

# International Lexile Study English Literacy Growth in China



**Accelerated Literacy Growth for Chinese Students Learning English**

**2018**  
**2019** SCHOOL YEAR

Achieve3000®



## Achieve3000 Literacy In China

The initial sample in this study consisted of nearly 20,000 Chinese students in Grades 2-12 who used Achieve3000 Literacy™ to learn how to speak, write, and read in English.



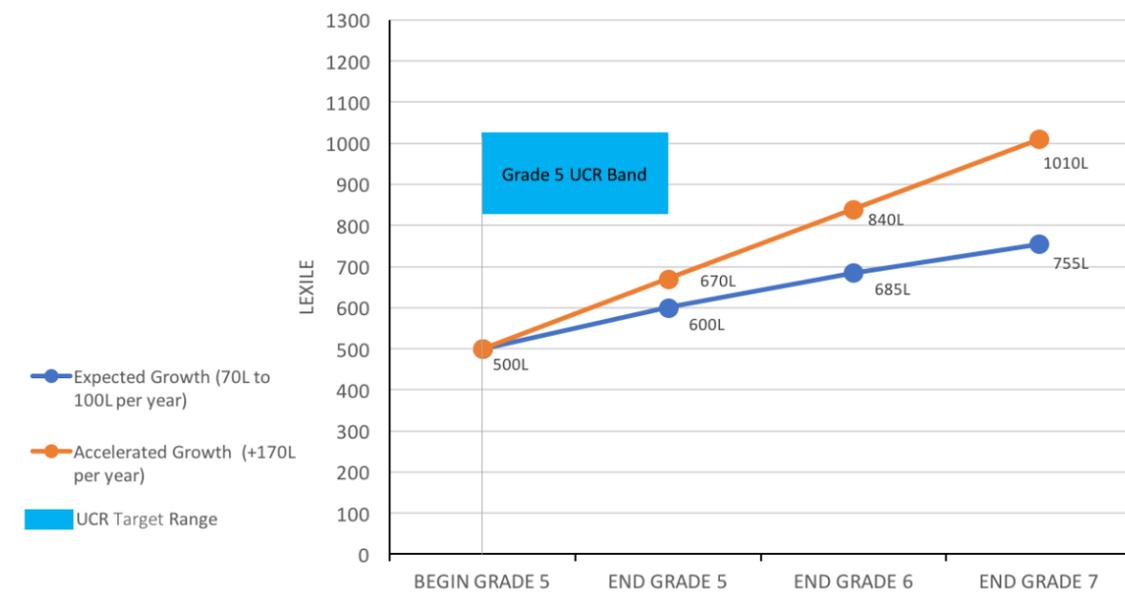
\*Average first-try score is the percent of multiple-choice questions embedded within each activity that a student answers correctly on their first attempt, averaged across all activities completed throughout the school year.

# What Is “Accelerated Literacy Growth”?

Several reports in Achieve3000 Literacy™ reference students’ actual and expected Lexile® growth. Expected growth is based on MetaMetrics’s proprietary formula (MetaMetrics, 2004), which considers the student’s initial Lexile score obtained from the Pre-Test LevelSet® measure and the length of time from the student’s Pre-Test LevelSet measure to their end-of-year measure. Actual growth is calculated by subtracting the student’s Pre-Test LevelSet Lexile measure from her end-of-year Lexile measure. Accelerated growth is any growth above a student’s expected growth. Achieve3000 is committed to making accelerated literacy growth possible for more students, especially below-grade-level readers. When we consider shifts in Lexile growth, it is important to remember that students who are performing below grade-level often need to double or triple their expected growth over the course of two to three years in order to achieve university and career readiness by secondary school graduation. (See chart below.)

