

# Reading Skills and the Career Readiness Gap

## A Study of High School Students' Preparedness for College and Career



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The world we live in continues to evolve and shows no signs of slowing down. What the future holds in terms of academics or jobs is uncertain and barely imaginable. Educators cannot assume that the traditional focus on college preparation or specific job training will be enough to prepare our students for what may lie ahead; our research has shown that it is not enough. In fact, life outside of school requires substantially higher levels of reading proficiency than most students experience in the high school classroom and even in post-secondary education. The best option we have is to redefine and restructure teaching and learning in ways that equip students to deal with the unexpected and adapt to changing circumstances. This will involve a level of retraining, not only in terms of professional development for teachers, but also in the entire school community's shift in culture. States' definition of reading proficiency needs to account for not just traditional academic measures of reading competence, but also the skills that make individuals employable and successful in their lives beyond high school.

The implementation of the higher State Standards, Next Generation Assessments and Value-added Assessments has reenergized the focus to ensure that students are both college and career ready. To help create an understanding of and establish necessary proficiency levels within the standards, the Successful Practices Network commissioned the CTE Technical Assistance Center (CTE TAC) of NY and Tipping Point Analytics (TPA) to conduct a study to determine how the literacy requirements for 11<sup>th</sup> and 12<sup>th</sup> grade high school students compare to the text demands that a typical entry-level employee would encounter during his or her first year on the job.

Previous studies have examined a wide-ranging sample of texts from both academic and non-academic environments. Prior iterations of this study highlighted the literacy challenge that high schools face: the literacy requirements of adults in their daily life, entry-level employees, first-year post-secondary students, and people in the military are significantly higher than the required levels of reading proficiency that most high school students experience.

The primary focus of the 2014 study was to see whether or not the literacy requirements for entry-level jobs have changed over time. Technology and innovations in the global economy change constantly. Likewise, the texts that people in the workplace need to be able to read and understand are shifting—and more so than in academic areas, which remain relatively static. Inspections of literature and textbooks used now and in the past as instructional materials in schools and colleges have confirmed this.

This current study began in November 2013 and final material submissions were received in June 2014. This report contains the reading complexity measures, reported as Lexiles®, of all submissions that were received and analyzed. Personal use or job-specific texts that were not written with standard sentence and paragraph structure could not be measured. However, this was not a typical occurrence.

## The Literacy Gap

Student learning styles, interests, and aptitudes are like fingerprints: no two are the same. In a classroom situation where a teacher is lecturing or the students are reading a passage from a textbook, it can be assumed that only a fraction of the students are experiencing the appropriate amount of instructional material for the lesson to be effective. Students who find the lesson too rigorous become lost and discouraged while other students may not be challenged enough and become bored. Some students may have no interest in the lesson whatsoever.

Ideally, each student will experience measurable and sustained improvement from class to class, day to day, and grade to grade. By the time a student graduates from high school, he or she will have gained the requisite skills to succeed in the next stage of life, whether it is college or in a career. If a student can step seamlessly into that next phase, then the education system has worked for that individual. If all students can make that transition, then the system on the whole is succeeding. But this is not reality.

Since the publication of *A Nation at Risk* in 1983, which concluded that American schools were not preparing high school students for their next stage of life after graduation, the impetus for change has come primarily from pressure placed on elected officials by the business community and not from higher education, whose own slipping standards allowed for more and more “developmental” English courses to backfill academic deficiencies among entering freshmen. Business and industry continue to feel firsthand the skills gap between what students are achieving in school and what they actually need in order to be successful in today’s workplace. The business community has long identified inadequate reading ability as a leading problem among entry-level employees. In the past, many secondary school educators attempted to solve the problem by assigning more reading, which was mostly prose. The problem with this is twofold:

- 1. Prose is not read in most workplace environments.** Literacy, in the context of work, requires better technical reading skills for understanding informational documents and quantitative material. Students need to be exposed to a variety of texts, not just from other content areas, but from career and technical education courses, personal-use or adult-roles texts, and sample occupational materials. The modern definition of literacy needs to encompass all three types of text: prose, document, and quantitative. Too often, it is material quantitative in nature that is missing from a student’s educational experience.
- 2. Assigning more reading will not usually result in higher reading proficiency.** A student at a certain reading level will not improve his or her proficiency unless he or she is continually challenged by the text. A student that reads a text written at or below his or her reading level is not being challenged. Conversely, a student presented with a text well above her or his reading level will find it too complex and grow frustrated. A text needs to be slightly above a reader’s ability level to challenge the student and promote growth in reading proficiency.

Every state in the country, whether or not it has adopted the Common Core State Standards, has added the requirement of “College and Career Ready” to its standards. The shift to include college AND career ready has been both intentional and consequential.

Traditionally, College Prep has been seen as a rigorous educational program. Career ready was seen as a relevant but not necessarily rigorous education experience. College AND career ready needs to be both rigorous and relevant. Therefore, transitioning from the traditional paradigm of college OR career ready to college AND career ready for all students requires a very different set of skills and abilities. In the past, college ready meant collecting or accomplishing a series of academic merits (e.g., Carnegie units, AP courses, ACT or SAT scores), whereas career ready focused on acquiring technical skills, participating in a CTE program, or working toward a certification. With either focus, students were placed on markedly different paths with no guarantee of success.

