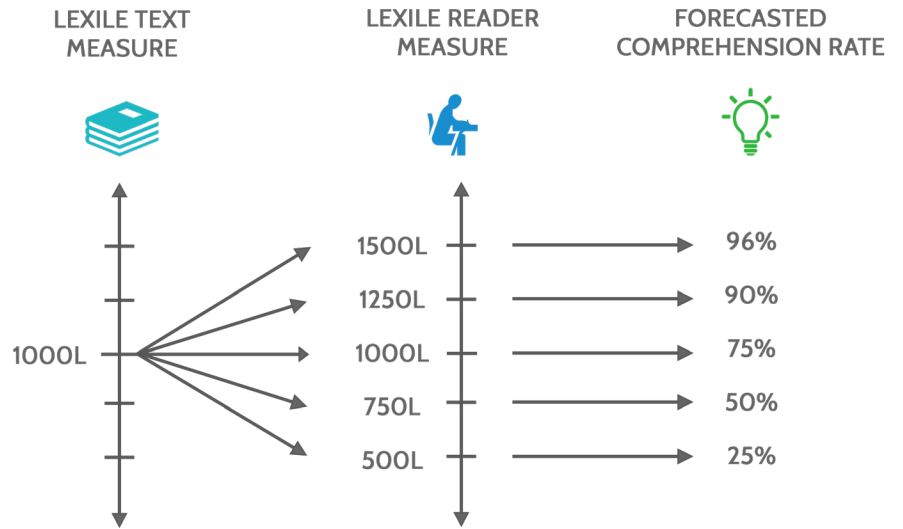




ABOUT LEXILE® MEASURES

The Lexile Framework® for Reading offers a superior English reading metric for evaluating reader ability and text complexity. When a test reports objective and independent Lexile reader measures, users receive actionable information that facilitates:

- Matching readers with texts, which are challenging but not frustrating.
- Targeting reading to optimize learning and strengthen comprehension.
- Tracking learning over time and across tests.
- Benchmarking against US and international standards.
- Comparing with US norms.



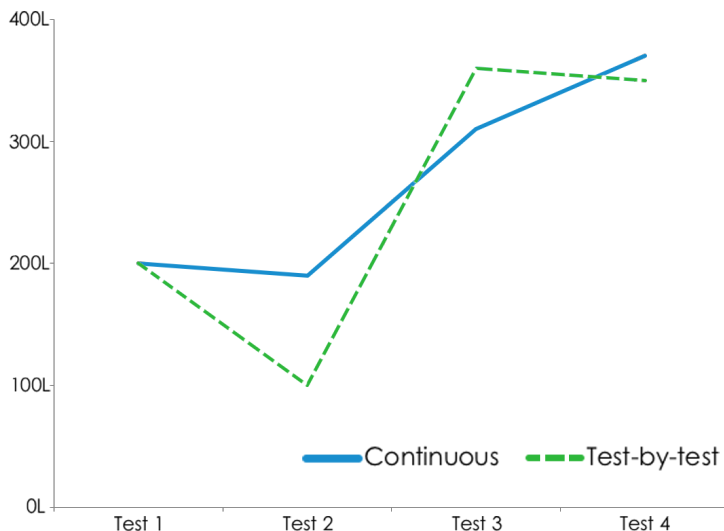
MetaMetrics® will develop a Lexile assessment solution to meet your unique goals.

Lexile text measures are determined by the Lexile Analyzer®.
Lexile reader measures are determined by test performance.

HOW DOES LEXILE SCORING WORK?

MetaMetrics' Scoring Service API delivers a precise Lexile reading ability measure for each test-taker. The preferred continuous Scoring Service API "smooths out" score fluctuations. By combining past reading ability information with the most current reading score, peaks and valleys in test-taker scores are reduced. This results in a clearer representation of growth.