This chart shows the expected growth and acceleration trajectories for a fifth grader who is reading two years below grade level. He would need to attain an accelerated rate of growth—1.7 times the expected rate of growth—to achieve university and career readiness by the end of seventh grade. The gap between expected and accelerated growth gets wider each year the student does not get on track for university and career readiness

## GROWTH TRAJECTORIES FOR A GRADE 5 STUDENT READING 2 YEARS BELOW GRADE LEVEL



**This student needs to attain 1.7 Times their expected growth, year after year, to get on track for university and career readiness.**

# Methodology

Growth in English literacy was examined in a final sample of 6,335 Achieve3000 students who were enrolled in grades 2 through 12 during the 2018-2019 school year. Students were included in the final sample if they met the following criteria:

- Completed a Pre-test LevelSet Lexile measure and one or more activities
- Had at least one Lexile score adjustment, either due to completing a Post-Test LevelSet measure or to an automatic monthly adjustment based on performance on activities
- Had at least 150 days between the Pre-test LevelSet Lexile measure and their final Lexile score adjustment
- Did not have any manual adjustments made to their Lexile score
- Did not have more than 500 logins
- Were associated with only one school

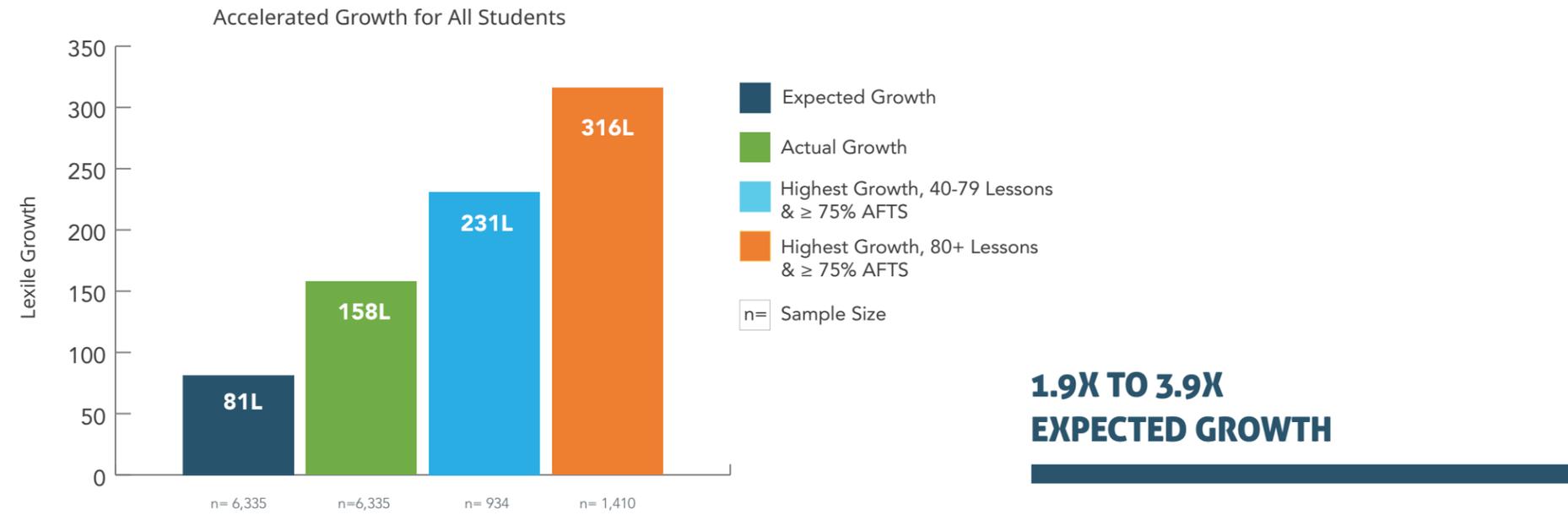
Achieve3000 defines quantity and quality of use according to the number of activities students complete over the course of the school year and the average first-try score (AFTS) they receive on the multiple-choice questions embedded within each activity. Because the text of the activities is leveled to each student’s individual reading level, an AFTS of 75% is a reasonable expectation for student performance. Indeed, Achieve3000 Literacy’s patented methodology for delivering just-right content at the just-right time ensures that students who maintain 75% or more on the multiple-choice questions will receive more challenging texts to help them grow. Thus, in addition to examining average literacy growth across the entire sample, this report will examine average literacy growth in two usage categories:

- High Growth: 40-79 activities & ≥ 75% AFTS
- Highest Growth: 80+ activities & ≥ 75% AFTS



