

Transcript

10

00:01:08.670 --> 00:01:30.450

Jane Scott: I want to make certain we honor the time that you have a lot in for us today as well and as others join us. They will be able to catch up as we go along. So Good afternoon and welcome to the session today where we're going to share an overview of certainly won't be

11

00:01:31.800 --> 00:01:46.740

Jane Scott: Much more than an hour if that for the Lexile framework for reading and we're so glad that you didn't take your time to join us from that busy schedule of yours. And as you know, the second session is being brought to you

12

00:01:47.520 --> 00:01:56.220

Jane Scott: By the New Hampshire Department of Education, as well as those of us here at Meta metrics, where the Lexile framework for reading

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00:01:56.670 --> 00:02:13.980

Jane Scott: As well as the quantile framework for mathematics was actually developed. So first of all, we certainly thank the New Hampshire Department of Education for joining us and inviting us to be a small part of your day to day

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00:02:15.600 --> 00:02:27.210

Jane Scott: Again, my name is Jane Scott and I am the educational facilitator here at Meta metrics and as I shared Matt Copeland is there with you in the chat room. So feel free to

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00:02:27.840 --> 00:02:49.770

Jane Scott: chat questions or keep in mind when you see some links as I go through some of these slides. Matt will be chatting those links to you there in the chat room as well. And again, since we do have just a few of us in the session today, please feel most comfortable in just

16

00:02:50.850 --> 00:02:58.320

Jane Scott: Shouting waving your hands because I can see you there and letting me know, and we can certainly turn this into a discussion.

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00:02:59.910 --> 00:03:00.300

Jane Scott: But

18

00:03:02.760 --> 00:03:11.550

Jane Scott: As we are getting started here. We know that maybe on this afternoon timeframe makes you want to grab some coffee and possibly

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00:03:12.330 --> 00:03:27.540

Jane Scott: Grab some chocolate to keep yourself going, feel free to do that. And please again let Matt know or stop me as we go forward to let me know of any questions that you have. So let's go ahead and get started.

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00:03:28.710 --> 00:03:30.540

Jane Scott: Just to begin at the beginning.

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00:03:31.740 --> 00:03:38.430

Jane Scott: Will look first at what the left sound framework for reading really is and where educators

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00:03:39.360 --> 00:03:45.420

Jane Scott: Probably are currently getting some measures now but will be receiving the measures in the future.

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00:03:45.990 --> 00:03:58.440

Jane Scott: But let's our framework reading is a research based scale for measuring both the complexity of text and the ability of individual readers on the very thing scale.

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00:03:58.920 --> 00:04:10.830

Jane Scott: Much like a thermometer that employs the Fahrenheit or Celsius scale to measure temperature. The Lexile scale serves to measure reading complexity as well as reading ability and

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00:04:11.520 --> 00:04:22.680

Jane Scott: As that complexity of text or a reader's ability increases, the numbers are going to increase on the Lexile scale, just as I may do when that mercury rises.

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00:04:23.610 --> 00:04:32.370

Jane Scott: On the monitor. But let's take a look at the bigger picture now nationally more than 35 million students from around all 50 states.

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00:04:32.880 --> 00:04:40.440

Jane Scott: Are receiving Lexis measures and to be very honest. I think this number is truly increasing. So we need to adjust that.

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00:04:40.950 --> 00:04:47.460

Jane Scott: And as they may be receiving these Lexile measures in our two possible ways one

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00:04:48.090 --> 00:04:55.110

Jane Scott: They're receiving like some measures because their state accountability assessment has been linked with the Lexile framework.

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00:04:55.500 --> 00:05:00.420

Jane Scott: And those like found measures are reported in addition to that student scale score.

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00:05:01.020 --> 00:05:11.790

Jane Scott: Or. Secondly, or number two at that local level, a student school or district could be using an interim assessment or an instructional program.

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00:05:12.150 --> 00:05:27.630

Jane Scott: That's also been linked with the Lexile framework and it reports Alexa student reader merit measure sign in many cases students eventually could be receiving multiple measures within any given school year.

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00:05:30.330 --> 00:05:40.710

Jane Scott: The New Hampshire statewide assessment system has been linked to the Lexile framework for reading as well as the quanta framework for mathematics and saying is I on this isn't

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00:05:41.640 --> 00:05:52.680

Jane Scott: We're in the throes of steel. This new school year of ours we're going to take a look at some of the pieces of information that you may not realize even exist.

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00:05:53.160 --> 00:06:14.220

Jane Scott: And we know that everyone is hoping that eventually we're all I think had our sights set on this 2021 Tom being the time where things will get kind of back to normal. But we are hoping that our assessments that help us track growth of our students can once again the administrator

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00:06:15.750 --> 00:06:25.650

Jane Scott: But keep in mind by visiting the New Hampshire Department of Education website, you can simply search. The term Lexile or quantile in that search field.

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00:06:26.130 --> 00:06:32.940

Jane Scott: And you're going to arrive at this information and I'm all about just give you that keyword search and get me where I need to be

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00:06:33.510 --> 00:06:49.080

Jane Scott: On here all stakeholders have information that can help inform them on not just this Lexile framework for reading, but also that quantile measure and how it's being used there in the state of New Hampshire.

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00:06:50.970 --> 00:07:02.670

Jane Scott: Otherwise, I mentioned that an educator might have access to, like, solve student measures is by having access to some of our partner products that have been linked to the Lexile framework.

