1. **What is the Lexile Framework for Oral Reading?**
   - The Lexile Framework for Oral Reading evaluates the oral reading ability of a student and the oral readability of a passage on the same scale.
   - This scientific new scale from MetaMetrics® allows users to obtain an accurate and reliable measure of oral reading ability.
   - To do this, the Lexile Framework for Oral Reading evaluates the oral readability of a passage and a students’ oral reading performance (rate and accuracy). It then combines these pieces of information to calculate their Lexile oral reading measure. It does not measure comprehension.
   - Just as the Lexile® Framework for Reading offers a scientific, objective silent reading comprehension measure by placing both student ability and text complexity on the same scale, the Lexile Framework for Oral Reading measures both student oral reading ability and the oral readability of text on the same scale.
   - Measured on the same Lexile scale makes it easier to compare scores of oral reading and silent reading for comprehension.

2. **Where is the Lexile oral reading measure used within MAP Suite products?**
   The Lexile oral reading measure is reported as an output of the MAP Reading Fluency oral reading assessment. The measure is only reported as an output of English benchmark assessments in which the student read passages – either by taking the Adaptive Oral Reading test form and adapting to the oral reading path or by taking the Adaptive Oral Reading – Passages Only test form.

   *Note that the Lexile oral reading measure is different than the Lexile reading measure reported in MAP Growth.*

3. **What are the benefits of this new oral reading measure?**
   Here are a few of the key benefits of the new Lexile oral reading measure:
   - Educators want to identify students for whom grade level text will require significant scaffolding and support. The Lexile oral reading measure delivers on that need by showing student scores in the context of grade level readability demands.
   - The Lexile oral reading measure offers educators a scaled measure (think RIT score) of student’s overall oral reading ability. The measure can be used to capture student growth from season to season, even if that was an increase in rate one season and then an increase in accuracy in another. The measure is like a RIT in that it gauges growth in the overall construct of oral reading fluency. Use the Lexile oral reading measure to track growth from intervention and/or for year-end goal setting.
   - The use of a single scale for both student ability and oral readability provides educators with accurate reporting and reliable monitoring of growth.
The Lexile oral reading measure provides a reliable, consistent measure because it takes into account both the oral reading fluency level (oral reading rate and accuracy) of the student and the readability of the passage.

The use of this new measure aligns to the philosophy behind MAP Reading Fluency – that meaningful growth in oral reading fluency goes beyond speed or words correct per minute (WCPM). Growth also means students maintaining good speed and accuracy on more and more difficult text.

The Lexile oral reading measure uses the same scale as the Lexile reading measure so now a student’s oral reading and silent reading abilities can be compared to determine where interventions are needed.

A student’s Lexile oral reading measure can be compared with the typical Lexile oral readability of materials for that grade (shown in MAP Reading Fluency reporting). Where the oral readability of the typical reading material is higher than the student’s Lexile oral reading measure, the student is likely to benefit from additional practice or scaffolding to access that text.

4. **When was the Lexile oral reading measure added to MAP Reading Fluency reporting?**
   The new Lexile oral reading measure was added to MAP Reading Fluency reporting as of the July 2020 software release. At that time, it replaced the Instructional Reading Level within English oral reading reports.

5. **Why was the Lexile oral reading measure added to MAP Reading Fluency reporting?**
   The new measure was added to MAP Reading Fluency as part of a partnership agreement with MetaMetrics.

   We improved our ability to frame growth in oral reading fluency with the adoption of this new metric. The Lexile oral reading measure considers rate, accuracy, and text difficulty together, allowing students at different points in their fluency development to show meaningful growth in any of those factors.

   Given the new availability of a Lexile measure focusing on oral reading fluency, both organizations saw the close alignment of this measure to the assessment offered in MAP Reading Fluency.

