

Texas Higher Education Coordinating Board

Text Measurement and Analysis

MetaMetrics Technical Report Update

August 29, 2008



Introduction

This brief summarizes the results of a text measurement study conducted for the Texas Higher Education Coordinating Board (THECB) in August 2007 pursuant to Customer Order Number 781-7-00562. The texts included in the study represented materials used in community colleges and four-year institutions. The report has been augmented in August 2008 with the addition of materials used in community/technical colleges (Customer Order Number 781-8-00397). Selected texts used in the Texas higher education system have been analyzed for their readability. The resulting text readability measures are summarized and described below.

What is the Lexile Framework?



The Lexile Framework[®] for Reading is a psychometric system for matching readers with texts of appropriate difficulty. With the Lexile Framework, both the reader and the text can be placed on the same measurement scale. A Lexile measure is the numeric representation of an individual's reading ability or a text's readability (or, difficulty), followed by an "L" (for Lexile). The Lexile scale is a developmental scale for reading that ranges from below 0L for emerging readers and beginning texts to above 1700L for advanced readers and texts. Values at or below 0L are reported as Beginning Reader (BR).

A Lexile text measure is obtained through analyzing the readability of a piece of text. The Lexile Analyzer[®], a software program specially designed to evaluate the reading demand of text, analyzes the text's semantic and syntactic characteristics and assigns it a Lexile measure. A multi-step process is required to prepare the text before it is submitted to the Lexile Analyzer for a measure.

A Lexile reader measure is typically obtained by administering a test of reading comprehension to a reader. When a test has been linked with The Lexile Framework for Reading through a field study, a Lexile measure for the reader can be reported.

Extensive information about the development of The Lexile Framework for Reading can be found in the "Researchers" section of the Lexile website (www.Lexile.com). A white paper (Lennon & Burdick, 2004) entitled *The Lexile Framework as an Approach for Reading Measurement and Success* (www.lexile.com/PDF/Lexile-Reading-Measurement-and-Success-0504.pdf) provides detailed descriptions of each component of The Lexile Framework for Reading.

Text Selection and Sources

To identify texts for the initial study of community colleges and four-year institutions, two primary sources were consulted—the Texas General Education Core Curriculum, and the institutional requirements of selected postsecondary institutions in Texas. Within these general frameworks, text selection was targeted on introductory courses—that is, courses that appeared likely to be mainstream options for entering freshmen. The texts chosen were those typically associated with introductory "survey" type courses available to all students, rather than texts associated with courses required for specific majors, or texts associated with specific disciplines.

The institutional requirements of four major institutions were consulted to identify texts. Four-year institutions included the University of Texas–Austin and Texas A&M University; two-year institutions included San Antonio College and Dallas County Community College. Among these four, the University of Texas–Austin and San Antonio College were the predominant (though not exclusive) resources.

A total of 100 texts were selected for text measurement. Of these, 52 were chosen from the requirements of four-year institutions and 48 were chosen to represent texts associated with community college requirements. A full list of the selected textbooks appears in the Appendix.

In 2008, THECB identified texts for community/technical colleges. Dr. Susan Hetzler, the THECB director for Perkins funds, provided the names of the courses that are most critical as gatekeeper courses to obtaining career certifications. THECB then selected a variety of community colleges that offer the courses and supplied MetaMetrics a listing of 37 textbooks used in the gatekeeper courses. A full list of the selected textbooks appears in the Appendix.

What are the Lexile measures of the textbooks and what do they mean?

The Lexile measure of a text is calibrated by using the average sentence length and the average logarithm of the frequencies of words in the text. Sentence length is determined by counting the number of words per sentence in the text. Word frequency is determined by counting the occurrences of the word in a corpus of approximately 600 million words taken from a variety of sources and genres. These two variables, sentence length and word frequency, are used to operationalize the syntactic and semantic variables in the Lexile Theory. The textbooks selected for this analysis were each edited according to the established criteria used with the Lexile Analyzer software. The results for the individual textbooks are presented in the Appendix. Summary statistics for the collection of texts are presented in Table 1.

