



A. Jackson Stenner, Ph.D., serves as Chairman and Chief Executive Officer of MetaMetrics®, an educational measurement and research organization. Together with co-founder and President Malbert Smith III, Ph.D., Dr. Stenner founded MetaMetrics in 1984 with the first of five Small Business Innovation Research grants from the National Institutes of Health. Drs. Stenner and Smith led the psychometric research that resulted in The Lexile® Framework for Reading, El Sistema Lexile para Leer, the Spanish-language version of the reading framework; The Lexile Framework for Writing; and The Quantile® Framework for Mathematics.

The Lexile Framework for Reading is an educational tool that measures both reading ability and text complexity on the same developmental scale, providing educators and families with actionable information to help students improve their reading performance. Launched in 1984, The Lexile Framework for Reading is now recognized as the most widely adopted reading measurement system, being used at the school level in various capacities in all 50 states. Each year, more than 30 million Lexile measures are reported from reading assessments and programs, representing over half of U.S. students.

Similarly, the Quantile Framework, introduced in 2004, measures mathematics achievement on a scientific, developmental scale in order to match a student's achievement level with the difficulty of specific mathematical skills and concepts. The Lexile Framework for Writing, launched in 2007, expresses student writing ability on the same Lexile scale as reading ability. The writing framework provides educators with a consistent measure for monitoring student growth in both reading and writing and reinforces the importance of reading in the development of writing skills.

Dr. Stenner has directed MetaMetrics' research and development efforts since the organization's inception. Recognized worldwide for his ongoing contributions to measurement theory methodology, Dr. Stenner has published more than 70 papers, monographs and books primarily on measurement and statistical and evaluation methodology, with a focus on psychometrics. He teaches graduate seminars at Duke University and The University of North Carolina at Chapel Hill. Dr. Stenner is President of the Institute for Objective Measurement, serves on the U.S. National Institute of Statistical Sciences board, and is a past board member of the Duke Children's Hospital.

Dr. Stenner's published works include:

- Stenner, A. J., Stone, M. H. (in-press). Generally Objective Measurement of Human Temperature and Reading Ability; Some Corollaries. *Journal of Applied Measurement*.
- Stenner, A. J., Stone, M. H., & Burdick, D. S. (2009). The Concept of a Measurement Mechanism (pp. 1204-1206). *Rasch Measurement Transactions* 23:2.
- Stenner, A. J., Stone, M. H., & Burdick, D. S. (2009). Indexing vs. Measuring (pp. 1176-1177). *Rasch Measurement Transactions* 22:4.
- Stenner, A. J., Burdick, D. S., & Stone, M. H. (2008). Formative and reflective models: Can a Rasch analysis tell the difference? *Rasch Measurement Transactions*.
- Stenner, A. J., Burdick, H., Sanford, E. E., & Burdick, D. S. (2006). How accurate are Lexile text measures? *Journal of Applied Measurement*, 7(3), 307-322.
- Stenner, A. J., & Stone, M. H. (2004). *Does the reader comprehend the text because the reader is able or because the text is easy?* Durham, NC: MetaMetrics.
- Stenner, A. J., & Wright, B. D. (2004). Uniform reading and readability measures. In B. D. Wright & M. H. Stone (Eds.), *Making measures* (pp. 79-115). Chicago: Phaneron Press.
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- Stenner, A. J., Burdick, D., Sanford, E., & Burdick, H. (2001). A response to "Assessing the Lexile Framework: Results of a panel discussion." In S. White & J. Clement (Eds.), *Assessing the Lexile Framework: Results of a panel meeting* (pp. 46-55). Washington, DC: U.S. Department of Education, National Center for Educational Statistics, Working Paper 2001-08.
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MetaMetrics, an educational measurement and research organization, develops scientific measures of student achievement that link assessment with targeted instruction to improve learning. The organization's renowned psychometric team created The Lexile Framework for Reading; El Sistema Lexile para Leer, the Spanish-language version of the reading framework; The Quantile Framework for Mathematics; and The Lexile Framework for Writing. In addition to licensing Lexile and Quantile measures to state departments of education, testing and instructional companies, and publishers, MetaMetrics offers professional development, resource measurement and consulting services. Information: www.Lexile.com and www.Quantiles.com.

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