   The previously reported Lexile measure, focusing on reading with comprehension, is less well aligned to the focus of MAP Reading Fluency; this was previously enlisted in the Instructional Reading Level. Instead, the Lexile reading measure is closely aligned to the assessment offered in MAP Growth assessing silent reading with comprehension and is therefore more appropriately reported there.
6. **How does the new measure impact MAP Reading Fluency assessments and reporting?**

- There is no change to the student assessment experience within MAP Reading Fluency associated with the inclusion of this new measure.
- Within MAP Reading Fluency, the readability of the oral reading passages attempted is combined with the students’ oral reading performance (rate and accuracy) to determine their Lexile oral reading measure.
- The new Lexile oral reading measure will be shown in the Oral Reading Level section, reflected in the Benchmark Matrix and individual student reports. The measure will only be provided as an output of English benchmark assessments in which the student read passages – either by taking the Adaptive Oral Reading test form and adapting to the oral reading path or by taking the Adaptive Oral Reading – Passages Only test form.
- Within the individual student report, teachers will see each student’s Lexile oral reading measure describing his or her oral reading ability. For context, the Lexile oral readability of text typical of that student’s grade is also shown in the report.
- The Benchmark Matrix report will include the student Lexile oral reading measures in a single column that can be easily sorted to inform instructional small group or scaffolding needs.
- The new measure will also be aggregated in the Term Summary for English test events as of Winter ’20-21.
- Currently the Lexile oral reading measure is only available for English text therefore as of the July 2020 release the Spanish and English reporting within MAP Reading Fluency are slightly different.
  - For students that take the Spanish version of the assessment and route to oral reading passages, teachers will see all of the traditional data in the Benchmark Matrix and individual report except for the Instructional Reading Level, which was removed with the July 2020 release. A Spanish Lexile oral reading measure is not available from MetaMetrics at this time.

7. **Did anything change with the MAP Reading Fluency assessments with the introduction of the Lexile oral reading measure?**

No. While a piece of reported data has changed, the assessment experience has not changed for the students. The Lexile oral reading measure is a new reporting output based on the English oral reading benchmark assessments.

8. **Is the Lexile oral reading measure available in Spanish?**

No. MetaMetrics has not yet developed an oral reading measure for Spanish, so we are unable to include the Lexile oral reading measure in our Spanish MAP Reading Fluency reporting.

9. **Why are there no expectation levels and related color coding shown for the oral reading level in MAP Reading Fluency reports?**

Since this is a brand-new measure, MetaMetrics has not yet developed student norms that would inform the grade level expectations, so for now we are reporting the student’s measure along with the Lexile oral readability range for text typical of that student’s grade.
Once MetaMetrics develops norms and the related expectation levels, we will be able to reflect that in our reporting – likely in a similar way to the other measures with the red, yellow, green and blue color coding for easy reference. There is currently no target date for the norms from MetaMetrics as they are dependent on data collection levels and timing.

10. Does the student’s comprehension score on MAP Reading Fluency impact their Lexile oral reading measure?

No. The student’s comprehension score does not impact their Lexile oral reading measure. The comprehension results are not factored into the Lexile oral reading measure, which only takes into account accuracy, rate and the oral readability of the passage.

Because we want students to know that reading with comprehension is the ultimate goal, MAP Reading Fluency has always included a basic literal comprehension task after each passage to be read aloud. The passage’s Lexile text measure gives context for the comprehension check scores, showing whether a student’s understanding drops when reading harder text.

11. Were the Profile and Next Steps in the student reports updated or changed based on the new Lexile oral reading measure?

No. The Profile and Next Steps are a summary of the student’s strengths and areas for instructional focus based on the results of the passages attempts (excluding field test passages). The Profile considers the student’s rate, decoding accuracy, and comprehension sub scores only.

12. How can educators utilize this new Lexile oral reading measure?

Educators can use the new measure to:
- Set intervention and/or end of year goals - measurable goals stated in terms of Lexile oral reading measures.
- Gain insight on the whether a student will need supports and scaffolds to read text at grade level with good rate and accuracy.
- Easily sort students based on their Lexile oral reading measure to inform instructional small group or scaffolding needs.

