

Malbert Smith III, Ph.D.

President & CEO, MetaMetrics®



Malbert Smith III, Ph.D., is the president and CEO of MetaMetrics, an educational measurement and research organization. Together with co-founder and Chief Science Officer 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 education 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 difficulty that places educational 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.

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 20 states launch summer reading programs designed to combat summer loss, especially among low-income students. Dr. Smith has been featured on television programs in Oklahoma, Florida, Kentucky and North Carolina.

Drs. Smith and Stenner have been senior investigators on a number of international, national and state-level studies. Dr. Smith speaks at conferences and summits across the world on educational issues and research. They have also partnered with Harvard University's Dr. James Kim on an I3 grant to study the effects of summer loss.

Dr. Smith is also a Research Professor at the University of North Carolina at Chapel Hill. He serves on The UNC School of Education Foundation Board. In 2009, Dr. Smith received the Distinguished Alumni Award and, in 2013, was the commencement speaker for the UNC School of Education. In addition to his work at UNC, Dr. Smith serves on the following boards: Public School Forum of North Carolina and the National Summer Learning Association.

Select Research Publications

Smith, Malbert. (1979). "The Acquisition of Dimensional and Expressive Terms in Young Children." *Child Study Journal*. 9 (4): 239–50.

Smith, Malbert. (1982). "The Identification of Students Likely to Fail the North Carolina Competency Tests." *Educational and Psychological Measurement*. 42 (1): 95–104.

Smith, Malbert. (2005). "Improving Student Achievement by Measuring Ability, Not Content." *T.H.E. Journal*. 32 (9): 56.

Stenner, A. J., Smith, M., & Burdick, D. S. (1983). "Toward a Theory of Construct Definition." *Journal of Education Measurement*. 20 (4): 305–316.

Smith, Malbert, Kinnard P. White, & 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, & Malbert Smith. (1988). "Most Comprehension Tests Do Measure Reading Comprehension: A Response to McLean and Goldstein." *Phi Delta Kappan*. 69 (10): 765–67.

Smith, Malbert, Anne Schiano, & Elizabeth Lattanzio. (2014). "Beyond the Classroom." *Knowledge Quest*. Vol 42 (3): 20.

White Papers & Position Papers

"The Paradox of U.S. Public Education: Better Than Ever, but Not Good Enough" (2015)

"Four Global Trends in Education (And Why They Matter)" (2012)

"Transitioning from Adoption to Implementation of the Common Core State Standards" (2012)

"Bending the Reading Growth Trajectory: Instructional Strategies to Promote Skills and Close the Readiness Gap" (2011)

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.

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