How prepared are students for college level reading? Applying a Lexile[R]-based approach.

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Abstract
This study develops and documents a new methodology that uses the Lexile Framework[R] for Reading to determine the proportion of grade 11 Texas public school students whose scores on the exit-level Texas Assessment of Knowledge and Skills for English language arts and reading (TAKS-ELAR) or the TAKS-ELAR Accommodated indicate the ability to read and comprehend textbooks used in entry-level (freshman) English courses in the University of Texas system. The findings show that at the 75 percent comprehension level, 51 percent of students can read 95 percent of first-year English textbooks used in entry-level classes in the University of Texas system, 80 percent can read 50 percent of the textbooks, and 9 percent can read no more than 5 percent of the textbooks. The study demonstrates that the methodology developed and documented in this report can be applied in a real-world context. Providing policymakers with information about the proportion of high school students who are prepared to read entry-level college material at the University of Texas system can help policymakers evaluate and understand the effectiveness of efforts to align high school curriculum and instruction with requirements for postsecondary success.

Comments
ERIC document: ED513585. For full access, check with your local library or request it on interlibrary loan. Full-text of report may be available through the link.

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This work is licensed under a Creative Commons Attribution 4.0 License.
How I assign reading levels to books, how the publishers do it, how schools do it and how you can help your reader find the right book at the right time. After recent emails and years of observing parents in the bookstore checking the back cover of books and trying to figure out the reading level (what does ages 8 - 11 or RL 2.4 really mean??) and now after three years working as an elementary school librarian and working with a population of students who are English Language Learners reading, mostly, below grade. The Lexile measure represents a student’s level on a developmental scale of reading ability—the Lexile scale. In contrast, a grade equivalent represents a student’s ability level in comparison to students who were in the specific test’s norming group.” Applying a Lexile[R]-based approach. Faculty Publications. Providing policymakers with information about the proportion of high school students who are prepared to read entry-level college material at the University of Texas system can help policymakers evaluate and understand the effectiveness of efforts to align high school curriculum and instruction with requirements for postsecondary success. Comments. ERIC document: ED513585. For full access, check with your local library or request it on interlibrary loan. Full-text of report may be available through the link.