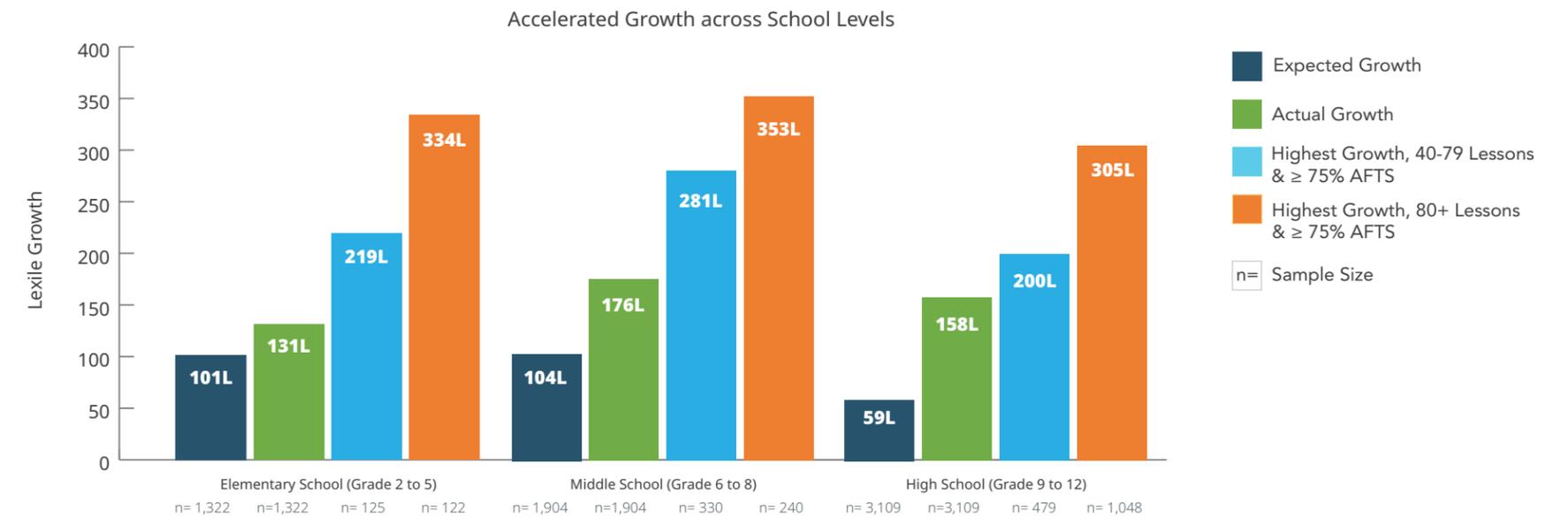
# Unlocking Accelerated Literacy Growth In China

Across all students, average actual growth was more than 1.9X average expected growth. However, average actual growth was more than 3.9X the average expected growth for students with 80+ lessons and an AFTS of 75% or higher.



# Accelerating Literacy Growth Across Education Levels

Students were categorized into one of three education levels based on their grade: education levels: elementary school (1st to 5th grade), middle school (6th to 8th grade), and high school (9th to 12th grade). Results demonstrate accelerated literacy growth across all three education levels, particularly for students who completed more than 80 lessons with an AFTS of 75% or higher.



# The Journey to University and Career Readiness Begins Here

It's useful to think of university and career readiness as a journey. Since expectations have shifted toward a more rigorous outcome, it is critical to understand that, for below-grade-level readers, it will take two or three years to reach university and career readiness reading levels. Because we know a student's expected growth, and we know the approximate Lexile measure students need to attain to be competitive in the workforce and successful in university, we can make a prediction about whether or not a student is or isn't "on track" to reach 1300L by the end of secondary school, depending on their grade level and current Lexile measure. Students who are in the two Not on Track categories shown in the table below are not meeting the university and career readiness targets for their grade, while students in the two On Track categories are meeting grade-level targets and can be expected to read at or above 1300L by the time they graduate as long as they continue to achieve expected or greater growth every year.

University And Career Readiness Proficiency Ranges				
GRADE	Not On Track		On Track	
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS
1	BR115 and Below	BR110 to 185L	190L—530L	535L and Above
2	150L and Below	155L—415L	420L—650L	655L and Above
3	265L and Below	270L—515L	520L—820L	825L and Above
4	385L and Below	390L—735L	740L—940L	945L and Above
5	500L and Below	505L—825L	830L—1010L	1015L and Above
6	555L and Below	560L—920L	925L—1070L	1075L and Above
7	625L and Below	630L—965L	970L—1120L	1125L and Above
8	660L and Below	665L—1005L	1010L—1185L	1190L and Above
9	775L and Below	780L—1045L	1050L—1260L	1265L and Above
10	830L and Below	835L—1075L	1080L—1335L	1340L and Above
11/12	950L and Below	955L—1180L	1185L—1385L	1390L and Above