The challenge we are faced with today is ensuring that the factors that make students successful in college and careers are the same: the ability to learn and apply new information, problem solve, communicate and collaborate with peers, and contribute to the greater good of society. If we can focus on teaching and then measure these more broadly defined characteristics it will be a better indicator of whether a graduate is truly prepared for a successful life after high school. The focus of K-12 and higher education needs to make a dramatic shift from what classes students have completed to what students are able to do. College and post-secondary education needs to be seen as a means to the end, not just the end of a student's learning cycle.

Students in other nations are quickly outpacing American students, as our education system is fixated on keeping the status quo by adding new regulations and policies that are not motivated by student achievement and engagement. Moving to standards that address both college and career readiness will help us address this problem. Standards, assessment, and instruction remain critical parts of the education experience, but an emphasis on instilling a sense of lifelong learning and engaging students in their own education will ensure that they become self-supporting adults.

### **The Lexile Framework<sup>®</sup> for Reading**

The Lexile Framework<sup>®</sup> for Reading is a psychometric system for matching readers with texts of appropriate difficulty. This innovative approach to reading comprehension has been widely adopted and implemented in schools across the United States. In fact, they are the most widely adopted reading measure in use today. All major standardized reading tests and many popular instructional reading programs report student reading scores in Lexiles. Lexile measures, as components of the incremental Lexile scale, allow for measurement of both text difficulty and reader ability on the same scale. This enables readers to be appropriately matched with books that will be both engaging and challenging.

***A Lexile<sup>®</sup> measure is a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an "L" after it — 880L is 880 Lexile.***

The idea behind the Lexile Framework for Reading is simple: if we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will likely understand the book. For example, if a reader has a Lexile measure of 600L (600 Lexile), we can forecast that the reader will comprehend approximately 75 percent of a book with the same Lexile measure (600L). When

the Lexile measures and the Lexile scale were developed, the 75% comprehension rate was set at the point where the difference between the Lexile reader measure and the Lexile text measure is 0L. The 75 percent comprehension rate is called “targeted” reading. This rate is based on independent reading; if the reader receives help, the comprehension rate will increase. The target reading rate is the point at which a reader will comprehend enough to understand the text, but also will face some reading challenges. At this point, a reader is not bored by text that is too easy, but also does not experience too much difficulty in understanding.

### **Findings of the 2014 Lexile Study**

As lead researcher of the 2014 Lexile study, TPA reached out to the following organizations and entities for possible participation in the study:

- 62 Chambers of Commerce from the Business Council of New York state
- 47 Association Members from the Business Council of New York state
- 200-plus superintendents, principals, Boards of Cooperative Educational Services (BOCES) directors, and other administrators and board members from New York state
- 28 school or district administrators from across the nation that represent a broad range of urban, suburban, and rural communities

Each participating group identified a point-of-contact to act as liaison to local businesses to provide representative samples of job-specific texts that are critical for employees in entry-level positions to be able to read for successful job performance. Appendix A lists all entry-level occupational materials submitted and analyzed.

A similar Lexile study was conducted in 2006 by the same research team commissioned by the Successful Practices Network for this newer round of research. The 2006 study was based on submissions from 75 high schools across the United States. These submissions provided a variety of reading samples used in high school and local college classrooms (e.g., literature and textbooks) as well as reading materials found in their community, including armed forces texts, entry-level occupational texts from local businesses, and personal-use or adult-roles texts such as tax forms, insurance policies, and loan applications. The study highlighted the reading gap (as shown in Figure 1).