Table 1: Descriptive Statistics for Lexile Measures of the THECB Text Collection

Text Collection	Selected Percentiles of the Distribution of Text Measures						
	N	Average	Minimum	25 th	50 th	75 th	Maximum
Four-Year	52	1262L	1050L	1195L	1255L	1330L	1530L
Community College	48	1210L	840L	1130L	1225L	1295L	1450L
Community/Technical	37	1171L	920L	1110L	1190L	1250L	1360L
All	137	1219L	840L	1150L	1230L	1300L	1530L

On average, texts for four-year institutions have a higher reading demand (M=1262L, SD=108) than texts for the community colleges (M=1210L, SD=121), $t(98)=2.24$, $p=.0275$ (two-tailed) and than texts for the community/technical colleges (M=1171, SD=117), $t(87)=3.77$, $p=.0003$ (two-tailed). In a comparison of the texts for community colleges and community/technical colleges, the reading demand is not significantly higher for community colleges (M=1210L, SD=121) than for community/technical colleges (M=1171L, SD=117), $t(83)=1.50$, $p=.1362$. A one-way analysis

of variance (ANOVA) also confirms that there is a difference in the reading demands of texts for four-year institutions and of the text collections for community/technical colleges and community colleges, $F(2)=6.91$, $p=.0014$.

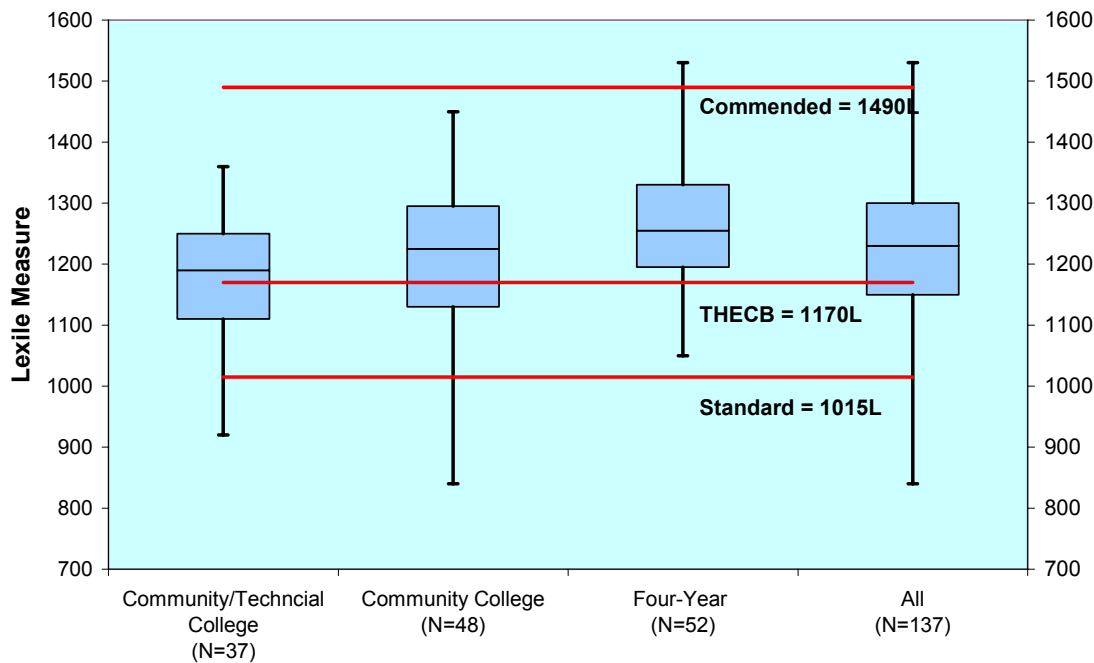
Furthermore, higher text demand for texts from four-year institutions is reflected throughout the distributions of text measures. That is, percentiles of the distribution of four-year text measures shown in Figure 1 are higher than corresponding percentiles of the distribution of readability measures for community college texts and community/technical college texts. Though the interquartile range for community college text measures (165L) and for community/technical college texts (140L) are larger than the interquartile range of text measures for texts from four year institutions (135L), the variances of the distributions are not significantly different (Community Colleges, $F(47,51)=1.25$, $p=0.4331$; Community/Technical Colleges, $F(47,36)=1.08$, $p=.8230$).

