



Can I compare Lexile® reader measures from more than one reading test?

Yes. Student Lexile measures from different reading tests can be compared. In contrast, grade equivalents from two different reading tests should NOT be compared or interpreted as if they were the same.

If a reading test reports a Lexile measure, it means that one of two important processes has occurred:

- 1) The test was linked with The Lexile Framework for Reading through a specially designed study. As part of this linking study, students took both the reading test (e.g., state end-of grade test, interim/benchmark assessment, national normative assessment) and a Lexile linking test. Student scores on the tests were then compared and a link was established between the reading test and the Lexile scale. Examples of tests that report Lexile measures for students based on this type of link include many [state end-of-grade tests](#), [interim/benchmark assessments](#) and [national normative assessments](#).
- 2) The reading test was developed in conjunction with MetaMetrics® to report a Lexile measure. Examples of this type of assessment include Achieve3000's [KidBiz3000](#) and [TeenBiz3000](#), [Scholastic Reading Inventory](#), [Voyager's Passport Reading Journeys Assessment](#) and National Geographic's [Edge Assessments](#).

For more information and a list of tests that report Lexile measures, please visit the following Lexile.com pages: [State Assessments](#); [Norm-Referenced & Interim/Benchmark Assessments](#); [Spanish Assessments](#); [International Assessments](#); and [Reading Programs](#).

When comparing scores from two different tests, it is important to understand the tests you are comparing. First, you should understand the purpose of the tests (e.g., summative, progress-monitoring, high-stakes, low-stakes), how they were designed (e.g., computer-adaptive, fixed-form, wide or narrow difficulty range), and what type of reader the tests were designed to measure (e.g., struggling reader, advanced reader, all readers in general). Knowing these details about the tests will help you understand why student scores may be different from one test to the next. For example, students may perform differently on a high-stakes test (e.g., state end-of-grade test) when compared with results from a low-stakes, progress-monitoring test due to motivational factors. In addition, the two tests being compared may have different psychometric properties (e.g., different reliabilities), which will also affect how similar the test results are likely to be. All of these factors can result in the same student receiving different Lexile measures from different tests. Indeed, it is highly unlikely for a student to receive identical measures (Lexile measure or otherwise) from taking two equivalent forms of the same test (e.g., the [SAT](#)) given the normal measurement error of a test and a student. For more detailed information, please read the following white papers: [“Why Do Scores Change?”](#) and [“Managing Multiple Measures”](#) at www.lexile.com/about-lexile/white-papers.

For more information on Lexile measures, visit www.Lexile.com.

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