Connecting Lexile Scores to Move Learning Forward

January 13, 2022
TeleEDGE: Department of Education Line
Moving Learning Forward Using a System of Assessment

OKLAHOMA Education
TeleEDGE
CENTER FOR HEALTH SCIENCES
Project ECHO
Connecting Learning through a System of Assessment
Questions to Consider

- How is learning connected through a system of assessment?
- How do state test scores fit into a system of assessment?
- How can we connect state test scores to support career planning?
How learning is connected through a system of assessment

Oklahoma recognizes that a robust assessment system is tied closely to students’ learning and teachers’ instructional practices by valuing and promoting local, classroom-based formative assessment that help make student learning visible.
Elements of an assessment system

- There are multiple layers of an assessment system.
- The purposes and uses of assessment information differ at each layer.
- It is important to guard against practices that might have a negative impact on classroom instruction (e.g., teaching to the test, over-testing, narrowing of the curriculum, etc.).
Considerations for connecting assessments in a system to move learning forward

See paper: “Not as Easy as It Sounds: Designing Balanced Assessment Systems”

<table>
<thead>
<tr>
<th>Comprehensive</th>
<th>Coherent</th>
<th>Continuous</th>
<th>Efficient</th>
<th>Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment system allows students to demonstrate their understanding in a variety of ways and reflects the breadth and depth of the state content standards.</td>
<td>The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the underlying model of learning.</td>
<td>The assessment system continuously documents student progress over time.</td>
<td>Each assessment within the system is non-redundant and used to make educational decisions.</td>
<td>The assessment system provides the necessary information to make better decisions in a timely fashion and at the right level of specificity to support intended uses.</td>
</tr>
</tbody>
</table>
Comprehensive

Assessments within the system allows students to demonstrate their understanding in a variety of ways and reflects the breadth and depth of the state content standards.
Coherent

The Assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the underlying model of learning.
Assessments and instruction are aligned to the standards that outline grade-level expectations for what students should know and be able to do.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

### Reading

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.</td>
<td>4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.</td>
<td>5.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.</td>
<td>6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.</td>
<td>7.3.R.1 Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.</td>
<td>8.3.R.1 Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.</td>
</tr>
<tr>
<td>3-4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</td>
<td>5.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.</td>
<td>6-7.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.</td>
<td></td>
<td></td>
<td>8.3.R.2 Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.</td>
</tr>
</tbody>
</table>
Continuous

Assessments measure student progress on an ongoing basis to provide timely evidence of learning.
**Efficient**

Each assessment within the system is non-redundant and provides timely information and evidence of student learning to make educational decisions.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Requiring Entity</th>
<th>Grade Level Assessed</th>
<th>Course/Subject</th>
<th>Reason for Assessment</th>
<th>Type of Assessment (Screening, Diagnostic, Interim,)</th>
<th>Alignment: Standard or Skill</th>
<th>Delivery Method (Online, Paper/Pencil, Oral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Assessment</td>
<td>District</td>
<td>grades 3-8</td>
<td>Math</td>
<td>Monitor that all students are progressing toward district goals</td>
<td>Interim</td>
<td>Oklahoma Academic Math Standards</td>
<td>Teacher monitored, online</td>
</tr>
</tbody>
</table>
Useful

Assessments within the system provide timely information and evidence of what students know and are able to do to inform teaching and learning.
Role of State Assessments in an Assessment System
State assessments in the system

State, district, and classroom assessments can work together in a coherent system of assessment. Doing so provides educators with timely information on students’ progress and overall achievement each year.

- **State Assessments**
  - **Minute by Minute**: As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.
  - **Daily**: As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.
  - **Weekly**: As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.

Connecting Lexile Scores to Move Learning Forward
State Summative Assessments in a Typical Year

Grade-Level Expectations

- Is about proficiency on grade-level knowledge
- Is a single snapshot and does not tell the whole story
- Should be used in conjunction with district and classroom assessments to monitor progress and overall achievement
State Summative Assessments from SY 2020-2021

Grade-Level Expectations

- Is still a sound comparison to grade-level expectations
- Tells us the what about student performance
- Does not tell us the “why” about student performance
- Helps us understand system-level supports that are necessary to help teachers and students

How much further am I from end-of-year expectations?
Data from state summative assessments

Performance Levels
- Relates level of readiness for the next grade, course or level by connecting student test scores to the OAS as described in the Performance Level Descriptors (PLDs).
- Four Levels: Below Basic, Basic, Proficient or Advanced

Performance Index Scale Score (OPI)
- Provides a more specific measure of readiness to be on track by relating where a score is relative to a performance level.
- Comparable scale across all tests from 200-399 wherein 300 is always Proficient

Reporting Category
- Relates confidence level to which students are likely to demonstrate the Proficient level knowledge, skills and abilities (KSAs) with respect to the content represented in the STANDARD and performance on related questions on the state test.
- Three Levels: Below Standard, At/Near and Above Standard
- Students scoring At/Near or Above are likely to demonstrate the Proficient level KSAs
Performance levels communicate readiness along a continuum

Below Basic
Students have not performed at least at the basic level.

