Students receive Lexile reading measures as a score from an assessment of English language arts or reading that is linked to the Lexile scale. Lexile measures for students are numeric representations of a student’s ability to read English or Spanish and appear as a number followed by an “L”. About half of U.S. students in grades 3-12 receive a Lexile measure each year. (For a complete list of partner states, visit metametricsinc.com/state-partnerships.) In addition to being used in school districts in all 50 states, Lexile measures are used across the globe.

Students receive Lexile measures through:

- State assessments and other high stakes testing.
- Standardized assessments such as NWEA’s MAP Growth or Istation Reading.
- Placement and progress monitoring tests.

The Lexile Framework is instrument independent, not proprietary to one assessment or publisher. That makes it an objective standard for reading that publishers, assessment companies, leaders in education technology, and state education agencies can rely on. Lexile measures are used by:

- Students of all ages.
- Students of all backgrounds and abilities – from beginning readers to advanced.
- English Language Learners.
Examples of Lexile Student Score Reporting

Below are examples of how digital reading programs report student Lexile measures through placement exams and progress monitoring. Often in programs such as these, students are then connected with digital reading content within their Lexile range. Personal interest filters along with placement and progress monitoring tests help create recommended reading lists.
Below are score report examples from state assessments. First, a score report from South Korea’s Natmal®’s English Reading Comprehension Assessment E-LQ shows the student's Lexile measure and recommended reading range. Second, a portion of a Texas score report shows the student’s Lexile measure and growth over multiple years. On the following page, West Virginia and California sample reports show both Lexile measures and Quantile measures (for mathematics) as well as Lexile and Quantile tools such as the Lexile® & Quantile® Growth Planners.
WEST VIRGINIA LEXILE AND QUANTILE REPORT

Lexile Measure: 825L
Quantile Measure: 1000Q

WEST VIRGINIA LEXILE AND QUANTILE MEASURES REPORT

Lexile Measures Help You:
- Find books and other texts to read at your student’s level.
- Monitor growth toward college and career readiness.
- Discuss your student’s progress with his or her teachers.

Quarantine Measures Help You:
- Find mathematical topics at your student’s level.
- Monitor growth toward college and career readiness.
- Discuss your student’s progress with his or her teachers.

Monitor Your Student’s Progress with the Lexile® Growth Planner & Quantile® Growth Planner

EASY CAREER EXPLORATION

WEST VIRGINIA LEXILE AND QUANTILE REPORT

LEXILE MEASURE REPORT

Your students’ reading level

Lexile Measure: 825L

How does my student compare?

Lexile® Growth Planner

Lexile® Growth Planner

WEST VIRGINIA LEXILE AND QUANTILE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASURE REPORT

LEXILE MEASU
Typical Student Measures by Grade

There is no direct correspondence between grade levels or age and students’ Lexile measures. However, this chart offers a sense of how students’ Lexile measures compare to Lexile measures for students across the United States. These student norms are based on a MetaMetrics’ study that included a sample of 3.5 million students from all 50 states and the U.S. Virgin Islands who were administered tests that reported Lexile measures from 2010 to 2016. The Lexile student measure ranges show the 50th through 90th percentiles by grade level for spring testing.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>END-OF-YEAR STUDENT MEASURES (50th to 90th percentile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>BR160L to 150L</td>
</tr>
<tr>
<td>1</td>
<td>165L to 565L</td>
</tr>
<tr>
<td>2</td>
<td>425L to 790L</td>
</tr>
<tr>
<td>3</td>
<td>645L to 980L</td>
</tr>
<tr>
<td>4</td>
<td>850L to 1155L</td>
</tr>
<tr>
<td>5</td>
<td>950L to 1255L</td>
</tr>
<tr>
<td>6</td>
<td>1030L to 1335L</td>
</tr>
<tr>
<td>7</td>
<td>1095L to 1405L</td>
</tr>
<tr>
<td>8</td>
<td>1155L to 1465L</td>
</tr>
<tr>
<td>9</td>
<td>1205L to 1515L</td>
</tr>
<tr>
<td>10</td>
<td>1250L to 1605L</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>1295L to 1605L</td>
</tr>
</tbody>
</table>

When reviewing student norms and percentile ranges, please keep in mind that percentiles or norms describe what is normal or typical, usually for a large sample of a population. Grade-level norms describe how students actually performed on assessments resulting in student Lexile measures. Performance standards are set by states and assessment developers and often use labels such as “basic” or “proficient”.

The typical or mid-point of student norms is not the same as achieving a grade-level performance standard. Often, only the top one third of students meet grade-level performance standards. A student at the 50th percentile could be both “typical” or the middle of the norm, but not meet the grade-level performance standard.

Understanding Percentiles

<table>
<thead>
<tr>
<th>Percentile</th>
<th>10th</th>
<th>20th</th>
<th>30th</th>
<th>40th</th>
<th>50th</th>
<th>60th</th>
<th>70th</th>
<th>80th</th>
<th>90th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in the 50th percentile were at the mid-point of all the end-of-year reading test-takers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students in the 90th percentile scored higher than 90% of students taking the end-of-year reading test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRADE LEVEL CHARTS

View interactive Lexile grade charts by different percentiles and time of year at hub.lexile.com/lexile-glc.