SOURCE: METAMETRICS

# Accelerating Literacy Growth Across University and Career Readiness Levels

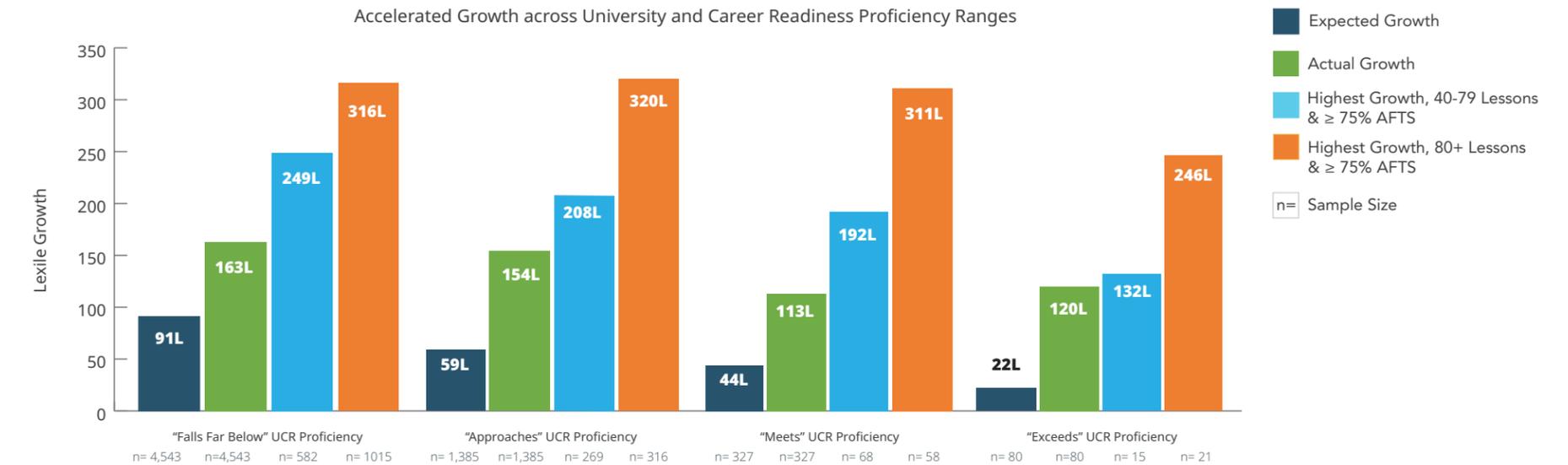
Students were categorized into one of the four University and Career Readiness (UCR) Proficiency Ranges, as described on page 10 (i.e., Falls Far Below, Approaches, Meets, or Exceeds), based on their grade level and pre-test LevelSet Lexile measure. Results demonstrate accelerated literacy growth across all UCR proficiency ranges, including the "Falls Far Below" and "Approaches" proficiency ranges.