Basic
Students demonstrate partial mastery of the essential knowledge and skills that are foundational for proficient work at their grade level or course and that students are not on track to be ready for college or career.

Proficient
Students demonstrate mastery over challenging grade-level subject matter, can analyze and apply such knowledge to real-world situations, that students are ready for the next grade, course, or level of education, and that students are on track to be ready for college or career.

Advanced
Students demonstrate superior performance on challenging subject matter.

Source: Senate Bill 1197
OPIs pinpoint performance within a level

Mean OPI scale scores pinpoint overall performance within a performance level.

Grade 11 OPI scale scores for ELA and Math are displayed in the Accountability Reporting application in the Assessment Performance Report.

<table>
<thead>
<tr>
<th>Grade 5 ELA</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 270</td>
<td>Below Basic</td>
</tr>
<tr>
<td>271 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 322</td>
<td>Proficient</td>
</tr>
<tr>
<td>323 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Math</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 265</td>
<td>Below Basic</td>
</tr>
<tr>
<td>266 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 320</td>
<td>Proficient</td>
</tr>
<tr>
<td>321 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Science</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 – 271</td>
<td>Below Basic</td>
</tr>
<tr>
<td>272 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 329</td>
<td>Proficient</td>
</tr>
<tr>
<td>330 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Grade 3-8 OSTP Performance Level Lookup Table
Grade 11: ACT/SAT OPI Conversion
Reporting category data helps us understand where unfinished learning may need to be addressed

Reporting Category Performance data provide an additional piece of evidence that when connected with local assessment data can bring to the surface where groups of students may be struggling.

Reporting category performance is reported with an indicator that communicates a confidence level of a student’s likelihood of being able to demonstrate the proficient level Knowledge, Skills, and Abilities (KSAs) found in the Performance Level Descriptor (PLD) and assessed through at least six questions.
Quick Review:

Lexile Measures
Lexile Measure

Your student's Lexile score: 660L
The Lexile Framework for Reading

Lexile measures match readers and text on the same scale.

A Lexile reading measure represents a student’s reading ability. 770L

A Lexile text measure represents its reading complexity. 770L
CCR Lexile score ranges by grade level

The blue box at each grade level represents the Lexile range needed to graduate career and college ready.

Source: Charting New Growth Pathways
LEXILE & QUANTILE MEASURES OFFERED FOR HUNDREDS OF CAREERS

**LEXILE MEASURE:** 1270L

**QUANTILE MEASURE:** 980Q

**LEXILE MEASURE:** 1130L

**QUANTILE MEASURE:** 1000Q

**LEXILE MEASURE:** 1175L

**QUANTILE MEASURE:** 1000Q
Where Can You Find the Measures?
Lexile scores add more information about a student’s readiness and progress over time.

- **OPI**: pinpoints performance within the performance band
- **Performance Level**: relates degree of readiness for the next grade, course, or level relative to grade-level expectations
- **Lexile Score**: tracks a student’s development of reading skills and abilities over time
- **Reporting Category**: relates where a student has strengths and where they may need extra support.
Accessing your Lexile scores

Click on the Year under Administration in Group Report and then choose Drill to Roster, or choose the Roster Report.
Accessing your Lexile scores

From the Options tool, click Scores, check Lexile Scores, and then click the Update button.
Connecting Lexile Scores
Questions to Consider

- How do Lexile measures connect across assessments and what are the cautions?
- What tools and resources does MetaMetrics offer in their Hub to support the work?
- How do Lexile measures support career planning?
Where Can Educators Find These Measures?

- Your state summative assessments
- Many interim/benchmark assessments used at the local level
- Many instructional programs
Students can also receive LEXILE student measures from numerous partner products.

Over 65 popular reading assessments & programs that report Lexile measures.
Lexile Measures Across Assessments

Because Lexile measures offer a common scale across many different types of assessment (both interim and summative), they offer a unique opportunity to monitor student growth over time.