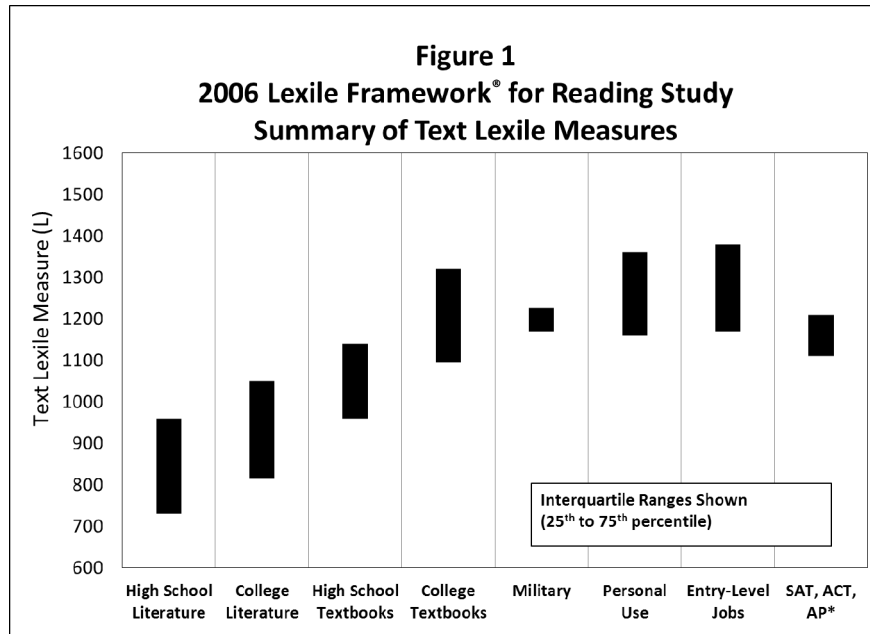
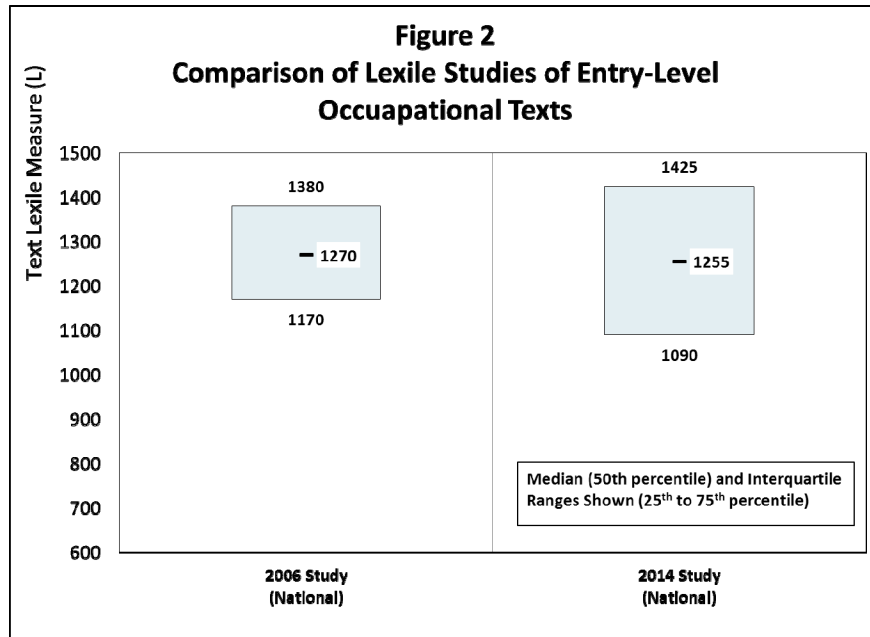
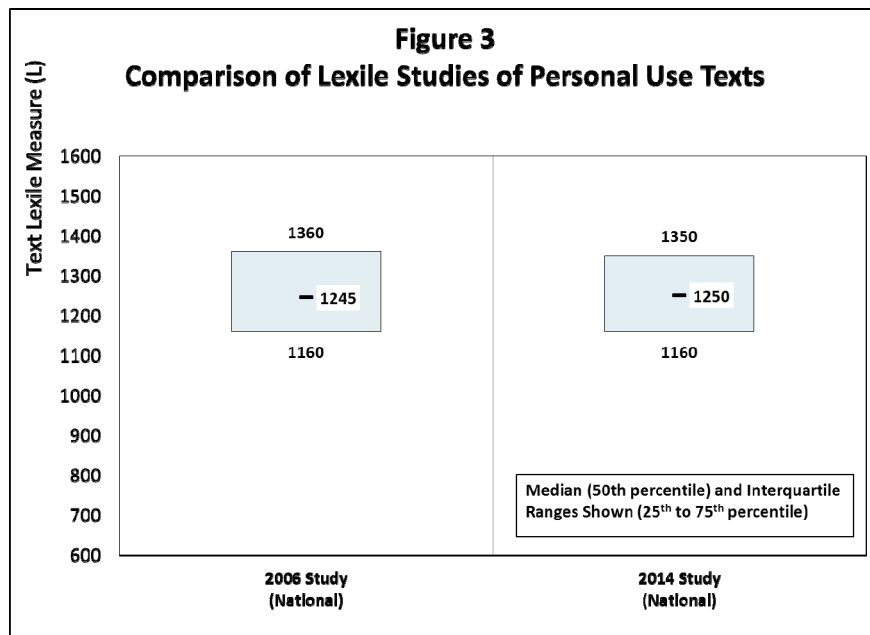


Figure 1 compares the Lexile measures of high school literature and textbooks to the Lexile measures of reading required in college, the military, personal use, and entry-level occupations, the gap in expectations is clear. The reading required of high school students is not adequately preparing students for the world outside of K-12 education. Even with a high school degree, about 30 percent of potential military recruits take the Armed Forces Qualification Test (AFQT)—used to determine math and reading skills—and fail it (Dilbeck, 2009).