In addition, other data from MAP Reading Fluency – including scaled WCPM, decoding accuracy, comprehension sub scores and the reader profiles can serve as additional ways to identify areas for focus.

13. Are there different Lexile measures and frameworks? If so, how do they vary and how are they the same?

- Yes, MetaMetrics currently has multiple frameworks using the Lexile scale covering Reading, Oral Reading and Listening.
- The Lexile reading measure and Lexile oral reading measure gauge two critical but distinct aspects of student literacy.
- Both the Lexile Framework for Oral Reading and the Lexile Framework for Reading place student ability and text difficulty on the same scale.
• The Lexile reading measure (like that reported in MAP Growth reading) is sometimes referred to as a silent reading or reading comprehension measure. It does not measure oral reading rate or accuracy.
• The Lexile oral reading measure is the new measure from MetaMetrics that is included as a reporting output of MAP Reading Fluency. It does not measure comprehension.
• The Lexile® Framework for Listening was recently introduced by MetaMetrics, but that measure is not reflected in MAP Growth or MAP Reading Fluency.

14. What is the difference between a student’s Lexile reading measure (like from MAP Growth) and Lexile oral reading measure from MAP Reading Fluency?

• The **Lexile reading measure** (like that reported in MAP Growth reading):
  o Is based on the student’s comprehension of the text read, typically silently.
  o Is sometimes referred to as a silent reading or reading comprehension measure.
  o Does not measure oral reading rate or accuracy.

• The **Lexile oral reading measure** (like that reported in MAP Reading Fluency):
  o Is based on the student’s oral reading performance (rate and accuracy) along with the oral readability of the text.
  o Does not measure comprehension.

The Lexile oral reading measure uses the same scale as the Lexile reading measure so the measures can be compared.

15. If a teacher has two different Lexile measures – one from MAP Growth (Lexile reading measure) and the other from MAP Reading Fluency (Lexile oral reading measure), which one should they use? How do they plan instruction when the student’s Lexile measures are different?

Having both a Lexile reading measure and a Lexile oral reading measure will provide a more complete picture of a student’s reading skills. Both measures place the student ability and text difficulty on the same scale.

It will be important for the teacher to compare both scores to make informed instructional decisions. What a student can decode may be different from what they can understand. This is why differentiation is key – a student might have solid decoding skills but have some gaps in vocabulary development.

Here is some additional context/explanation of how a teacher might utilize both measures.

• The Lexile reading measure – from MAP Growth, using the Lexile Framework for Reading – is about reading comprehension. When students read to comprehend, they don’t typically need to read out loud. The Lexile reading measure does not measure oral reading rate or accuracy.
• The new Lexile oral reading measure – from MAP Reading Fluency, using the Lexile Framework for Oral Reading – is about oral reading rate and accuracy and the difficulty of text to be read aloud. When students read out loud, they may not comprehend deeply. The Lexile oral reading measure does not measure comprehension.
When a student has both Lexile measures, educators have unique insight into where to focus instructional support for this student. Lexile oral reading measures use the same scale as Lexile reading measures so the measures can be compared at “face value” for the various scenarios outlined below. This comparison may help identify possible causes of reading comprehension challenges. For example:

- When a student’s Lexile oral reading measure (from MAP Reading Fluency) is **higher** than their Lexile reading measure (from MAP Growth), the student may be reading quickly and accurately but not attending to meaning. This is sometimes called a “word caller” profile. This student likely needs more focus on reading for comprehension. The teacher may need to focus on comprehension strategies.