Another perspective for interpreting the distributions of text measures is to view them in conjunction with standards adopted for the Texas Assessment of Knowledge and Skills (TAKS), English/Language Arts (ELA), Exit Level. In Figure 1, three standards are shown in Lexiles: a) Met the Standard Performance Level (1015L), b) THECB Higher Education Readiness Standard Level (1170L), and c) Commended Performance Level (1490L). The standards, represented by the red horizontal lines, are superimposed on box plots that describe the distributions of text measures for community/technical college texts, community college texts, texts from four-year institutions, and all of the texts combined into one group. Each box plot depicts the minimum text measure, the 25th percentile of the distribution of text measures, the median (50th percentile), the 75th percentile, and the maximum text measure for the respective text collection, which is indicated along the horizontal axis.

The TAKS Met the Standard Performance Level falls at or in the lower quartile of each of the text distributions. Thus more than 75% of these postsecondary texts have higher reading demand than is represented by the Met Standard. The THECB Higher Education Readiness Standard Level is above the 25th percentile of the distribution of community/technical college text measures and community college text measures and just below the 25th percentile of the distribution of text measures for four-year institutions. The THECB Readiness Standard falls just above the 25th percentile of the combined text distributions. Thus approximately 75% of postsecondary texts measured for this study have reading demand higher than the THECB Readiness Standard. The TAKS Commended Performance Level is higher than the text demand of the most difficult community/technical college text and community college text. Furthermore, fewer than five percent of the texts selected from four-year institutions have reading demand higher than the Commended Performance Level.

Figure 1

Distribution of Text Readability Measures for the Texas Higher Education Coordinating Board
 (Box Plots: min, 25th, 50th, 75th, max)



The primary utility of the Lexile Framework is its ability to forecast what happens when readers confront text. A reader with a measure of 1100L who is given a text measured at 1100L is expected to have a 75-percent comprehension rate. This 75-percent comprehension rate is the basis for selecting text that is targeted to a reader’s reading ability, but what exactly does it mean? And what would the comprehension rate be if this same text were given to a reader measured at a different Lexile level?

When the reader and text are matched (same Lexile measures), the reader is “targeted.” A targeted reader reports confidence, competence, and control over the text. When a text measure is 250 Lexile measures above the reader’s measure, comprehension drops to 50 percent and the reader experiences frustration and inadequacy. Conversely, when a text measure is 250 Lexile measures below the reader’s measure, comprehension goes up to 90% and the reader experiences total control and automaticity.

Table 2 shows the forecasted comprehension rates for hypothetical readers of different reading abilities, corresponding to the three TAKS standards, when they confront texts at different levels of difficulty in the text distributions for community/technical college texts, community college texts, or texts from four-year institutions. In the table, the column headings indicate which TAKS standard is being used, while the rows show the Lexile measures for texts at different levels of text difficulty in the three text distributions. The body of the table gives the forecasted comprehension rate for each combination of reader ability and text readability. Comprehension rates below 75% have been shaded in the table.

