



Q: Is it possible to tie grade levels to Lexile® measures?

A: There is no direct correspondence of a specific Lexile measure to a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. The Lexile Framework for Reading is intended to match readers with texts at whatever level the reader is reading.

MetaMetrics® has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measures of students and the typical Lexile measures of texts of a given grade level. *This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate Lexile reader measure or Lexile text measure should be for a given grade.* Data for the Lexile reader measures came from a national sample of students. Table 1 shows the middle 50% of Lexile reader measures. The middle 50% is called the interquartile range. The lower number in each range marks the 25th percentile of readers, and the higher number in each range marks the 75th percentile of readers. It is important to note that 25% of students in the study had Lexile measures below the lower number and 25% had Lexile measures above the higher number.

Data for Lexile text measures came from collections found in various grade-level classrooms. The text measures from this research can be found at Lexile.com (www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart). Additional research identified a gap between the reading demands of high school and those of postsecondary endeavors (Williamson, 2008). A “stretch” text continuum was developed to help identify a pathway of text demand that would effectively close the high school and postsecondary text demand gap (Sanford-Moore & Williamson, 2012). The text complexity bands and associated ranges in the supplementary information to the Common Core State Standards, Appendix A were informed by this and other research. Table 1 shows the grade-specific bands based on the Common Core Lexile text measures for each grade.

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support

Table 1: Typical Lexile Reader and Text Measures by Grade

Grade	Lexile Reader Measures (Interquartile ¹ Range, Mid-Year)	2012 CCSS Text Measures ²
1	BR120L to 295L	190L to 530L
2	170L to 545L	420L to 650L
3	415L to 760L	520L to 820L
4	635L to 950L	740L to 940L
5	770L to 1080L	830L to 1010L
6	855L to 1165L	925L to 1070L
7	925L to 1235L	970L to 1120L
8	985L to 1295L	1010L to 1185L
9	1040L to 1350L	1050L to 1260L
10	1085L to 1400L	1080L to 1335L
11 & 12	1130L to 1440L	1185L to 1385L

¹ Interquartile is the range between the upper and lower quartiles (i.e., the middle 50 percent of a distribution) and is equal to the difference between the 75th and 25th percentile.

² Common Core State Standards for English Language Arts, Appendix A (additional information), NGA and CCSSO, 2012

provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader’s Lexile measure.

Although a student may be an excellent reader, it is incorrect to assume that he/she will comprehend text typically found at (and intended for) a higher grade level. A high Lexile measure for a student in one grade indicates that the student can read grade-level-appropriate materials at a very high comprehension rate. The student may not have the background knowledge or maturity to understand material written for an older audience. It is always necessary to preview materials prior to selecting them for a student.

It is important to note that a book’s Lexile measure refers to its text difficulty only. A Lexile measure does not address the content or quality of the book. Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile measure is a good starting point in your book-selection process, with these other factors then being considered.

The real power of the Lexile Framework is in matching readers to text—no matter where the reader is in the development of his/her reading skills—and in examining reader growth. When teachers know Lexile reader measures and Lexile text measures, they can match their students with the texts that will maximize learning and growth.

For more information, call 1-888-LEXILES or visit www.Lexile.com.