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00:07:03.210 --> 00:07:10.680

Jane Scott: Now these models. This screenshot that you see here is not truly an entirely us and in fact I'm bitmap is

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00:07:11.250 --> 00:07:29.130

Jane Scott: Shooting your link that shows all of our assessments or our partners, if you will, that you may have access to that report a student's Lexile measure or student performance that's been expressed in like South and in fact

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00:07:30.480 --> 00:07:47.610

Jane Scott: You often hear us say that here at Meta metrics we don't believe that K 12 education needs more assessments, what we really believe is we need to be getting more from those assessments that we are already administering. So, because of this belief, there's

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00:07:48.750 --> 00:08:02.910

Jane Scott: No such thing as Lexile test Googling, you're not going to find one, but instead we have linked our Lexile scale to other assessments and other reading programs so that teachers, parents and students can

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00:08:03.360 --> 00:08:13.830

Jane Scott: Use our tools to find resources at each student's unique ability level. Now please remember that these products listed here and billing

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00:08:15.300 --> 00:08:31.830

Jane Scott: They're going to give you an indication. When a child has arrived at proficiency, but on that particular product. So remember the efficiencies that are built into these programs and the ones in the link that Matt sent you on

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00:08:33.420 --> 00:08:40.260

Jane Scott: They, they could be the very same proficiency levels that are going to be reported to students using one of these

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00:08:41.550 --> 00:08:56.910

Jane Scott: Products in Maine in California in Alabama, what have you but because we are linking that Lexile scale to the New Hampshire assessment scales educators will have the opportunity to know exactly

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00:08:57.450 --> 00:09:09.870

Jane Scott: Where students need to be in order to meet proficiency there in New Hampshire, and I like to think of these assessments that you see there on your screen. There's simply that vehicle.

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00:09:10.260 --> 00:09:18.990

Jane Scott: That educators can use to make certain that all students arrive at the proficiency level where they need to be by using him.

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00:09:20.010 --> 00:09:27.780

Jane Scott: Across the country, people have come to realize that let sound measures truly empower stakeholders in various ways.

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00:09:28.410 --> 00:09:39.000

Jane Scott: Teachers are able to differentiate instruction and match students to text at their own unique ability level, both for instruction as well as independent reading

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00:09:39.630 --> 00:09:49.440

Jane Scott: Students can connect with content as well as my monitor or celebrate their own growth and families become more knowledgeable about student learning.

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00:09:49.860 --> 00:10:09.240

Jane Scott: And can participate in their child's growth by helping to reinforce the reading that takes place outside of a school day, or maybe in this instance, all the reading that they're doing in classroom, they're at home as well as outside of that home classroom.

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00:10:10.890 --> 00:10:25.710

Jane Scott: So let's take a minute and delve into exactly how to grow a student Lexile reader measured by first taking a look and talking about the two types of Lexile measures.

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00:10:26.820 --> 00:10:39.570

Jane Scott: In this example, we see a student who is a 770 Lexile reader, which means she is ready to read independently and without any instructional scaffolding.

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00:10:40.860 --> 00:10:49.560

Jane Scott: Meaning he can read text measured at a 770 Lexile measure of complexity independently without additional scaffolding.

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00:10:50.070 --> 00:10:57.450

Jane Scott: And again, the Alexa framework for reading allows us to match students and techniques to maximize their learning opportunities.

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00:10:58.020 --> 00:11:11.070

Jane Scott: Now of texts are too complex students we know will grow frustrated and I may quit reading all together. And if text or two simple students can sometimes grow bored, you know, and may also quit reading

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00:11:11.760 --> 00:11:22.560

Jane Scott: Well, we want to ensure that we land somewhere in the middle. And our research here Meta metrics over the years has shown that student learning is optimized.

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00:11:22.980 --> 00:11:28.740

Jane Scott: And that growth occurs when I match between readers and text is just right.

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00:11:29.520 --> 00:11:43.650

Jane Scott: In this example, we can have proved much confidence that a child that has taken an assessment linked to the Lexile from for reading and was found to have a 770 reader.

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00:11:44.100 --> 00:12:07.230

Jane Scott: Like some measure when that student sits down to read a text that was analyzed and has a 770 Lexile measure of texts complexity that students going to see enough familiar vocabulary and simple sentence structure to make reading comfortable, but also another new vocabulary.

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00:12:07.590 --> 00:12:09.930

Jane Scott: As well as some more complex.

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00:12:10.140 --> 00:12:14.670

Jane Scott: Structures to continue growing her reader skills.

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00:12:16.380 --> 00:12:19.080

Jane Scott: Now, prior to our completion of ritual evening.

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00:12:20.340 --> 00:12:26.700

Jane Scott: Recent is more about looking for research into beginning writers and the text, the students encounter.

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00:12:28.710 --> 00:12:52.200

Jane Scott: We didn't offer a very in depth glimpse into text at this lower level. However, because of the extensive research completed by meta metrics, our scale has been expanded down to zero ale and even below all the way down to a minus 400 Lexile measure or

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00:12:53.340 --> 00:12:56.670

Jane Scott: To replace that Madison, we would never want to talk about

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00:12:57.810 --> 00:13:10.290

Jane Scott: A minus number two students that minus 400 L is just another way of saying that will be beginning reader 400 Dale. This measure would be indicated

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00:13:10.830 --> 00:13:26.820

Jane Scott: When an educator season br from that text that br is simply replacing that Madison and the measure of texts complexity on the scale does all the way up to 1700 ale and beyond.