Table 2: Forecasted Comprehension Rate (%) for Readers at Three Reading Ability Levels (Standard, THECB Readiness, Commended) Reading Texts at Selected Percentiles of the Text Distributions

Percentile of the Text Distribution	Corresponding Lexile	Student Reads at the TAKS Level for:		
		Standard (1015L)	THECB Readiness (1170L)	Commended (1490L)
Texts for Four-Year Institutions				
Maximum	1530L	23	38	72
75 th	1330L	43	60	86
50 th	1255L	51	67	90
25 th	1195L	57	73	92
Minimum	1050L	72	84	96
Community College Texts				
Maximum	1450L	30	46	78
75 th	1295L	46	63	88
50 th	1225L	54	70	91
25 th	1130L	64	78	94
Minimum	840L	87	93	98
Community/Technical College Texts				
Maximum	1360L	39	56	84
75 th	1250L	51	68	90
50 th	1190L	58	73	92
25 th	1110L	66	80	94
Minimum	920L	82	90	97

Note: Shaded areas in the table denote reader-text combinations that may result in some degree of frustration for the reader.

Several observations may be made based on the forecasted comprehension rates in Table 2. Students whose reading ability is at the TAKS Met the Standard Performance Level can be expected to experience some degree of frustration with nearly all of the books measured. They would experience some degree of confidence only with the least difficult book(s). Students whose reading ability is at the THECB Higher Education Readiness Standard Level should experience no problem with the least difficult 25% of community college texts selected for this study. However, such readers may experience varying degrees of frustration with the majority of texts selected from four-year institutions and approximately half of the community/technical college and community college texts. Students whose reading ability is at the TAKS Commended Performance Level will likely experience confident reading experiences with nearly all of the texts measured for this study. Only the most difficult text selected from four-year institutions is likely to challenge these readers.

Finally, for an alternative perspective, the reader may consult another study that discusses text measures from different domains including high schools, the military, the workplace, postsecondary education, and citizenship (Williamson, 2006). The results reported for postsecondary education in that report are not compared directly with the results from this study because of methodological differences in the way the text collections were assembled for the two studies.

How can THECB use this information?

The Lexile Framework provides a way to examine the text-reader interaction and to predict what level of comprehension will result from the interaction. Educators in every era face a problem when textbooks and materials are written at such a level as to be inaccessible by the student reader. The result is that the reader is unable to read and use the information, and consequently experiences frustration and reads less.

Knowing the Lexile measure of a document and the range of reading abilities in the intended audience can be useful in determining the amount of support that should be provided to the typical reader. This support can be in the form of illustrations, activities, support materials (e.g., glossary and charts), audio, or text from another source. Knowing the Lexile measure of a document can also be useful when recommending complementary reading material.

The results of the current study may be used to guide instructional decisions and practice. Additional resources for understanding and using the results are available at www.Lexile.com. The results of the study could also be used to inform policy discussions related to the articulation of reading performance standards and expectations across educational systems serving the K–16 spectrum.

References

- Lennon, C., & Burdick, H. (2004). The Lexile Framework as an approach for reading measurement and success. A white paper from The Lexile Framework for Reading. Durham, NC: MetaMetrics, Inc.
- MetaMetrics, Inc. (2007, August). Texas Higher Education Coordinating Board: Text measurement analysis. Durham, NC: Author.
- Williamson, G. L. (2006, April). Student readiness for postsecondary endeavors. Paper presented at the 2006 Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA. (ERIC Document Reproduction Service No. ED491516).