Inspection of entry-level occupational texts submitted by the 2014 Study groups highlight the need for increasing student reading proficiency across all families of texts. Entry-level occupational reading materials analyzed for the 2006 national Lexile study had an interquartile range (IQR), or of 1170L to 1380L. The entry-level occupational texts from the 2014 Study had a higher 3<sup>rd</sup> quartile measure (1425L), however, the 1<sup>st</sup> quartile measure was lower than in the 2006 study (Figure 2). The wider IQR in 2014 is an indicator that occupational reading is changing with time and high school graduates have to be prepared to read any and all natures of text while on the job. Furthermore, it would be logical to assume that employers would want their prospective employees to effectively read and understand the other 25 percent of materials below the IQR, as well as the more demanding 25 percent above the IQR.



Unlike the occupational texts, there was little difference in IQR between the 2006 and 2014 Lexile studies for the personal use texts collected. These items tend to be more static in terms of the information they contain, although the IQR is consistently very high when compared to academic text complexities and has median Lexile measures that are comparable to entry-level, job-specific texts (Figure 3). Appendix B lists the personal use items analyzed in 2014.



**The reality is the academic skills needed for career preparation are actually higher and fundamentally different than those needed for college.** This is clearly evident in the reading required of students in high school literature and textbooks. Life outside of school requires substantially higher levels of reading proficiency than most students experience in the classroom and even post-secondary education. States need to be sure that the reading proficiency thresholds account for not just traditional academic measures of reading competence, but also the skills that make individuals employable and successful in their lives after graduation.

### Using Lexile Measures to Assess College and Career Readiness

MetaMetrics, Inc., developer of the Lexile Framework, recently updated its interquartile Lexile ranges to reflect State Standards’ qualitative and quantitative measures of text complexity. Qualitative scales are anchored at one end by descriptions of texts representative of those required in typical first-year, credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale.

MetaMetrics realigned its original Lexile Grade Bands to match State Standards’ text complexity grade bands of reading comprehension development through the grades to distinguish that all students should be reading at the college- and career-readiness level no later than the end of high school (MetaMetrics, 2014). These updated ranges are the “Stretch” Lexile Band in the table shown.

Grade Band	Current (Original) Lexile Band	“Stretch” Lexile Band *
K-1	N/A	N/A
2-3	450L – 725L	420L – 820L
4-5	645L – 845L	740L – 1010L
6-8	860L – 1010L	925L – 1185L
9-10	960L – 1115L	1050L – 1335L
11-CCR	1070L – 1220L	1185L – 1385L

\*COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSSO, 2012

MetaMetrics describes the method to understanding the “Stretch” Lexile Bands:

The State Standards advocate a “staircase” of increasing text complexity, beginning in grade 2, so that students can develop their reading skills and apply them to more difficult texts. **At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must “stretch” to read a certain proportion of texts from the next higher text complexity band.** This pattern repeats itself throughout the grades so that students can both build on earlier literacy gains and challenge themselves with texts at a higher complexity level. Lexile measures and the Lexile ranges above help to determine what text is appropriate for each grade band and what should be considered “stretch” text (MetaMetrics, 2014).

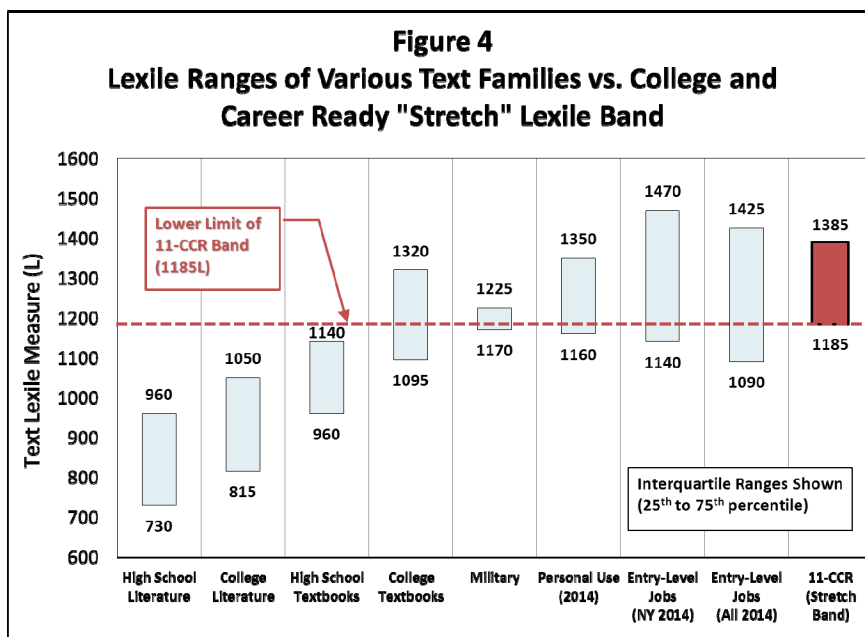
Based on the table and subsequent definition of “Stretch” Lexile bands above, 11<sup>th</sup> graders should be focused on reading texts within the 11-CCR Lexile band with the hope of being college and career ready



by the time they graduate. Furthermore, students not at the lowest grade for a grade band must “stretch” to read a certain proportion of texts from the next higher text complexity band. Therefore, 10<sup>th</sup> graders need to be stretching themselves to read in the 11-CCR band as well.