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00:13:27.420 --> 00:13:41.040

Jane Scott: However, using our Lexile analyzer the proprietary tool that we use to measure text. It just simply means if you can put pen to paper, we can determine the Lexile measure of complexity.

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00:13:44.190 --> 00:13:59.190

Jane Scott: So let's think about this, by setting a frame of reference and just showing your very small sampling, if you will, of texts that are we looking at, at various Lexile measures.

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00:13:59.760 --> 00:14:08.400

Jane Scott: And you could be like me or you may not have read all these texts that I'm about to show you. But you probably know how

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00:14:09.090 --> 00:14:27.540

Jane Scott: To figure out a rough idea of the content, if you will. We're going to begin here below zero on the Lexile scale, but in this space. We don't actually remember use those negative numbers or negative signs that br is telling you have replaced that negative number.

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00:14:28.920 --> 00:14:41.910

Jane Scott: So it takes like in the book, the very wet dog measures at br 180 or 180 leg sounds below zero on the scale.

76

00:14:42.660 --> 00:14:57.000

Jane Scott: And as we see in these example pages, the majority of the story is told in pictures with only a few brief in complete sentences like in the car in the park enhance the low measure of complexity for this work.

77

00:14:58.290 --> 00:15:06.180

Jane Scott: Now as we go up the scale of books such as Kathy Schultz, and the little hill measures 150

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00:15:07.260 --> 00:15:20.520

Jane Scott: Of texts complexity on the Lexile scale. An example of a story told in sentences and pictures but those sentences are now mix of complete sentences as well fragments and tend to be very short and declarative.

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00:15:23.970 --> 00:15:34.530

Jane Scott: Martin Luther King Jr is a sample chapter book, if you will, but the text complexity is showing that it is a 550 Lexile measure of complexity.

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00:15:35.100 --> 00:15:49.500

Jane Scott: And because of what we look at within that Lexile can last for more than likely, though, there's going to be some on not frequently read words, if you will, in this book as Martin Luther King journeyed

81

00:15:50.010 --> 00:16:00.780

Jane Scott: around Washington and they mentioned. So here the Lincoln Memorial and mentioned Abraham Lincoln and the various statues and things that we're seeing during the March.

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00:16:02.790 --> 00:16:10.080

Jane Scott: Higher on the scale. Here's Harry Potter in the Chamber of Secrets at a non 40 like some measure, and this is a great example.

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00:16:10.470 --> 00:16:19.830

Jane Scott: Of that range where the largest numbers of books are going to fall on the Lexile scale and that is within the 800,000 between 800 to 900 deals

84

00:16:20.460 --> 00:16:28.890

Jane Scott: Then when looking at the information behind the scenes and you would do this in our fund to we have numerous guides to help

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00:16:29.580 --> 00:16:41.580

Jane Scott: AN EDUCATOR teach or some a book. This particular book provides a Lexile measure for each chapter or we refer to it as the Lexile and vocabulary about chapter God

86

00:16:42.150 --> 00:16:53.340

Jane Scott: We also share insight into what I had to the complexity of the tech by sharing the indicators that are noted for sentence length and we're frequency, as we'll get

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00:16:54.000 --> 00:17:08.400

Jane Scott: A little bit more about that as we get deeper into the slot. So, this particular tool again would be found in the fundable to which is located in the Lexile and quantile hub of which we have a session coming up.

88

00:17:09.540 --> 00:17:19.230

Jane Scott: In a week or so and Matt will have the date for that session in just a little bit, but as you can see when we walk on up the scale more complex tax like

89

00:17:19.650 --> 00:17:27.300

Jane Scott: How thorns. The Scarlet Letter weighs in at a 1420 Lexile measure with an elevated vocabulary and

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00:17:27.960 --> 00:17:39.420

Jane Scott: Much more complex sentence structures that you would see in this text, and this gives you an idea of text from the higher end of the scale. So we walk over that spectrum from

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00:17:39.840 --> 00:17:55.350

Jane Scott: Below zero or those beginning read a book up to on at the very high end or book like this. I often say, folks, reading a text at this level of time don't need to be operating heavy equipment.

92

00:17:57.060 --> 00:18:08.040

Jane Scott: But let's take a minute and realize that we should take a little bit deeper dive into what the Lexile measure of texts complexity truly informed about text.

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00:18:10.530 --> 00:18:24.330

Jane Scott: When we measure text using that proprietary tool that is also found in the hub that educators would have access to is called the Lexile analyzer.

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00:18:25.260 --> 00:18:35.460

Jane Scott: We are measuring two things sentence length or that syntactic complexity and more frequency or that semantic difficulty.

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00:18:36.060 --> 00:18:43.560

Jane Scott: Dr. Smith and DR. JACK Stana world. And I was like, I'm intuitions and they are the co-founders of Meta metrics.

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00:18:43.890 --> 00:18:57.480

Jane Scott: They realized that there needed to be a metric that measures only those things we can guarantee a child. Notice when they were asked my parent or an educator someone else, please read this.

97

00:18:58.260 --> 00:19:06.540

Jane Scott: Students may not take into account tech support graphics or pictures. They may not grow on good reader strategies like making inferences or

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00:19:06.960 --> 00:19:18.180

Jane Scott: Even have the ability to use context clues. Do I get world naming at best and most are struggling readers are decoding simply sounding out those words.

