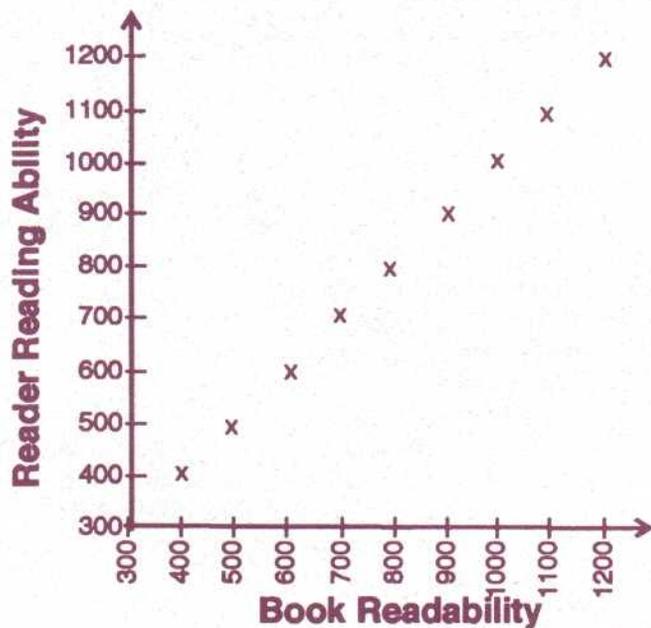


# Using Lexiles

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## The Same Scale Measures Book Readability & Reader Reading Ability



One ruler to measure = readability ⇒ and reading ability

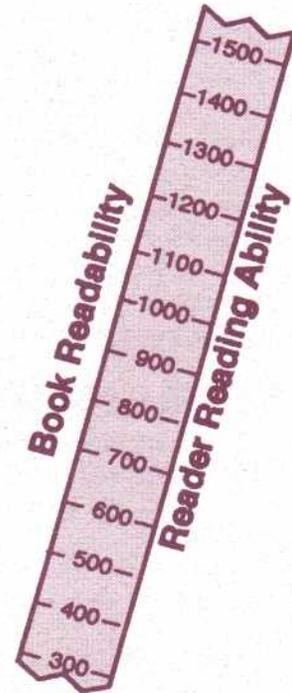


Figure 1

Books are brought into the Lexile Framework by Lexiling the books. Tests are brought into the Framework by Lexiling their items and using these Lexile calibrations as the basis for estimating readers' reading ability.

To write a Lexile test item, we can use any natural piece of text. If we wish to write an item at 1000 Lexiles, we select books that contain passages at that level. We select a 1000-Lexile passage and add a relevant continuation sentence at the end with a crucial word missing. This is the "response illustration." Then we compose four one-word completions, all of which fit the sentence but only one of which makes sense. Thus, the only technical problem is to make sure all choices complete a perfectly good sentence, but that only one choice fits the passage. The correct answer for the response illustration in Figure 2 is "Use **repetition** for emphasis."

The aim of a Lexile item is to find out whether the student can read the passage well enough to complete the response illustrated sentence with the word that fits the passage. Lexiled items like this are available at the Lexile web-site, [www.lexile.com](http://www.lexile.com). Anyone can use them, any time.

The Lexile Slice is a simple easy-to-write item type. But in practice, we may not even need the slice to determine how well a person reads. Instead, we may proceed as we do when we take a child's temperature. Since the Lexile Framework provides a ruler that measures readers and books on the same scale, we can estimate any person's reading ability by learning the Lexile level of the books they enjoy.

Figure 2

### A 1000 Lexile Slice Test Item

You don't just establish a character once and let it go at that. Dominant impression, dominant attitude, dominant goal, all the rest — they must be brought forward over and over again; hammered home in scene after scene, so that the audience has no opportunity to forget them. Use \_\_\_\_\_ for emphasis.

- A. humor
- B. lighting
- C. repetition
- D. volume

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## The One-Minute Self-Report

When our child says "I feel hot!" we infer they have a fever. When a person says "I like these books," and we know the books' Lexile levels, we can infer that the person reads at least that well.

## The Three-Minute Observation

To find out more about our child, we feel their forehead. The three-minute way to measure a person's reading is to pick a book with a known Lexile level and ask the person to "Read me a page." If they read without hesitation, we know they read at least that well. If they stumble, we pick an easier book. With two or three choices, we can locate the Lexile level at which the person is competent, just by having them read a few pages out loud. With a workbook of Lexile calibrated passages, we can implement the three-minute observation this simply by opening the workbook and turning the pages to give them successive passages to read.

## The Fifteen-Minute Measurement

To find out more, we use a thermometer to take our child's temperature, perhaps several times. For reading, we give the person some Lexiled passages ended with an incomplete sentence. To measure their reading ability, we find the level of Lexiled passages at which that person correctly recognizes what words are needed to replace the missing words 75 percent of the time.

The Lexile reading ruler connects reading, writing, speaking, listening with books, manuals, memos, and instruc-

Figure 3  
Taking a Measure

Method	Temperature Reading	
One Minute Self-Report	I have a fever!	I like this book!
Three Minute Observation	You feel hot!	Read this page.
Fifteen Minute Measurement	Your temperature is...	Your Lexile is...

tions. This stable network of reproducible connections empowers a world of opportunities of the kind that the inch makes available to scientists, architects, carpenters, and tailors.

In school, we can measure which teaching method works best and manage our reading curricula more efficiently and easily. In business, we can Lexile job materials and use the results to make sure that job and employee match. When a candidate applies for a position, we can know ahead of time what level of reading ability is needed for the job and evaluate the applicant's reading ability by finding out what books they are reading and asking them to read a few sentences of job text out loud. This quick evaluation of an applicant's reading ability will show us whether the applicant is up to the job. When an applicant is not ready, we can counsel them, "You read at 800 Lexiles. The job you want requires 1000 Lexiles. To succeed at the job you want, you need to improve your reading 200 Lexiles. When you get your reading ability up to 1000, come back so that we can reconsider your application."

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READING RULER