Appendix

List of Textbooks and Associated Lexile Analysis Results



TITLE	PUBLISHER	WORDS	MSL	MLF	LEXILE
Four-Year Institutions					
Aims of Argument, The	McGraw-Hill Higher Education	307,567	18.37	3.19974	1250L
America Past and Present	Pearson Longman	539,198	19.73	3.2064	1300L
America Past and Present Volume II Since 1865	Pearson Longman	296,301	19.42	3.20188	1290L
American Government 9th Ed	W.W. Norton & Co.	215,496	22.17	3.16988	1400L
American Tradition in Literature	McGraw-Hill Higher Education	989,574	17.7	3.25853	1200L
Art of Public Speaking, The, 9th ed.	McGraw Hill	164,429	16.37	3.31611	1120L
Art Past, Art Present 5th Ed	Prentice Hall	185,256	21.35	3.27747	1330L
Asking About Life 3rd Ed	Thomson	439,143	17.75	3.21272	1220L
Biology: The Unity and Diversity of Life	Thomson Brooks Cole	381,845	14.37	3.1229	1100L
Calculus Concepts: An Applied Approach to the Mathematics of Change, 4th ed.	Houghton Mifflin	183,567	19.29	3.24086	1270L
Calculus for Business, Economics, Life Sciences and Social Sciences	Prentice Hall	63,745	18.05	3.19245	1240L
Calculus: Early Vectors	Brooks/Cole Publishers	241,440	20.76	3.22532	1330L
Chemical Principles: The Quest for Insight 3rd Ed	W.H Freeman and Co.	215,134	19.73	3.23201	1290L
College Algebra: Understanding Functions	Thomson	124,889	19.68	3.30366	1260L
Cosmic Perspective, The 4th Ed	Pearson/Addison Wesley	376,731	21.01	3.27352	1320L
Crossing Borders, Reinforcing Borders	University of Texas Press	87,549	18.42	3.20476	1250L
Dred Scott v. Sandford: A Brief History with Documents	Bedford/St. Martin's	83,225	23.06	3.32001	1370L
Enduring Vision, The: A History of the American People	Houghton Mifflin	540,846	19.68	3.12469	1330L
Essential Theatre, The 8th Ed.	Thomson	150,752	20.19	3.17289	1330L
Essentials of Sociology: A Down-To-Earth Approach Sixth ed.	Pearson	194,095	16.27	3.30413	1120L
Exploring Psychology 6th Ed.	Worth Publishers	264,341	16.58	3.11043	1210L
Federalist Papers, The	Buccaneer Books, Incorporated	125,500	n/a	n/a	1450L
Finite Mathematics: For the Managerial, Life, and Social Sciences, 8th ed.	Thomson	83,956	19.86	3.21838	1300L
Fundamentals of College Algebra, 11th ed.	Thomson	118,710	21.32	3.2747	1330L
General Chemistry: The Essential Concepts	McGraw-Hill Higher Education	164,380	17.11	3.2199	1190L
Kingdom of Matthias, The	Oxford University Press	53,423	19.95	3.30357	1270L
Lincoln: Selected Speeches and Writings (With and Introduction by Gore Vidal)	First Vintage Books	163,867	20.21	3.40432	1240L
Listen 5th Ed	Bedford/St. Martins	150,077	18.3	3.26993	1220L
Macro Economy Today, The, 12th ed.	McGraw Hill	187,412	16.25	3.12373	1190L
Making Literature Matter: An Anthology for Readers and Writers	Bedford/St. Martins	556,142	14.68	3.26535	1060L
Nation of Nations: Volume II: Since 1865	McGraw-Hill Higher Education	201,558	16.91	3.1984	1190L
Norton Anthology of American Literature: 1865-1914 Volume C	W.W. Norton & Company	515,504	16.89	3.32341	1140L
Norton Anthology of American Literature: Between the Wars 1914 - 1945 Volume D	W. W. Norton & Company	315,316	14.65	3.28654	1050L
Norton Anthology of American Literature: Literature Since 1945 Volume E	W. W. Norton & Company	313,835	14.95	3.14536	1120L
Novus Ordo Seclorum: The Intellectual Origins of the Constitution	University Press of Kansas	81,318	23.83	3.30465	1400L
Oral Presentations for Technical Communication	Ailyn & Bacon	73,585	18.25	3.28945	1210L
Organic Chemistry 4th Ed	Thomson	208,861	18.69	3.18175	1270L
Original Meanings	Vintage Books	156,212	26.69	3.23693	1510L
Philosophical Horizons: Introductory Readings	Thomson	324,944	22.07	3.39052	1310L
Precalculus: Mathematics for Calculus, 5th ed.	Thomson	155,933	17.6	3.32375	1170L
Principles of MicroEconomics, 3rd Ed	Thomson	163,557	17.79	3.24179	1210L
Psychology	Worth Publishers	339,816	16.75	3.10378	1220L
Reading Literature and Writing Argument	Pearson Prentice Hall	248,801	15.25	3.28495	1080L