**3X  
EXPECTED GROWTH**

**5X  
EXPECTED GROWTH**

**7X  
EXPECTED GROWTH**

**11X  
EXPECTED GROWTH**



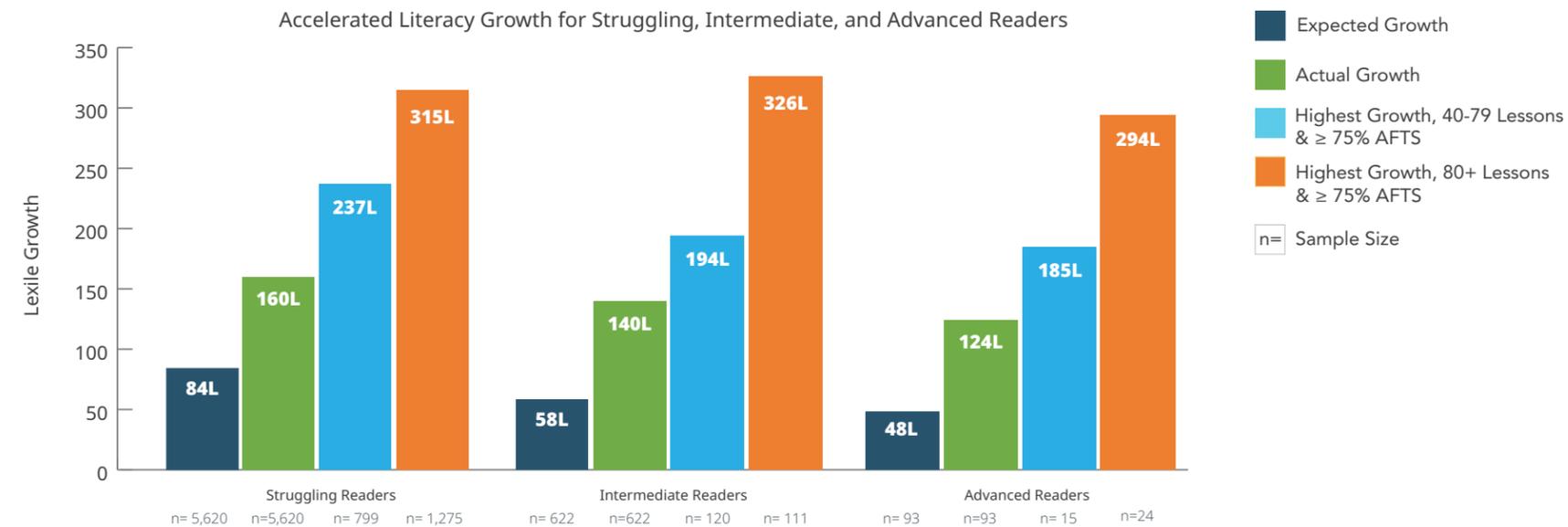
# Accelerating Literacy Growth Across Struggling, Intermediate, and Advanced Readers

Students were categorized as struggling or advanced readers based on the standing of their pretest LevelSet Lexile measure relative to the 2017 Lexile National User Norms for the Fall semester (see Appendix). Within each grade, students whose pre-test LevelSet Lexile measure fell at or below the 25th percentile of the Lexile National User Norms were categorized as struggling. Conversely, students whose pre-test LevelSet Lexile measure fell at or above the 75th percentile of the Lexile National User Norms were categorized as advanced. Those whose pre-test Lexile measure fell between the lowest and highest quartile were categorized as intermediate. Results demonstrate accelerated literacy growth across all three reading profiles, including struggling readers.