99

00:19:18.720 --> 00:19:37.740

Jane Scott: In an attempt at reading the sentences, where the word for found now with this in mind, the research began into the Lexile framework for reading. Therefore, our research truly focused on the interaction, a child have a thing encounter words and sentences on a page.

100

00:19:39.060 --> 00:19:47.910

Jane Scott: It's also important to note that being ready to read a text doesn't necessarily mean a student can read that text.

101

00:19:48.450 --> 00:19:56.400

Jane Scott: And Justice temperature doesn't tell us everything about how warm or cold might feel outside Alexa measure doesn't tell us everything

102

00:19:56.820 --> 00:20:15.960

Jane Scott: About a text or everything about that reader. And as you see here, like saw measures, tell us little or nothing about age appropriateness textual support or even quality it's merely a measure of the complexity of the words in sentences on the page like was

103

00:20:17.010 --> 00:20:27.120

Jane Scott: Like so reader measure tells us lose nothing about the reader's level of interest or background. Now your particular topic or the context or purpose being set for the reading.

104

00:20:28.740 --> 00:20:36.810

Jane Scott: But just not at the moment but like framework for reading provides us a tool to make more informed decisions about pairing students with text.

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00:20:37.410 --> 00:20:55.710

Jane Scott: Alexa measures, never the end of the conversation about texts complexity or about pairing students with text. It is the beginning, it is the jumping off point in our journey to examine the relationship between readability and complexity.

106

00:20:56.820 --> 00:21:05.640

Jane Scott: They have all this. The SOUNDING FAMILIAR. We know it should most models of texts complexity now identify three specific elements.

107

00:21:06.120 --> 00:21:24.870

Jane Scott: quantitative measures qualitative measures and return tax considerations quantitative measures of which, like some measures crew inform have to do with the readability of text and are often best measure back computer software such as we would have our

108

00:21:25.890 --> 00:21:27.510

Jane Scott: Like Sal analyzer.

109

00:21:29.040 --> 00:21:30.000

Jane Scott: These are

110

00:21:31.200 --> 00:21:33.210

Jane Scott: Use me. I'm sorry, the

111

00:21:35.400 --> 00:21:47.940

Jane Scott: Question. I'm just losing my mind here the qualitative side of complexity actually is going to give you those levels of meaning the structure

112

00:21:48.330 --> 00:21:55.560

Jane Scott: The clarity of language prior knowledge demands and these can't be measured by computer software.

113

00:21:56.370 --> 00:22:05.760

Jane Scott: These are the qualities that truly require and attentive human reader to gauge those elements across an entire corpus of what that individual has read

114

00:22:06.210 --> 00:22:18.450

Jane Scott: And then we know there are those reader and task considerations that we have to think about when we're making that match between a student and a particular text these things and bomb.

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00:22:19.260 --> 00:22:29.760

Jane Scott: Understanding what that background knowledge is and what that reader may or may not possess and brain to that reading activity. The level or reason for motivation that a student

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00:22:31.530 --> 00:22:32.550

Jane Scott: May have clearly

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00:22:33.690 --> 00:22:53.400

Jane Scott: And certainly, thinking about the kind of tasks that are going to be assigned by that educator say after reading. So again what we see here is that Alexa measure a quantitative measure of texts complexity is a critical first step in determining that text overall complexity.

118

00:22:57.150 --> 00:23:10.260

Jane Scott: Any questions as I keep on keeping all feel free to unmute and chit chat. I see phones, even me. I know they're my two faces hope Matt still with us back there. He'll jump in there if I need to slow down.

119

00:23:11.250 --> 00:23:33.330

Jane Scott: But let's take a look at what that looks so reader measure indicates or that Lexile reader measure that will be coming to educators from the New Hampshire assessment system as well as possible partner products that could be being used in school districts around the state.

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00:23:35.250 --> 00:23:40.770

Jane Scott: As you can see in this instance the Lexile reader measure. Again, we've already shared is an independent measure

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00:23:41.280 --> 00:23:56.040

Jane Scott: To identify text that can be read independently with an approximate 75% amount of comprehension. This is important to keep in mind for growing our students' independent reading abilities.

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00:23:57.240 --> 00:24:06.990

Jane Scott: In fact, we know from our research here at Meta metrics that are students' independent reading growth again reading done Lord willing, without any intervention from an adult.

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00:24:07.830 --> 00:24:18.150

Jane Scott: Is truly optimized from that student range within his or her like salsa, which is defined as 100 Lexile below that reader measure in this instance.

124

00:24:18.510 --> 00:24:32.820

Jane Scott: John who has a non 40 Lexile measure of readability. Here's zone will begin. They own 100 below and 840 to 50 like sounds above that real measure or a non 98

125

00:24:35.040 --> 00:24:42.900

Jane Scott: That is not to say, however, that a link some measures should ever be a reason to take a book out of our readers' hands. In fact,

126

00:24:43.350 --> 00:24:55.950

Jane Scott: We always want to encourage students to read a variety of text at various levels of complexity, but particularly for those reluctant readers who may not read as much or as often as our readers.

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00:24:56.610 --> 00:25:09.960

Jane Scott: It becomes truly important that we maximize the interactions with text when they do encounter and that Lexile student measure helps us do just that.

128

00:25:11.280 --> 00:25:21.240

Jane Scott: So one day we calibrate at 75% comprehensive when you have matched that student to the text that they're reading. Well, it came from.