- When a student’s Lexile oral reading measure (from MAP Reading Fluency) is **lower** than their Lexile reading measure (from MAP Growth), the student may have strength in language comprehension and background knowledge, but they may struggle with quick and accurate oral reading when they are first given a text. The difference in measures may indicate the student is reading very slowly but does comprehend what they are reading. This student likely needs more focus on oral reading fluency. The teacher may need to work with the student on fluency strategies focused on automaticity, including both decoding accuracy and reading rate.

- If a student’s Lexile oral reading measure and Lexile reading measure are both **low** compared to other students in the same grade, this may indicate the student needs focus on decoding to improve automaticity, evidenced by increases in rate and accuracy. Good automaticity allows attention to comprehension.

16. If a passage has a lower Lexile text measure, will it also have a lower Lexile oral readability measure?

Not necessarily. It is possible for a passage to have a lower Lexile oral readability measure but a higher Lexile text measure.

The Lexile oral readability measure is strictly about how difficult a text will be to read its words aloud with good rate and accuracy. But sometimes a text can be made up of words that are easy, and yet it is harder to understand because it is very dense with meaning or it uses less common syntax. Here’s an example from Twelfth Night: ‘If music be the food of love play on.’ When a text is harder to understand, it will have a higher Lexile text measure, even though it’s Lexile oral readability measure may be low.

See the image below to understand a bit more about word decodability and how that factors into the oral readability of text.
17. Which Lexile measure should I use for selecting books for students to read – the MAP Growth Lexile reading measure or the MAP Reading Fluency Lexile oral reading measure?

- Currently the book selection tools available (such as Find a Book from MetaMetrics) use the Lexile Framework for Reading, which is the Lexile reading measure found in reporting from MAP Growth. Good literacy instruction uses a variety of levels of text. When we want students to gain knowledge or enjoyment from a book without adult support, finding a just-right book using this tool can be useful.
- If the purpose for the student in that book is to focus on comprehension of meaning, the Lexile Framework for Reading is most appropriate. When students are reading to follow a story or reading to gain knowledge, they need to comprehend meaning. The Lexile reading measure is reported in MAP Growth.
- MetaMetrics is currently conducting research to determine additional ways/tools to make the Lexile Framework for Oral Reading more useful for teachers. This research will guide how they might enhance any existing tools to support the use of this new oral reading framework. More information will be shared by MetaMetrics based on their research findings and plans.

18. How do I select books for my students to read without knowing their Instructional Reading Levels?

Literacy leaders are increasingly calling for access to grade level text for all during literacy instruction, as an equity issue. The student's oral reading level will show when those texts will be difficult, so that scaffolding is necessary to make those texts accessible. Look at the gap between the student's Lexile oral reading measure and the typical Lexile oral readability demands in their grade. The larger the gap, the more scaffolding and support will be needed.

As noted in the question above, if you have a Lexile reading measure from MAP Growth, that can be utilized to find books for independent reading.
The oral reading measure and the typical text oral readability range should not be interpreted as a student's independent or instructional reading level.

19. What are the grade level expectations for the new Lexile oral reading measure?

- From an analysis of existing oral reading materials in classroom use, MetaMetrics has established the range of Lexile oral readability measures typically found at each grade level. The central two quartiles of that range – from the 25th to the 75th percentile – are shown in MAP Reading Fluency below the student score, for context. Those ranges can be found here in Help.
- Note that these ranges are not student norms, but instead characterize the oral readability demand students are likely to encounter in current grade level texts.
- MetaMetrics will be developing student norms, at which point MAP Reading Fluency will be able to position student scores relative to those.

20. Will the new Lexile oral reading range span 150 points like the Lexile reading range? Does the top portion of the range suggest the student’s independent level vs. instructional level?