TITLE	PUBLISHER	WORDS	MSL	MLF	LEXILE
Four-Year Institutions (continued)					
Restoring the Lost Constitution: The Presumption of Liberty	Princeton University Press	125,095	24.56	3.25924	1440L
Revolution in Favor of Government, A	Oxford University Press	102,049	23.8	3.37951	1370L
Statistics: The Art and Science of Learning from Data	Pearson/Prentice Hall	145,721	17.91	3.25494	1210L
Taking Sides: Clashing Views in United States History Vol. 2, 12th ed.	McGraw Hill	196,244	21.68	3.17919	1380L
Texas Politics	Houghton Mifflin Company	152,834	20.23	3.2024	1320L
These United States: The Questions of Our Past, Vol 1, 3rd ed.	Pearson	170,333	18.63	3.25153	1240L
To Form A More Perfect Union	Oxford	63,390	26.26	3.15514	1530L
Trigonometry for College Students, 7th ed.	Brooks/Cole Publishers	71,635	16.82	3.28961	1150L
World of Ideas, A	Bedford/St. Martins	267,312	20.52	3.2799	1300L
Community Colleges					
American Government and Politics Today 2007-2008 Texas Ed.	Thomson	361,070	19.51	3.21074	1290L
American Journey, The Vol 1, 4th ed	Pearson/Prentice Hall	264,709	20.64	3.24025	1320L
Another Opening, Another Show: A Lively Introduction to the Theatre 2nd ed.	McGraw Hill	98,678	19.88	3.34801	1250L
Biology: Concepts and Applications 6th ed.	Thomson	309,006	14.12	3.11574	1090L
Bridging the Gap: College Reading 9th Ed.	Pearson/Longman	131,822	15.64	3.25552	1110L
College Algebra	John Wiley & Sons	66,595	15.74	3.26733	1110L
Communicating for Results: A Guide for Business and the Professions, 8th Ed	Thomson Wadsworth	150,026	17.17	3.15041	1220L
Compact Handbook, The 6th Ed.	Pearson/Longman	94,152	15.51	3.18961	1130L
Conceptual Physics Tenth ed.	Pearson/Addison Wesley	209,946	17.63	3.30159	1180L
Cuentame: Spanish for Beginners 2nd Ed.	Houghton Mifflin	11,431	10.72	3.23759	840L
Discovering Computers 2008	Thomson Course Technology	137,843	16.96	3.07561	1240L
Earth and Its Peoples, The Fourth Ed.	Houghton Mifflin Company	270,957	20.18	3.19729	1320L
Earth Science 11th Ed.	Pearson/Prentice Hall	232,116	18.9	3.17642	1280L
Elementary & Intermediate Algebra for College Students 2nd ed.	W.W. Norton & Co.	150,235	17.02	3.31244	1150L
Essential America, The	Thomson	133,150	19.49	3.23409	1280L
Essentials of Criminal Justice/5th ed.	Thomson Wadsworth	186,011	20.32	3.10887	1360L
Essentials of Physical Anthropology, 6th Ed	Thomson	122,066	20	3.15565	1330L
Experiencing Architecture	The MIT Press	47,414	20.38	3.39428	1250L
Experiencing Cities	Pearson Education	178,732	21.22	3.18962	1360L
Exploring Philosophy/5th ed.	McGraw-Hill	98,959	21.77	3.26299	1350L
Exploring the Humanities: Creativity and Culture in the West	Pearson/Prentice Hall	190,229	19.73	3.2573	1280L
Fit and Well: Core Concepts and Labs in Physical Fitness and Wellness Seventh Ed.	McGraw-Hill	191,308	16.86	3.09086	1230L
Fundamental Accounting Principles, 18th Ed. (Vol. 1, Chaps 1-12)	McGraw-Hill	80,472	16.55	3.05536	1230L
Gardner's Art Through the Ages, 12th Ed	Thomson Wadsworth	247,882	20.26	3.17947	1330L
General, Organic, and Biochemistry/5th ed.	McGraw-Hill Higher Ed.	169,494	16.62	3.21612	1170L
Human Polity. The: A Comparative Introduction to Political Science, 5th ed.	Houghton Mifflin	162,558	24.46	3.22652	1450L
Human Relations	Thomson	127,305	16.21	3.17018	1170L
Introduction to Literature, An/14th ed	Pearson/Longman	436,699	15.98	3.32167	1100L
Issues in Economics Today, 3rd ed	McGraw-Hill/Irwin	177,607	21.02	3.32512	1300L
Mastering Public Speaking/6th Ed.	Pearson	158,064	16.31	3.28386	1130L
Mathematics for Elementary School Teachers, 4th ed.	Houghton Mifflin	255,298	15.15	3.3751	1040L
Meteorology Today: An Introduction to Weather, Climate, and the Environment, 8th ed.	Thomson	242,355	19.46	3.20559	1290L
Music: An Appreciation, 6th Brief Ed	McGraw Hill Higher Ed	113,991	16.88	3.19469	1190L
New Worlds: An Introduction to College Reading 3rd Ed.	McGraw Hill Higher Ed	79,801	16.57	3.31306	1130L
Nexos/Media ed.	Houghton Mifflin	25,616	14.25	3.38726	990L
Political Ideologies and the Democratic Ideal, 6th ed.	Pearson/Longman	122,209	21.31	3.27376	1330L