Figure 4 accentuates the need for reading literacy intervention in high schools and even in college English literature courses. Only 25 percent of high school literature books are written at a Lexile level that exceeds 960L, which is 225L lower than the lower end of the 11-CCR Lexile band. Only 25 percent of college literature books measured above 1050L, which is 135L lower than where 11<sup>th</sup> graders should be or where 10<sup>th</sup> graders should be stretching themselves. Even high school textbooks have an IQR that falls below Lexile band for 11-CCR.

On the other hand, entry-level job texts, personal use reading, military-based texts, and about half of college textbooks have Lexile ranges that are consistent with the “Stretch” Lexile band for college and career readiness depicted in Figure 4.



### Career Readiness for K-12

To address the literacy requirements in general, and reading requirements in particular, and to prepare students to be college AND career ready, we recommend these actions:

- Create an awareness program for faculty, boards, students and parents on the increasing rigor of the reading requirements in the workplace. Use data from this study to present this growing demand to increase reading requirements in K-12.

- Provide focus and sustained professional development to K-12 teachers in general, and secondary teachers in particular, on how to become effective teachers of reading within their subject areas.
- Drive more career reading materials and applications into academic programs. It will be critical to break down the barriers between disciplines.
- Change your school's report card. Use the results of this and other literacy studies to track how well students are progressing semester by semester toward being college and career ready.

The challenge of preparing today's students for tomorrow's world in yesterday's schools will require a sustained and focused effort on all of our parts if we are to succeed as a nation. If we do otherwise, the human and economic consequences to K-12 education and our children will be too dire to imagine.

For assistance in implementing any of these recommendations, please contact Bill Daggett at [Bill@LeaderEd.com](mailto:Bill@LeaderEd.com).

## Appendices

[Appendix A](#) — Entry-level occupational materials submitted and analyzed

[Appendix B](#) — Personal use materials analyzed

[Appendix C](#) — Career Clusters and Strands

## References

Dilbeck, J. (2009). United States Army Accessions Command, Fort Knox, KY. Personal Communication on May 14, 2009.

MetaMetrics® (2014). [Text Complexity Grade Bands and Lexile Bands](#).

## Acknowledgments

The Successful Practices Network would like to thank the following schools, districts, BOCES, and other organizations that took it upon themselves to help obtain the materials to complete this study:

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- Erie 1 BOCES (Kenmore Tonawanda School District, NY)
- Kingston CSD (FALA Technologies, NY)
- Greece Central School District (NY)
- Rochester Hearing & Speech Center (NY)
- Literacy Coalition of Herkimer and Oneida Counties - Herkimer Area Resource Center (NY)
- Monroe 1 BOCES (NY)
- Onondaga Central School District (Junior/Senior High School, NY)
- Oswego County BOCES (NY)
- GST BOCES (Odessa-Montour School District, NY)
- Camdenton R-III Schools (MO)
- City of Garden City, USD 457 (KS)
- Petal School District (MS)
- Chateau Estates Elementary School (LA)
- School District of Pickens County (SC)