**3.5X  
EXPECTED GROWTH**

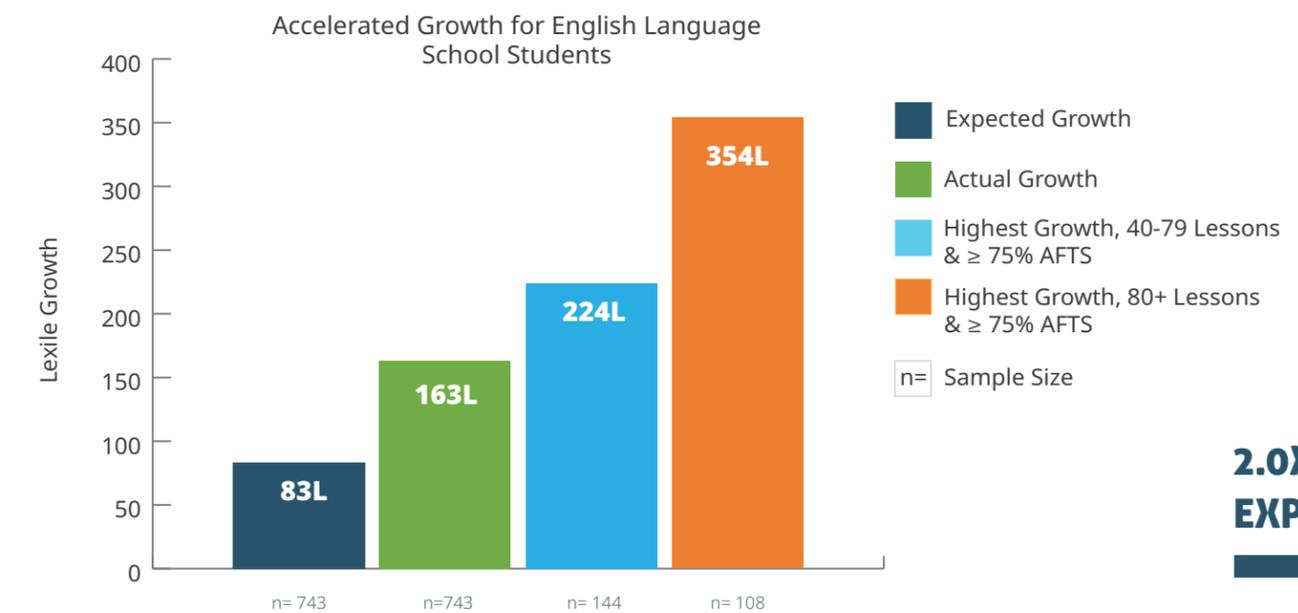
**5.5X  
EXPECTED GROWTH**

**6X  
EXPECTED GROWTH**



# Accelerating Literacy Growth in English Language Training Schools

In China, many students study with Achieve3000 in private English language schools. Results show that these students demonstrated accelerated literacy growth that was on par with other students in International Schools and Universities.

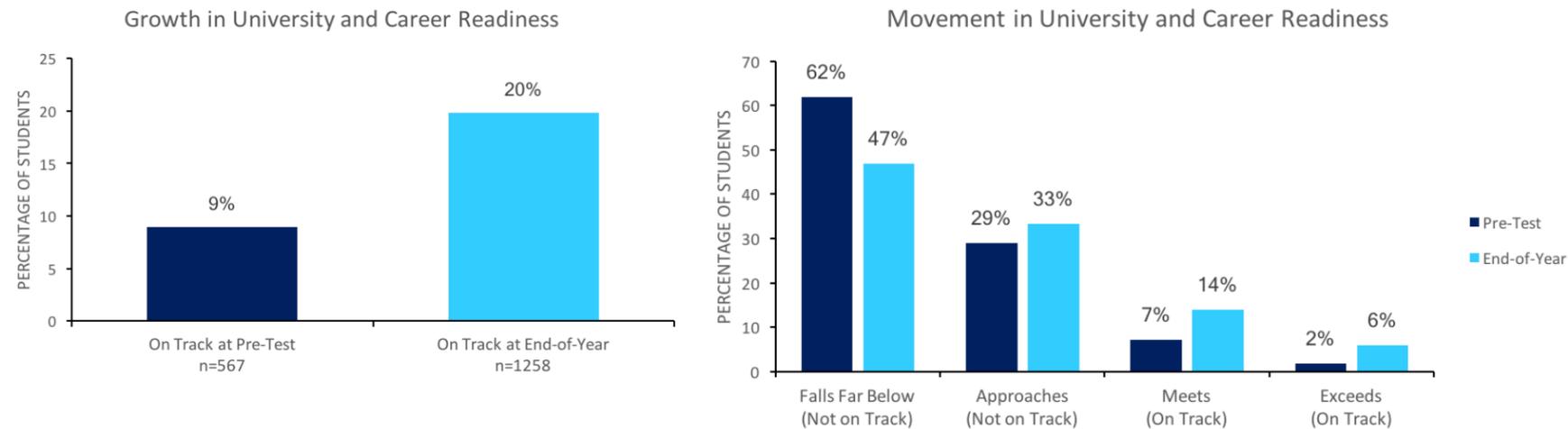


**2.0X TO 4X  
EXPECTED GROWTH**

# Appendix

Overall and on average, the percentage of students who were On Track increased from 9 to 20 percent between the time they completed the Pre-test LevelSet Lexile measure and the time of the last adjustment made to their Lexile measure. This represents more than a 100 percent increase in the percentage of students who were On Track, with 691 more students reaching these benchmarks throughout the school year. In contrast, the percentage of students who were Not on Track decreased from 91 to 80 percent.

**The numbers of students on-track for success after high school graduation increased by 100%.**



The Lexile National User Norms are based on a U.S. sample of students in Grades 1 through 12 from 51 states, districts, or territories (n = 3,535,123).

25th and 75th Percentiles of Lexile National User Norms for Fall Semester – English		
GRADE	25th	75th
2	105L	480L
3	360L	705L
4	575L	895L
5	750L	1050L
6	835L	1140L
7	910L	1215L
8	970L	1280L
9	1025L	1335L
10	1075L	1385L
11	1120L	1425L
12	1120L	1425L

2018-2019 International Lexile Study  
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