TITLE	PUBLISHER	WORDS	MSL	MLF	LEXILE
Community Colleges (continued)					
PreAlgebra/4th ed.	Houghton Mifflin	64,486	13.69	3.31191	990L
Precalculus, 3rd Ed	Pearson/ Prentice Hall	148,823	16.71	3.27805	1150L
Psychology: Concepts & Connections/9th ed	Thomson	288,763	16.52	3.20496	1170L
Reading Across the Disciplines: College Reading and Beyond 3rd ed.	Pearson/Longman	121,704	16.45	3.19722	1170L
Resources for Writers with Readings: From Paragraph to Essay 2nd ed.	Pearson/Longman	120,771	15.09	3.36749	1040L
Societies, Networks, and Transitions: A Global History	Houghton Mifflin Company	246,137	18.9	3.15177	1290L
Sociology: A Brief Introduction (7th Edition)	McGraw Hill	218,222	18.96	3.18304	1280L
Studying Engineering: A Road Map to a Rewarding Career/3rd Ed.	Discovery Press	81,215	16.64	3.19287	1180L
Teachers, Schools, and Society: A Brief Introduction to Education	McGraw Hill-Higher Ed	152,110	17.26	3.18576	1210L
Thinking Mathematically, 4th Ed	Pearson/ Prentice Hall	262,065	14.73	3.24498	1070L
Traditions & Encounters: A Global Perspective on the Past: Volume 1 From the Beginning to 1500/3rd ed.	McGraw-Hill Higer Ed	231,028	21.5	3.13741	1390L
World of Art, A/5th ed.	Pearson/Prentice Hall	159,301	21.68	3.28059	1340L
Community/Technical Colleges					
Accounting Principles: Vol 1-Chapters 1-13: Study Guide: 7th ed.	John Wiley & Sons	35,294	15.68	3.10744	1170L
Anatomy & Physiology: Study Guide: 6th ed.	Elsevier/Mosby	25,326	12.63	3.21275	970L
AutoCAD 2008: A Problem-Solving Approach	Thomson/Delmar Learning	286,468	17.04	3.28909	1160L
AutoCAD 2008: Instructor: A student guide to complete coverage of autocad's commands and features.	McGraw-Hill/Higher Ed	368,612	17.94	3.18167	1240L
AutoCAD and its Applications: Basics 2007: .14th ed.	Goodheart-Willcox Company	216,724	13.96	3.22149	1040L
Business Communication at Work: 3rd ed.	McGraw-Hill/Irwin	134,113	15.17	3.30111	1070L
Business English at Work: 3rd ed.	McGraw-Hill/Irwin	106,481	12.24	3.20489	950L
Business English: 9th ed.	Thomson/South-Western	43,210	12.47	3.18817	970L
College Accounting (Chaps. 1-14)	McGraw Hill	103,994	14.89	3.01042	1170L
College Accounting: A Practical Approach: Chapters 1-12: 10th ed.	Pearson/Prentice Hall	66,930	14.17	3.0455	1120L
Computer Concepts: 6th ed. Enhanced	Thomson/Course Technology	117,858	17.85	3.0702	1280L