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00:25:21.750 --> 00:25:32.370

Jane Scott: Over many, many, many years of research here at Meta metrics we know that a reader is successful, they're not going to be frustrated. They're not going to be bored so much

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00:25:32.880 --> 00:25:43.230

Jane Scott: When they have text matched at their just right range of 100 below to 50 bucks. And I always think of it as a rubber band. Guys, I always do.

131

00:25:43.860 --> 00:26:02.100

Jane Scott: My hands or even pulling the rubber band here and you can't see me because, again, that let's all measures that starting spot and what educators know about students would educators know about the subsequent activities that will be assigned with educators know about interest.

132

00:26:03.450 --> 00:26:10.980

Jane Scott: Those things always come into play and parents do the same thing when you're working with their students to text them to read at home.

133

00:26:11.520 --> 00:26:18.750

Jane Scott: We know this at 75% comprehension, a reader will have functional comprehension. They can answer some questions.

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00:26:19.350 --> 00:26:38.640

Jane Scott: They can have conversations about that text I just read, they can complete a graphic organizer having only comprehended 75% and those next steps, if you will. After that reading activity will serve to grow their comprehension.

135

00:26:39.660 --> 00:27:00.300

Jane Scott: But that third bullet extremely important. It's the 75% comprehension level or challenge is where we know we grow them. Think of male because he says this. Very often it's that Goldilocks kind of a thing. We want to give them, Texas, not too hard.

136

00:27:01.410 --> 00:27:04.020

Jane Scott: Not too easy, but just right.

137

00:27:06.450 --> 00:27:16.470

Jane Scott: And the classroom. However, there are many times when we're not asking for read independently, but are providing student for direct instruction often we're challenging text.

138

00:27:16.860 --> 00:27:25.170

Jane Scott: That is a bond or like cells on and here to like some measures on important tool gauging the reading ability of the students

139

00:27:25.590 --> 00:27:44.190

Jane Scott: Against the text that must be used during instruction helps us to plan for instruction and the cons of scaffolding that we may need to provide during this time so that students can be successful with challenging text in the classroom.

140

00:27:45.930 --> 00:27:46.470

Jane Scott: So we

141

00:27:47.670 --> 00:28:00.840

Jane Scott: Walk away from what that Lexile reader measure is and what that Lexile measure of texts complexity is to look at how you would take this data point to make it actionable.

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00:28:01.800 --> 00:28:16.680

Jane Scott: In New Hampshire educators have resources to help make Lexile student measure from the New Hampshire assessment and those interim assessments that may be being used at the district level cruelly actionable.

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00:28:17.730 --> 00:28:18.660

Jane Scott: We'll start here.

144

00:28:19.830 --> 00:28:37.380

Jane Scott: Using resources that are found in the new link if you will. This is that collection of online databases that are provided from the New Hampshire State Library, and you can see the screenshot there. That's how I

145

00:28:40.050 --> 00:28:43.320

Jane Scott: There are literally and folks sometimes will giggle.

146

00:28:44.370 --> 00:28:49.380

Jane Scott: Hundreds of thousands of articles that can be searched for in these databases.

147

00:28:50.100 --> 00:29:06.930

Jane Scott: Now I can only share with you that on. It's very possible to access these databases, especially the three M's go databases, the muscle from metal search index the Explorer there for young students. And then there's for the students.

148

00:29:08.670 --> 00:29:18.240

Jane Scott: That doing some keyword searches numerous, numerous articles about only topic area can be found and because

149

00:29:19.020 --> 00:29:31.110

Jane Scott: its go, which is the partner that provides many of your databases. They are partners of Meta metrics then license. Our like phone analyzer to a final Lexile measure of texts complexity to these articles that are being searched

150

00:29:35.160 --> 00:29:38.490

Jane Scott: Within X go in an explorer search

151

00:29:40.230 --> 00:29:45.720

Jane Scott: This might this this particular set of articles model our high school biology teacher

152

00:29:46.620 --> 00:29:59.250

Jane Scott: That has searched for articles about a unit of study that's all being started on the topic or concept of photosynthesis that Haskell bound the teacher can now meet the needs and just here on the single screenshot.

153

00:30:01.110 --> 00:30:07.650

Jane Scott: Text anywhere for students that need to learn about photosynthesis at a fast 78

154

00:30:09.000 --> 00:30:09.870

Jane Scott: All the way up to a

155

00:30:11.310 --> 00:30:24.540

Jane Scott: But all the students in that classroom can at least get that hook that gives them the opportunity to further understand and participate in the rest of whatever

156

00:30:25.590 --> 00:30:30.000

Jane Scott: Is going to be covered in that unit. So it's a great way to front load background knowledge.

157

00:30:31.380 --> 00:30:41.430

Jane Scott: Once an article ask Ethan was an educator on does a search within Apps go and finance the articles that educator could pull folder of articles, if you will.