Appendix A

Entry-level Occupational Reading Materials

Career Cluster	Strand	Occupation	Text Name Processed	Lexile Measure (L)
NonNYS Agriculture and Natural Resources	Natural Resources	Seasonal Employee	Seasonal Employee Handbook	1240
NonNYS Agriculture and Natural Resources	Natural Resources	Maintenance	IV Maintenance	1300
NonNYS Agriculture and Natural Resources	Natural Resources	Maintenance	Tailgate/Toolbox Safety Training	1190
NonNYS Agriculture and Natural Resources	Natural Resources	Maintenance	Construction Safety Services Co.	1010
NonNYS Agriculture and Natural Resources	Natural Resources	Maintenance	Top Safety	920
NYS Architecture and Construction	Construction	Plumbing/HVAC	Liberty Pumps	1150
NYS Architecture and Construction	Construction	Plumbing/HVAC	Liberty Pumps 2	1260
NYS Architecture and Construction	Construction	Plumbing/HVAC	Residential Gas Water Heaters	1320
NYS Arts, AV Technology, and Communications	Communications	Computer Networking	Cisco WebEx	730
NYS Business and Administration	General Office Administration	Community Center Desk Clerk/Receptionist	Opening & Closing Procedures	970
NYS Business and Administration	General Office Administration	Community Center Desk Clerk/Receptionist	Fitness Schedules and Class Description	1160
NYS Business and Administration	General Office Administration	Community Center Desk Clerk/Receptionist	Membership Application/Documents	1490
NYS Business and Administration	General Office Administration	Community Center Desk Clerk/Receptionist	Emergency Procedures	1100
NYS Business and Administration	Human Resources/Gen. Office Admin.	HR/Office Admin/ Service Provider	NYS Employee Handbook	1530
NYS Business and Administration	Human Resources/Gen. Office Admin.	Manager, HR, Janitorial, Customer Service	Grocery Store Handbook	1400
NYS Business and Administration	Human Resources/Gen. Office Admin.	Office Staff/Clergy - All Staff	Employee Handbook - Archdiocese of NY	1280
NYS Business and Administration	Human Resources/Gen. Office Admin.	Nurse, Aides, Dietary and Custodial Staff	Orinetation Manual - Nursing Home	1150
NYS Business and Administration	Human Resources/Gen. Office Admin.	HR, Teaching Staff	Teaching Staff Handbook	1440
NYS Business and Administration	Human Resources/Gen. Office Admin.	HR, Customer Service Reps	Jreck Sub Employee Handbook	1010
NYS Education and Training	Instruction/Training/Education Services	Occ./Phys./Lang. Therapist	Behav. Mgmt. Statement - Classroom Group or Indiv Therapy	1400
NYS Education and Training	Instruction/Training/Education Services	Reporter	Mandated Reporter Training	1350
NYS Education and Training	Instruction/Training/Education Services	Occ./Phys./Lang. Therapist	Early Interv. & Preschool Prog. Absentee Policy	1140
NYS Education and Training	Instruction/Training/Education Services	Occ./Phys./Lang. Therapist	Health & Safety Sds for Early Intervention Prog.	1140
NYS Education and Training	Instruction/Training/Education Services	HR, Teaching Staff	Teaching Staff Handbook	1440
NYS Education and Training	Instruction/Training/Education Services	Elementary Teacher	Engage NY URL	1470
NYS Education and Training	Instruction/Training/Education Services	Elementary Teacher	Common Core Standards Website	1370
NYS Education and Training	Instruction/Training/Education Services	Elementary Teacher	Lesson Plan	930
NYS Education and Training	Instruction/Training/Education Services	Daycare Teacher	Childcare Center Regulations	1650
NYS Education and Training	Instruction/Training/Education Services	Daycare Teacher/Teacher Assistant	Center Policies	1180
NonNYS Government and Public Administration	Service Provider	Utility Worker 1	Various Materials	1260
NonNYS Government and Public Administration	Service Provider	Animal Keeper 1	Various Materials	1420
NonNYS Government and Public Administration	Service Provider	Water Department Utility Worker 1	Various Material Safety Data Sheets	1080
NonNYS Government and Public Administration	Service Provider	Apprentice Lineman	TVA - Transformer and Special Connections	1150
NYS Health Sciences	Administrative	All Staff	NYS Employee Handbook	1530
NYS Health Sciences	Hospitals	Health Care	Hospital Employment App	1180
NYS Health Sciences	Hospitals	Health Care	Administrative Policies and Procedures	1510
NYS Health Sciences	Hospitals	Health Care	Notice of Privacy Policy	1410
NYS Health Sciences	Hospitals	Nursing Assistant	Nurse Aide/VIP - Tips for Giving Excellent Care	950
NYS Health Sciences	Hospitals	Health Care	Administrative Policies and Procedures II	970
NYS Health Sciences	Hospitals	Health Care	Standards of Behavior - Professionalism	1180
NYS Health Sciences	Professional Services	Emergency Medical Technician	EMT	1340
NYS Health Sciences	Professional Services	Emergency Medical Technician	Incident Rehabilitation	1510
NYS Health Sciences	Professional Services	Emergency Medical Technician	NYS Med Order Form - EMT	1230
NonNYS Health Sciences	All Strands (See Appendix C)	Physicians, Nurses, Nursing Asst., Clerical	Confidentiality Agreement and Statement	1450
NonNYS Health Sciences	All Strands (See Appendix C)	Physicians, Nurses, Nursing Asst., Clerical	General Orientation Competency Study Guide	930
NonNYS Health Sciences	All Strands (See Appendix C)	Physicians, Nurses, Nursing Asst., Clerical	Workforce Confidentiality Agreement	1560
NonNYS Health Sciences	All Strands (See Appendix C)	Physicians, Nurses, Nursing Asst., Clerical	HIPAA Notice of Privacy Practices	1260
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 1	1060
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 2	1040
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 3	800
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 4	970
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 5	670
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 6	930
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 7	1040