Discovering Computers: Fundamentals: 4th ed.	Thomson/Course Technology	139,805	16.63	3.0393	1240L
Effective Business Writing: A Guide for Those Who Write On the Job, 2nd ed.	CollinsReference	34,253	13.83	3.30586	1000L
Effective Writing: A Practical Grammar Review, 4th ed.	McGraw-Hill/Irwin	25,759	12.43	3.30961	920L
Engineering: Drawing & Design, 7th ed.	McGraw-Hill/Higher Ed	156,819	18.66	3.17886	1270L
Exploring Management: In Modules	John Wiley & Sons, Inc	104,205	16.08	3.23141	1140L
Financial Accounting: 9th ed.	Houghton Mifflin	214,311	17.67	3.07617	1270L
Go! With Microsoft Office 2007: Introductory	Pearson	179,389	16.5	3.2541	1150L
Gregg Reference Manual, The: 10th ed.	McGraw Hill	169,893	15.24	3.20761	1110L
Harassing AutoCAD 2008	Thomson/Delmar Learning	213,577	18.02	3.2148	1230L
Human Body in Health & Disease, The: 4th Ed.	Elsevier/Mosby	186,701	17.73	3.13332	1250L
Management: 8th ed.	John Wiley & Sons	147,844	16.83	3.16394	1200L
Marketing	McGraw-Hill/Irwin	174,434	20.12	3.08984	1360L
Marketing: Principles and Perspectives: 5th ed.	McGraw-Hill/Irwin	187,040	17.5	3.00656	1290L
Marketing: 14th ed.	Houghton Mifflin	291,374	18.66	2.99964	1340L
Marquee Series: Microsoft Office 2007	Paradigm Publishing	139,467	16.95	3.20202	1190L
MKTG 2007/2008	Thomson/South-Western	111,304	18.68	3.05327	1320L
New Perspectives on Microsoft Windows Vista: Comprehensive	Thomson/Course Technology	162,358	17.7	3.20697	1220L
Picture Yourself Learning Microsoft Office 2007	Thomson/Course Technology	100,119	15.11	3.242	1090L
Principles of Management	Houghton Mifflin	133,945	17.86	3.14701	1250L
Principles of Management	McGraw-Hill/Irwin	221,115	19.62	3.11928	1330L
Principles of Marketing: .11th ed.	Pearson/Prentice Hall	354,550	16.69	3.07177	1230L
Quickbooks Pro 2006: Simplified	Pearson/Prentice Hall	31,479	15.81	3.14859	1160L

TITLE	PUBLISHER	WORDS	MSL	MLF	LEXILE
Community/Technical Colleges (continued)					
QuickBooks Pro 2007: Level 1	Labyrinth Learning	40,559	14.05	3.25894	1030L
Survival Guide for Anatomy & Physiology	Elsevier/Mosby	26,265	16.28	3.28036	1130L
Technical Graphics Communication: 3rd ed.	McGraw-Hill	221,092	17.81	3.21907	1220L
Understanding Management: 5th ed.	Thomson/South-Western	278,092	18.01	3.13784	1260L

LEGEND

Words = Number of words in the measured document

MSL = Mean Sentence Length

MLF = Mean Logarithm of Word Frequencies

Lexile = Lexile Measure