158

00:30:42.810 --> 00:30:52.140

Jane Scott: Articles that actually meet the needs of that standard that their curriculum requires them to see, they can

159

00:30:53.220 --> 00:30:58.530

Jane Scott: pull these into a folder and each time. This unit is introduced, they already have

160

00:30:59.730 --> 00:31:16.620

Jane Scott: Everything that they need to truly on provide text that can deepen a child understanding and maybe turn them on to the content, if you will. So in this case, the set of articles to that Haskell Mal de teacher

161

00:31:17.700 --> 00:31:18.150

Jane Scott: Does from

162

00:31:20.400 --> 00:31:28.710

Jane Scott: Illness up to that educator to pull these articles and once they do they're there. Each time I teach this unit, the lowest level article you just saw was at a

163

00:31:30.090 --> 00:31:39.000

Jane Scott: And I might look like this. And thank from these apps go articles and educator can find articles as low as 250

164

00:31:41.370 --> 00:31:49.710

Jane Scott: But think about the students that find themselves in these high school classrooms that they are not reading up level of the textbook.

165

00:31:50.100 --> 00:31:59.040

Jane Scott: But yet they're being held accountable to learn the information so we can front load create those hooks and here's an article on 1420 L, if you will.

166

00:31:59.760 --> 00:32:14.220

Jane Scott: But all the students have that opportunity to create some background knowledge prior to a unit being started in this is just one way to think of using these articles that are provided by the New Hampshire online library.

167

00:32:16.440 --> 00:32:20.040

Jane Scott: In addition to the online databases and that'll be sending these two years while

168

00:32:21.960 --> 00:32:32.100

Jane Scott: Those databases from the New Hampshire. New link educators also have free access to these links that you see on the screenshot.

169

00:32:33.090 --> 00:32:46.050

Jane Scott: I'll just take a minute and chat through to those. One of those is that tween Tribune. Many educators are familiar with that last one news LA. There's a paid for peace, if you will.

170

00:32:46.470 --> 00:32:59.070

Jane Scott: But Smithsonian from here is 100% for me. It has numerous units of study those units of studying that you could search by keyword if you want

171

00:32:59.550 --> 00:33:10.620

Jane Scott: And they come with text already assigned a Lexile measure of complexity. So that educators know exactly which articles, a student can indeed handle

172

00:33:11.520 --> 00:33:19.500

Jane Scott: Is it's not always possible to put text in a child hands right there between that 100 below 250 but that student rear measure

173

00:33:19.890 --> 00:33:33.780

Jane Scott: But wouldn't it be great to think that if we put text in that child's hand that isn't 200 Lexile above where they're reading and totally frustrate them keeping them right where they need to be that there again that Goldilocks

174

00:33:35.460 --> 00:33:37.860

Jane Scott: Idea that Matt shares and

175

00:33:39.390 --> 00:33:45.120

Jane Scott: Then college games will have to do to make you the point of view, is create a free account.

176

00:33:46.740 --> 00:33:52.110

Jane Scott: Make the assignments to the students and it includes the task.

177

00:33:53.610 --> 00:33:59.520

Jane Scott: What has to happen within that task. And these resources will also

178

00:34:00.930 --> 00:34:15.570

Jane Scott: Provide you knew the LA of well as point for being for different levels of text so that Haskell biology teacher teaching at noon on photosynthesis. When they do their keyword searching in either New Zealand or 20 view.

179

00:34:16.710 --> 00:34:20.520

Jane Scott: They can find units of study with four

180

00:34:21.540 --> 00:34:30.240

Jane Scott: Articles at four different like some measures equity in instruction across all content areas is truly attainable.

181

00:34:30.690 --> 00:34:44.100

Jane Scott: And with distance learning right now going on in a lot of areas of the state. These things can be sent right to the students and their parents right from that teachers account within these

182

00:34:47.040 --> 00:35:08.730

Jane Scott: Programs commonly again it's free and it's got lessons and educator can use to send text again with the activities on these great tools to have access to, to continue giving students access to text right where they are to help them grow to where they need to be.

183

00:35:09.750 --> 00:35:16.140

Jane Scott: Now thinking about that targeted text. When I say targeted attacks. Remember targeted attacks just text assigned a Lexile measure

184

00:35:16.770 --> 00:35:31.650

Jane Scott: Placed into the hands of a student with a coordinating Lexile range, if you will, how an educator use this. We've looked at where they can find those articles from, let's take a look at how differentiation could happen.

185

00:35:33.450 --> 00:35:46.440

Jane Scott: Using articles from new link or from any of those other links that we just looked there an educator can match text to that students reading ability or two very good reading ability

186

00:35:47.040 --> 00:35:58.920

Jane Scott: And that educator does have that opportunity to front load background knowledge prior to even starting that unit of study at the elementary level, for example, an educator could

187

00:36:00.000 --> 00:36:07.500

Jane Scott: Also an article about planets in the solar system and taking into account the students like some measure of reading abilities.

188

00:36:08.190 --> 00:36:16.170

Jane Scott: thereby giving students opportunity to read about his or her planet independently. If students are assigned the planets in the solar system.

189

00:36:16.530 --> 00:36:31.320

Jane Scott: And then prior to starting the unit. Let's do introduce the planets. They were reading about using the facts on their articles. How this could be done using zoom or whatever video conferencing platform is used by school or district.

190

00:36:32.400 --> 00:36:41.160

Jane Scott: Students can be assigned to individual virtual room with other students that read about the very same planet they work together to decide how to share

191

00:36:41.490 --> 00:36:53.160

Jane Scott: What they learned from their article about the planet that they all read about and then that teacher actually have your students having those individual conversations about

192

00:36:53.700 --> 00:37:05.010

Jane Scott: A part of this unit of study that's getting ready to begin. Students can decide how they want to introduce what important things I need to report back to their, their other friends in this zoom meeting.