- No. The student’s Lexile oral reading measure is reported as a specific student score (e.g., 520L). This indicates the student’s general oral reading ability given the level of the text and the student’s performance on the text in terms of rate and accuracy.
- Text that is above the student’s level will likely require additional instructional scaffolding, such as a modeled read aloud or repeated oral reading practice, for the student to reach a similar level of success on rate and accuracy.
- Along with the individual student Lexile oral reading measure, a Lexile oral readability range for typical text of that student’s grade level will also be included – this range is based on MetaMetrics research and review of texts that students encounter in those grade levels. The central two quartiles of that range – from the 25th to 75th percentile – are shown as the range in MAP Reading Fluency. It is not a specific 100- or 150-point range.
- The oral reading measure and the typical text oral readability range should not be interpreted as a student’s independent or instructional reading level.

21. How should we explain this new Lexile oral reading measure to parents? Is the Lexile reading measure more valuable than the Lexile oral reading measure?

- The Lexile reading measure – from MAP Growth, using the Lexile Framework for Reading – is about reading comprehension. When students read to comprehend, they don’t typically need to read out loud. The Lexile reading measure does not measure oral reading rate or accuracy.
- The new Lexile oral reading measure – from MAP Reading Fluency, using the Lexile Framework for Oral Reading – is about oral reading rate and accuracy. When students read out loud, they may not comprehend deeply. The Lexile oral reading measure does not measure comprehension.
When a student has both measures, educators have unique insight into where to focus instructional support for this student. For example:

- **When a student’s Lexile oral reading measure (from MAP Reading Fluency) is higher than their Lexile reading measure (from MAP Growth),** the student may be reading quickly and accurately but not attending to meaning. This is sometimes called a “word caller” profile. This student likely needs more focus on comprehension. The teacher may need to focus on comprehension strategies.

- **When a student’s Lexile oral reading measure (from MAP Reading Fluency) is lower than their Lexile reading measure (from MAP Growth),** the student may have strength in language comprehension and background knowledge, but they may struggle with quick and accurate oral reading when they are first given a text. The difference in measures may indicate the student is reading very slowly but does comprehend what they are reading. This student likely needs more focus on oral reading fluency. The teacher may need to work with the student on fluency strategies focused on automaticity, including both decoding accuracy and reading rate.

- **If a student’s Lexile oral reading measure and Lexile reading measure are both low compared to other students in the same grade,** this may indicate the student needs focus on decoding to improve automaticity, evidenced by increases in rate and accuracy. Good automaticity allows attention to comprehension.

22. What other information or resources are available to help understand more about the Lexile oral reading measure?

- There are a few different pieces of reference information within MAP Reading Fluency itself.
  - Tool tips: the “tool tips” can be referenced by clicking on the ? icon within the individual student reports. They include the following.
    - **Lexile Text Measure:** Describes the text complexity of a passage that is read for understanding.
      Passages with higher Lexile text measures have longer, more complex sentences and more difficult vocabulary. Lexile text measures focus on a text’s complexity for reading comprehension, while Lexile oral readability measures focus on a text’s difficulty for reading aloud.
    - **Oral Reading Level**

      - **Lexile Oral Reading Measure** - Scales a student’s reading aloud performance based on rate, accuracy, and the oral readability of text.
      - **Lexile Oral Readability Measure** - Scales the difficulty of a text for reading aloud.

      A student whose Lexile oral reading measure is below the Lexile oral readability measure range of a text is likely to benefit from scaffolding to make the text more accessible.
o MAP Reading Fluency Help Center: Check out the “Using Lexile Measurements” page in the Help Center for helpful information to explain more about the Lexile measures shown in reports. You will also find a handy chart of typical grade-range Lexile oral readability levels.

- Teach.Learn.Grow Blog
  o Check out Cindy Jiban’s introductory (and fun to read) blog post titled *A brand-new yardstick for measuring growth in oral reading fluency*. The blog talks about the introduction of the new Lexile oral reading measure.
  o Cindy also has another blog titled *Go, team: How parents and teachers can use Lexile measures to support young readers*.

- FAQ Videos from MetaMetrics
  o Hear directly from MetaMetrics experts about the new Lexile Framework for Oral Reading.