However, there are many issues to consider when using any common scale and this approach…
Snapshots in Time

Monitoring student growth involves a series of “snapshots in time” not a smooth “motion picture.”

Score fluctuation is real.
Score Fluctuation

STUDENT FACTORS
- Motivation
- Attention
- Alertness
- State of mind
- Diet

CONTEXTUAL FACTORS
- Test administration procedures
- Test security
- Distractions

TEST FACTORS
- Standard Error of Measurement
- Regression to the mean
- Purpose of the test
- Range restriction
Interim vs. Summative

This fluctuation is particularly true when making comparisons that mix both summative and interim data.
Even Similar Assessments Are Not the Same

Interim Assessment

2005 Dodge Pick-Up

Summative Assessment

2021 Honda Accord
Assessment vs. Evaluation

Even in an ideal world where we are assessing the exact same thing, our evaluation of those results may vary.

Source: Senate Bill 1197
OSTP Performance Levels on the Lexile Scale

Regardless of the publisher of an interim assessment, we can use the state performance levels on the Lexile scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>535L and below</td>
<td>540L – 695L</td>
<td>700L – 890L</td>
<td>895L and above</td>
</tr>
<tr>
<td>4</td>
<td>690L and below</td>
<td>695L – 855L</td>
<td>860L – 1065L</td>
<td>1070L and above</td>
</tr>
<tr>
<td>5</td>
<td>725L and below</td>
<td>730L – 930L</td>
<td>935L – 1090L</td>
<td>1095L and above</td>
</tr>
<tr>
<td>6</td>
<td>825L and below</td>
<td>830L – 1045L</td>
<td>1050L – 1250L</td>
<td>1255L and above</td>
</tr>
<tr>
<td>7</td>
<td>955L and below</td>
<td>960L – 1105L</td>
<td>1110L – 1235L</td>
<td>1240L and above</td>
</tr>
<tr>
<td>8</td>
<td>1010L and below</td>
<td>1015L – 1210L</td>
<td>1215L – 1345L</td>
<td>1350L and above</td>
</tr>
</tbody>
</table>
Suggestions....

When making comparisons of Lexile measures over time:

• Understand different assessments do different things…
• Use consistent *evaluation* criteria…
• Expect fluctuations to exist and embrace them!
Access the Hub
Access the Hub

HUB.LEXILE.COM

Connecting Lexile Scores to Move Learning Forward
Create Your Account

Connecting Lexile Scores to Move Learning Forward
Create Your Account

Create an Account

Register for an account to access all free Basic+ features. Check out all features in Membership Options.

Are you a corporate partner of MetaMetrics Inc.? Click here.

Fields with an * are required.

Email Address *

Password *

Confirm Password *

What is your role? * (select the most applicable)

Students should proceed as an unregistered Basic user.

Educator
You support student instruction and college and career readiness.

Parent
You support your child's learning and college and career planning at home.

Researcher
You are conducting research activities or in search of resources to support your interests.

Our Partner States
If you are an educator in a partner state, use your school/district or state-issued email to receive complimentary access to Premium membership.

Country *
Select an Option

State
Select an Option

Subscribe to join the conversation and receive newsletters, important notifications, and special invitations.

Create Account

By proceeding, you declare that you have read and agreed to our Privacy Policy and Terms of Use.
Lexile Tools of Particular Interest

**Growth Planner**
For Educators and Students
Use Lexile measures to determine if a student is on track to graduate college-and-career ready. Access national and regional career data.

**Lexile® Grade Level Charts**
For Educators
View and print student Lexile measures by grade level. Filter your view by grade(s), time of year, and student population percentiles.

**Lexile® Measures Manager**
For Educators
Determine a student's optimal reading measure when multiple assessments that produce Lexile measures have produced significant and unexpected differences.

**Lexile® Career Database**
For Educators
Identify the reading demands needed for a desired career and use it to inform goal setting. The Lexile measure is the only metric available to compare and describe the reading demands of a career.
Questions?

Join us for Office Hours

**Every Monday** 2:00 - 3:00 p.m. ET
https://zoom.us/j/94460177886

**Every Friday** 11:00 a.m. - 12:00 p.m. ET
https://zoom.us/j/98795024861

We will be online to answer your questions!

Feel free to contact us with questions outside of our office hours:

Jscott@lexile.com or
Mcopeland@lexile.com or
dbarnes@lexile.com
Next Echo

• Date: February 10, 2022
  Time: 3:30-4:30

• Topic: Connecting and Monitoring Learning in Math through a System of Assessment