193

00:37:05.670 --> 00:37:19.740

Jane Scott: And then what happened is the teacher becomes that God on the side that is so critical. And then that critical thinking that the students are doing on their own can actually happen when they've got articles at their lifestyle range.

194

00:37:20.820 --> 00:37:39.420

Jane Scott: Students like me have to compare and contrast certain concepts. I'm living in a city as opposed to living in the country. And again, the students have articles at their independent reader level and they can then come together as a group to complete the graphic organizers.

195

00:37:41.580 --> 00:37:58.650

Jane Scott: Using an organizer to help students understand the various reading strategies that we know a good reader users. But first, let's begin their exploration by applying those strategies that the teacher has model.

196

00:37:59.790 --> 00:38:08.820

Jane Scott: To take second rig independently. Now, this allows struggling readers to internalize this good read of scale before having to a plant.

197

00:38:09.330 --> 00:38:22.980

Jane Scott: Or in this instance to apply on making inferences to text that is too difficult, they can take their mind away from him to decode the words in this instance they truly can apply

198

00:38:23.700 --> 00:38:31.050

Jane Scott: This good reader strategy to text that they can read independently and graphic organizers and I think that's going to be

199

00:38:31.500 --> 00:38:48.750

Jane Scott: Chatting you that English links not calm graphic organizers are at the site for all grade levels. Some of these came from there. But educators all have their own graphic organizers that they like to you fast, but it does truly impact the

200

00:38:49.830 --> 00:38:56.820

Jane Scott: Thinking Skills of our students. If we get them to look at that text, they read in various ways.

201

00:38:58.530 --> 00:39:04.590

Jane Scott: And I always reflect upon my time in the classroom. When I think about or think back about

202

00:39:05.670 --> 00:39:12.240

Jane Scott: How often hours very thorough and explaining what I expected. My, my students to do and

203

00:39:13.980 --> 00:39:27.360

Jane Scott: Especially this graphic organizer students are asked to identify the various story elements of a novel, they were assigned to me. And I asked my students to do just that. After modeling what to do.

204

00:39:28.440 --> 00:39:36.420

Jane Scott: But ultimately, I would ask them to maybe complete a graphic organizer like this in texts, they couldn't read

205

00:39:36.870 --> 00:39:54.090

Jane Scott: And they were just simply the country. So maybe giving them a fairy tale or something that an educator to use our legs on analyzer this in our lifestyle and for Intel hub that they don't have access to do have access to, they would have the opportunity to find

206

00:39:55.620 --> 00:40:02.220

Jane Scott: Very good fairy tale or story or something, they might find on the internet that a student, no matter that looks on measure

207

00:40:02.550 --> 00:40:17.610

Jane Scott: Would have the opportunity to read it at his or her independent Lexile measure in order to practice identifying the strategies so that they truly can internalize them before they're asked to use them and tips that they cannot read

208

00:40:21.420 --> 00:40:23.130

Jane Scott: So here I've kind of

209

00:40:24.330 --> 00:40:35.670

Jane Scott: As we are wrapping up today. I've said the fast three ways that the Lexile framework for reading can be utilized and easily three ways.

210

00:40:36.090 --> 00:40:45.810

Jane Scott: has immense value in an educational setting. The first of these three ideas deal with targeting instruction to students ability levels.

211

00:40:46.410 --> 00:40:56.580

Jane Scott: Any group of students have a wide range of reading abilities and by targeting our instruction and targeting the materials they read directly to their unique ability level.

212

00:40:56.970 --> 00:41:03.660

Jane Scott: We can actually optimize the learning that occurs and second on this list, you'll see that we

213

00:41:04.350 --> 00:41:09.990

Jane Scott: Have the ability to promote growth and monitor the progress of students using Lexile for angle for reading and

214

00:41:10.440 --> 00:41:17.910

Jane Scott: As I said before, the electron framework has been linked with a variety of different assessments and a variety of different instructional programs.

215

00:41:18.330 --> 00:41:23.610

Jane Scott: And so the Lexile scale can be a single scale, they can walk across different assessments.

216

00:41:24.060 --> 00:41:36.600

Jane Scott: And different instructional programs so that throughout a child's K 12 learning experience. We have one common consistent scale that we can use to watch their progress over time.

217

00:41:37.050 --> 00:41:44.190

Jane Scott: Instead of having to change scales each and every time we change assessments for each and every time we change instructional programs.

218

00:41:45.060 --> 00:41:58.590

Jane Scott: And that leads me into number three on this list and and that's simply the ability to communicate student achievement more effectively to a variety of different stakeholders. So again,

219

00:41:59.280 --> 00:42:10.680

Jane Scott: We don't have to learn a new system or learning new scale from one year to the next, we have the common consistent scale of the Lexile framework that simplifies things for all

220

00:42:13.350 --> 00:42:22.410

Jane Scott: So kind of to bring it to a close here and we talked about a variety of research based tools along the way.

221

00:42:22.950 --> 00:42:40.170

Jane Scott: That help you to utilize these measures with students and also are within our lexicon quanta hub and if neither of you ladies have been there. We certainly want to, but I think, I think, Amy. Been there. I think we did a tour for you. The Lexile and quantile hub.

222

00:42:41.400 --> 00:42:56.580

Jane Scott: Is provided at our premium level to the educators in New Hampshire. So you can see this Lexile and quantile really is a one stop shop for all of the lexicon tools as well as all the one time.