Appendix A

Entry-level Occupational Reading Materials

Career Cluster	Strand	Occupation	Text Name Processed	Lexile Measure (L)
NonNYS Health Sciences	Hospitals	All Employees	Entry Level Orientation Information 8	1150
Human Services	Child Care	Early Child Care Provider	Early Learning Standards for Classrooms	1180
NYS Human Services	Child Care	Daycare Teacher	Childcare Center Regulations	1650
NYS Human Services	Child Care	Daycare Teacher/Teacher Assistant	Center Policies	1180
NYS Human Services	Child Care	Elementary Teacher	Engage NY URL	1470
NYS Human Services	Child Care	Elementary Teacher	Common Core Standards Website	1370
NYS Human Services	Child Care	Elementary Teacher	Lesson Plan	930
NYS Human Services	Child Care	Teacher, Assistant, Director	Employee Manual	1270
NYS Human Services	Employment (General)	Community Center Desk Clerk/Receptionist	Opening & Closing Procedures	970
NYS Human Services	Employment (General)	Community Center Desk Clerk/Receptionist	Fitness Schedules and Class Description	1160
NYS Human Services	Employment (General)	Community Center Desk Clerk/Receptionist	Membership Application/Documents	1490
NYS Human Services	Employment (General)	Community Center Desk Clerk/Receptionist	Emergency Procedures	1100
NYS Human Services	Professional Services	Nurse, Aides, Dietary and Custodial Staff	Orientation Manual - Nursing Home	1150
NYS Human Services	Social Services	Social Service Worker	OCFS Report/Prevent Child Abuse	1140
NYS Human Services	Social Services	Social Service Worker	Mandated Training Related to Child Abuse	1520
NYS Human Services	Social Services	Social Service Worker	Identify Abuse and Neglect	1150
NYS Human Services	Social Services	Social Service Worker	Abandoned Infant Protection Fact Sheet	1290
NYS Human Services	Social Services	Social Service Worker	Jury Duty	1360
NYS Human Services	Social Services	Direct Support Professional	Definitions of Reportable Incidents - Abuse	1790
NYS Human Services	Social Services	Direct Support Professional	Adaptive Equipment Process	1490
NYS Human Services	Social Services	Direct Support Professional	Harrasment Policy	1270
NYS Human Services	Social Services	Direct Support Professional	OMRDD Medical Manual	1470
NYS Human Services	Social Services	Direct Support Professional	Prevention of Abuse Manual	1090
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	Pocket Guide to Criminal Law 2013, Codes	1670
NonNYS Law and Public Safety	Protective Service Occupations	Fire Fighter 1	Essentials of Fire Fighting	1060
NYS Law and Public Safety	Protective Service Occupations	Police Officer	Fed. Law Enforcement Informer - Case Law	1340
NYS Law and Public Safety	Protective Service Occupations	Police Officer	NYS Penal Law - Culpable Mental State	1670
NYS Law and Public Safety	Protective Service Occupations	Police Officer	NYS Penal Law - Sentence of Intermittent Imprisonment	1400
NYS Law and Public Safety	Protective Service Occupations	Police Officer	Police General Order - Vehicle Pursuits	1640
NYS Law and Public Safety	Protective Service Occupations	Police Officer	Meeting the Challenges of the Future Police HQ Bldg.	1290
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	VM Set Up	550
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	Memorandum	740
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	Quick Code - Animal Control	1410
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	Fingerprint Form	1270
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	Refusal to submit drug test form	1190
NonNYS Law and Public Safety	Protective Service Occupations	Police Officer	MO Criminal Law Update	1280
NYS Law and Public Safety	Protective Service Occupations	Fire Fighter	Respiratory Emergencies	1100
NYS Law and Public Safety	Protective Service Occupations	Fire Fighter	Safety Officer Standard	1520
NYS Law and Public Safety	Protective Service Occupations	Fire Fighter	Rescue Operations	1230
NYS Law and Public Safety	Protective Service Occupations	Fire Fighter	Student Manual - Emergency Vehicle Operator	1970
NYS Law and Public Safety	Protective Service Occupations	Fire Fighter	Arson Awareness	1120
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Probing Techniques in Barricaded Suspect Ops	1320
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Experience is a Great Teacher	1380
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Building Search Tactics	1070
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Advancing Your Career with Credentialing	1250
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	The Right Tools for the Job	1270
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Police Lineups	1440
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Juror's Handbook	1270
NYS Law and Public Safety	Protective Service Occupations	Law Enforcement	Grand Juror's Handbook	1720
NYS Law and Public Safety	Production/Design	Multiple - Manuf. Product/Design Rep.	Mandated Reporter Training	1570
NonNYS Manufacturing	Production/Design	Multiple - Manuf. Product/Design Rep.	Professional Development 1	1160
NonNYS Manufacturing	Production/Design	Multiple - Manuf. Product/Design Rep.	Professional Development 2	1450
NonNYS Manufacturing	Production/Design	Multiple - Manuf. Product/Design Rep.	Professional Development 3	1180
NonNYS Manufacturing	Production/Design	Multiple - Manuf. Product/Design Rep.	Professional Development 4	1340
NonNYS Manufacturing	Production/Design	Multiple - Manuf. Product/Design Rep.	Professional Development 5	1220

