Malbert Smith III, Ph.D. | President, MetaMetrics

Malbert Smith III, Ph.D., is the president of MetaMetrics®, an educational measurement and research organization. Together with co-founder and CEO A. Jackson Stenner, Ph.D., Dr. Smith created The Lexile® Framework for Reading; El Sistema Lexile para Leer, the Spanish-language version of the widely used reading framework; The Lexile Framework for Writing; and The Quantile® Framework for Mathematics. Focused on fostering literacy and mathematics excellence, Dr. Smith strives to make educational measurement useful and actionable in classroom instruction and the home.

In order for young people to best grow as learners, they require instruction targeted to their individual abilities. Dr. Smith's vision of common metrics for reading, writing and mathematics opens the way for differentiated and individualized instruction. In each state—and increasingly abroad—educators are using Lexile and Quantile measures to blend instruction and assessment in whole-class and intervention settings.

Concerned with the relationship between early literacy and college and career readiness, Dr. Smith led research to build a continuum of text complexity that places academic and life goals on the Lexile scale. In order to establish a P–20 educational system, a coherent and consistent measurement scale is essential to forecasting an individual's growth toward goals, as well as to delivering targeted intervention or enrichment along the way. Drs. Smith and Stenner were members of the team that contributed to the Common Core State Standards, which nearly all states have adopted.

MetaMetrics has contracts with more than 20 state departments of education, working with their leadership teams on assessment and accountability issues. Dr. Smith has helped more than ten states launch summer reading programs designed to combat summer loss, especially among low-income students. Oklahoma, Florida and North Carolina have featured Dr. Smith on their television programs.

Drs. Smith and Stenner are senior investigators on a National Center for Education Statistics research study to examine NAEP benchmark scores in relationship to college and career readiness. They have also partnered with Harvard University's Dr. James Kim on an I3 grant to study the affects of summer loss. Internationally, Drs. Smith and Stenner have teamed with ETS researchers to link the TOEFL and TOEIC tests with the Lexile Framework.

Dr. Smith serves on the UNC School of Education Foundation Board, the advisory board of Capstone Digital, and is a member of the advisory board for EdSteps, a joint project of the Council of Chief State School Officers and The Bill and Melinda Gates Foundation, and the Public School Forum of NC's Board of Directors. Drs. Smith and Stenner are leading a three-year grant from The Gates Foundation on the efficacy of personalized learning platforms. Dr. Smith is also a member of The American Association for the Advancement of Science, The American Educational Research Association and The National Council on Measurement in Education.

Dr. Smith has taught graduate seminars in educational research and test development and design at Duke University and the University of North Carolina at Chapel Hill, from which he received the Distinguished Alumni Award. He has also been named a research professor at UNC's School of Education, focusing on psychological and human development studies over the next three years. Dr. Smith frequently speaks at various events on educational research and measurement.

Dr. Smith's published works include:

- Smith, Malbert, III. (1979). "The Acquisition of Dimensional and Expressive Terms in Young Children." *Child Study Journal*. 9 (4): 239–50.
- Smith, Malbert, III. (1982). "The Identification of Students Likely to Fail the North Carolina Competency Tests." *Educational and Psychological Measurement*. 42 (1): 95–104.
- Smith, Malbert S., III. (2005). "Improving Student Achievement by Measuring Ability, Not Content." *T.H.E. Journal*. 32 (9): 56.
- Smith, Malbert, Kinnard P. White, and Richard H. Coop. (1979). "The Effect of Item Type on the Consequences of Changing Answers on Multiple Choice Tests." *Journal of Educational Measurement*. 16 (3): 203–208.
- Stenner, A. Jackson, Ivan Horabin, Dean R. Smith, and Malbert Smith. (1988). "Most Comprehension Tests Do Measure Reading Comprehension: A Response to McLean and Goldstein." *Phi Delta Kappan*. 69 (10): 765–67.

He has also published the following papers:

- "Bending the Reading Growth Trajectory: Instructional Strategies to Promote Skills and Close the Readiness Gap" (2011)
- "Bridging the Readiness Gap: Demystifying Required Reading Levels for Postsecondary Pursuits" (2010)
- "Next-Generation Assessments" (2009)

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.

MetaMetrics®
LINKING ASSESSMENT WITH INSTRUCTION