CONTINUOUS SCORING HELPS REDUCE SCORE FLUCTUATIONS

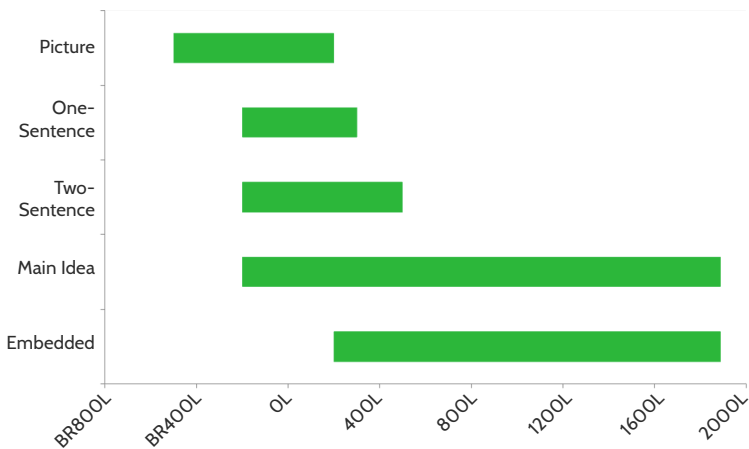


The continuous scoring service is the best way to track progress across multiple testing occasions. If continuous scoring is not available, MetaMetrics' test-by-test scoring provides test-takers' Lexile measures for a single test performance. Any previous reading ability information is not included in generating this Lexile measure.

LEXILE READING ITEMS

Many characteristics of Lexile items are guided by the purpose of the test, age of the test-takers, and delivery method. However, you have an important consideration to think about when deciding which MetaMetrics test item source to use. You can choose items from the Lexile Item Bank or custom-written items. Both options share the following:

- Five item types.
- Tried with thousands of students.
- One correct and three incorrect responses.
- Assesses beginner to advanced abilities.
- Each item is calibrated to the Lexile scale.
- Expert review (testing, curriculum and ELL/EFL).



WHICH OPTION IS BEST FOR YOU?

LEASED LEXILE ITEMS

MetaMetrics' robust Lexile Item Bank of more than 2,000 items is available for lease. Leasing items are the most economical way to create custom assessments to suit your specific needs. While these items are used in assessments, they remain the property of MetaMetrics.


CUSTOM LEXILE ITEMS

MetaMetrics' curriculum specialists create custom items according to your specifications. Each item is carefully written with targeted vocabulary and engaging topics appropriate for your readers. The custom items are owned by you upon completion.

Contact your MetaMetrics representative to discuss the right choices for you.

Trilby Berger

SVP, Strategic Partnerships
tberger@Lexile.global

ITEM TYPE	DESCRIPTION	EXAMPLE
PICTURE	<ul style="list-style-type: none"> • Assesses BR500L to 200L • Early vocabulary skills evaluated • Displays illustration & answer choices • Empirical Lexile measures 	1. birds 2. houses 3. hats 4. cookies 
ONE-SENTENCE	<ul style="list-style-type: none"> • Assesses BR200L to 300L • Single-sentence construction 	Sam can _____ on the mat? A. pet B. sit C. pit D. dot
TWO-SENTENCE	<ul style="list-style-type: none"> • Assesses BR200L to 500L • Two-sentence construction • Generalization and inference skills evaluated 	The dog could not catch the cat. The cat was very _____. A. long B. big C. fast D. funny
MAIN IDEA	<ul style="list-style-type: none"> • Assesses BR200L to 1890L • Reading passage followed by fill-in-the-blank statement • Generalization and inference skills evaluated 	Caleb sat on the grass near the fence, trying to read his class assignment. But the warm sun and gentle breeze made him drowsy. He closed his eyes. He heard the screen door open suddenly as his mother came outside to look for him. "Have you finished your homework yet?" she asked. Caleb sighed quietly and picked up his book again. Caleb was _____. A. distracted, B. ignored C. protected D. confused
EMBEDED	<ul style="list-style-type: none"> • Assesses 200L to 1890L • Fill-in-the-blank statement in extended, single-subject text • Key message identification evaluated 	The director of the group who created the Millennium Ecosystem Assessment said that humans are damaging Earth's environment. We need to act now. The damage is ____. If we work together we can reduce the damage we humans cause to the environment. Everyone can do something, and together we can make big changes. A. unknown B. routine C. humorous D. severe