and benchmark assessments that also report Lexile measures. Thus, by using a common scale such as the Lexile scale, we are providing more clarity and comparability in the measurement of reading.