223

00:42:57.750 --> 00:43:14.070

Jane Scott: And this can be accessed by visiting hub dot like style.com and we're going to explore these in a hub tour. That's coming up. February, the first at 330 Eastern Time.

224

00:43:14.760 --> 00:43:26.520

Jane Scott: And will be walking through an awful lot of those tools that are found in the Lexile and quantile home. But also, don't forget, and send out those messages.

225

00:43:27.720 --> 00:43:40.140

Jane Scott: Any NGO about the Quantile training that will be coming up on January the 21st same time different station the zoom link, I believe, Matt will be sharing that with you.

226

00:43:41.370 --> 00:43:53.040

Jane Scott: But let us know if you have questions. Do come along. So basically are key takeaways today and hopefully you're seeing

227

00:43:53.490 --> 00:44:06.750

Jane Scott: I'm hoping that you're thinking, gosh, I wish more phones were have been a part of this today. But again, remember we are recording this, or have recorded this. And remember, always

228

00:44:08.490 --> 00:44:19.710

Jane Scott: Don't hesitate to reach out. We can repeat this live. We will be happy to our calendars, a little bit crazy right now, but we can we can squeeze in another hour just don't you worry. Um, but

229

00:44:20.340 --> 00:44:33.150

Jane Scott: We want educators in New Hampshire to truly realize that with let some measures, we can gauge the degree of challenge between the ability of our students and the difficulty of text and that

230

00:44:34.470 --> 00:44:49.620

Jane Scott: Educators in New Hampshire have access to free tools and resources to connect students we're more than 100 million articles, books, websites and other texts like we look at some of those other

231

00:44:50.790 --> 00:45:00.090

Jane Scott: partners that we have online providing text to Santa Lexile measure and these resources are totally free for the taking.

232

00:45:00.720 --> 00:45:08.940

Jane Scott: That educators can truly take a longitudinal view of student road toward our goal of college and career readiness.

233

00:45:09.600 --> 00:45:27.150

Jane Scott: And that as educators we have that opportunity to communicate more effectively with parents and our communities about children's learning in progress and before joining Meta metrics on a top for 31 years in a school district here in North Carolina.

234

00:45:28.680 --> 00:45:37.980

Jane Scott: And we realized that once we started implementing the Lexile framework for reading, we were far better equipped to

235

00:45:39.030 --> 00:45:57.210

Jane Scott: Communicate from one year to the next, where students were when they were entering that next grade and exactly how to continue monitoring growth for all those children so

236

00:45:58.350 --> 00:46:08.430

Jane Scott: Thank you all for joining us. I think we have lost geo on and I think we've sent this to you any our office hours. If not,

237

00:46:09.060 --> 00:46:23.850

Jane Scott: Matt can make that available to you because we do have office hours every Monday, I think, Man, it's been an office hours. Some today. And then even with us in our zoom meeting today, but then again on Friday so

238

00:46:24.870 --> 00:46:29.310

Annie: Um, yes, I have been posted on our do a website too.

239

00:46:29.760 --> 00:46:31.320

Jane Scott: Oh, excellent, excellent. Yeah.

240

00:46:32.700 --> 00:46:40.500

Jane Scott: So any questions there. And because I know we did a tour for you. I don't know. Is this your first straight through?

241

00:46:40.920 --> 00:46:42.210

Jane Scott: The legs on a one.

242

00:46:42.630 --> 00:46:47.550

Annie: This is yeah, my first Lexile one because when we did the tour with the deal.

243

00:46:47.700 --> 00:46:48.300

Jane Scott: People

244

00:46:48.540 --> 00:46:50.610

Annie: We focused on the quintiles

245

00:46:51.000 --> 00:46:52.560

Jane Scott: Right, right, right, right, right, right.

246

00:46:52.620 --> 00:46:59.370

Annie: Right and so like sales, even though I knew about them. This gave me more information about

247

00:46:59.910 --> 00:47:01.410

Jane Scott: There we go, there we go.

248

00:47:02.850 --> 00:47:05.970

Annie: So yeah, so I appreciate your time. Thank you.

249

00:47:06.240 --> 00:47:15.480

Jane Scott: Well, thank you for joining us. I wish there had been more and I will reiterate, if we need to reschedule Lexile one on one.

250

00:47:16.200 --> 00:47:24.720

Jane Scott: Will have to do that live, but we will be sending you the actual recording what we found with our zoom account.

251

00:47:25.230 --> 00:47:38.250

Jane Scott: Is that, um, we need to download. We can send you the link, but that link we discovered the hard way disappears over time. So we will download it and do a foul mover.

252

00:47:38.880 --> 00:47:53.100

Jane Scott: Kind of a thing to your file share thing because it's a pretty intense document and then you can, you know, post it wherever, but then it will just be they can click on this video and then watch it on demand.

253

00:47:54.390 --> 00:47:54.960

Jane Scott: However,

254

00:47:55.800 --> 00:48:03.210

Annie: Excellent. I think, I think that's how will be reaching a lot of teachers is pretty busy right now so

255

00:48:03.900 --> 00:48:04.710

Annie: Okay, having

256

00:48:04.770 --> 00:48:08.400

Annie: Having the recording available is extremely helpful. Thank you.

257

00:48:08.850 --> 00:48:12.330

Jane Scott: Okay, well thank you and be in touch. If you need a fly.

258

00:48:13.110 --> 00:48:13.830

Annie: I well

259

00:48:14.550 --> 00:48:14.670

About