Appendix A

Entry-level Occupational Reading Materials

	Career Cluster	Strand	Occupation	Text Name Processed	Lexile Measure (L)
NonNYS	Manufacturing	Production	Mech. Assembly, Machinist, Mech. Engineer	Engineering Manufacturing Instructions	1060
NonNYS	Manufacturing	Production	Mech. Assembly, Machinist, Mech. Engineer	ELECTROVERT SEQUENCE OF EVENTS	940
NonNYS	Manufacturing	Production	Mech. Assembly, Machinist, Mech. Engineer	ELECTROVERT SEQUENCE OF EVENTS 2	780
NonNYS	Manufacturing	Production	Mech. Assembly, Machinist, Mech. Engineer	Engineering Manufacturing Instructions 2	690
NonNYS	Manufacturing	Production	Mech. Assembly, Machinist, Mech. Engineer	Wave Soldering System	1190
NYS	Manufacturing	Production, Design, Maintenance	Multiple - Manufacturing Product/Design	NonDisclosure Agreement (NDA) Policy	1480
NYS	Manufacturing	Production, Design, Maintenance	Multiple - Manufacturing Product/Design	Confidential Disclosure Agreement	1700
NYS	Retail/Wholesale Sales and Services	Service	Manager, HR, Janitorial, Customer Service	Grocery Store Handbook	1400
NYS	Retail/Wholesale Sales and Services	Service	HR, Customer Service Reps	Jreck Sub Employee Handbook	1010
NYS	Science Research, Engineering	Scientific Research/Engineering	Engineers	NonDisclosure Agreement (NDA) Policy	1480
NYS	Science Research, Engineering	Scientific Research/Engineering	Engineers	Confidential Disclosure Agreement	1700
NYS	Transportation, Distribution and Logistics	Transportation	Operator	Case 580K Loader Backhoe Operator's Manual	740
NYS	Transportation, Distribution and Logistics	Transportation	Technician	Information Handbook for Employees	1450
NYS	Transportation, Distribution and Logistics	Transportation	Customer Service	Classic Plus Coverage	1110
NYS	Transportation, Distribution and Logistics	Transportation	Customer Service	General Customer Orientation Ideas	970
NYS	Transportation, Distribution and Logistics	Transportation	Technician	Briggs & Stratton Commercial Power	1010
NYS	Transportation, Distribution and Logistics	Transportation	Technician	Twin Cylinder Engine Service Manual	970
NYS	Transportation, Distribution and Logistics	Transportation	Technician	Hydrostatic Pumps Service & Repair Manual	1240
NYS	Transportation, Distribution and Logistics	Transportation	Technician	Compact Diesel Engine Test Study Guide	1270
NonNYS	Transportation, Distribution and Logistics	Transportation	Mechanic	Code of Conduct	1340
NonNYS	Transportation, Distribution and Logistics	Transportation	Mechanic	Dealership Safety Rules	1080
NonNYS	Transportation, Distribution and Logistics	Transportation	Mechanic	Drug and Alcohol Policy	1280
NonNYS	Transportation, Distribution and Logistics	Transportation	Mechanic	Harrasment Policy	1470

# Appendix B

# Personal Use Reading Materials

TEXT NAME	LEXILE (L)
Job Application	1060
NYS Car Insurance	1060
Auto Repair Manual	1090
Bank Loan	1130
Job Application	1130
College Applications	1160
SUNY Application	1160
Bank Statement	1200
Insurance Policies	1210
NYS Driver Manual	1210
College Applications	1220
College Applications	1220
W4 Tax Form	1220
Juror's Handbook	1270
Key Bank Checking Information	1270
Personal Loan	1300
Home/Car/Credit Card Loan	1310
Driver-NonDriverID App	1310
Facts About the Affordable Health Care Act	1350
Prep forACT	1350
NY Times Article - Daily News	1490
Rental/Lease Agreement	1500
US Constitution	1540
HIPPA Summary	1590
Grand Juror's Handbook	1720
Basic First Aid	810
Job Application	830
Reading a Bank Statement	960
Local Weather Forcast - WNYT Albany	1000
Medical Brochure - High Blood Pressure	1040
Marie Curie Bio	1070
Expliation of Health Benefits	1070
Franklin D Roosevelt Bio	1150
Prescription Drug Information	1160
Princess Diana Bio	1180
Ford Escape Owner's Manuel	1190
Weather Forecast - Weather Channel	1190
Transcript: Governor Cuomo's 2014 State of the State Address	1210
President Obama's 2013-2014 State of the Union Address	1210
W-4 from	1220
NYS Health Proxy Form	1230
CNN online Article - CNN.com	1250
2013 Federal Tax Guide	1260
Albany City School District - website - volunteering	1260
401K Statement	1260
Albany City School District - pta	1280
401K Plan Descriptions/Options	1280
Apartment - Lease Agreement	1300
President Obama's remarks regarding Ukrain - www.whitehouse.gov	1310
Albany City School District - contract of excellence plan	1350

## Appendix B

## Personal Use Reading Materials

TEXT NAME	LEXILE (L)
IT-2104 form NYS	1350
Form I-9	1350
401K Enrollment and Benficiary Form	1350
Credit Card Offer	1370
Albany City School District - home page	1400
Wind Energy Map - Article - Weather Channel	1420
NYS 2013 Income Tax Instructions	1440
CDPHP Member Enrollment_Application_Change - Medical and Dental Ins.	1450
Times Union Newspaper Oline Article	1490
Albany City School District - voters approve budget	1500
W-9 Form	1500
Explination of Auto Insurance Coverage	1590
NYS 2013 Income Tax From	840
2013 1040 Form	880
Medical Brochure - Type 2 Diabetes	970



## Appendix C

## Career Clusters and Strands

<b>Agriculture and Natural Resources</b>	<ul style="list-style-type: none"> <li>• Agricultural Production</li> <li>• Agricultural Business</li> <li>• Agricultural Mechanics</li> <li>• Natural Resources</li> </ul>
<b>Architecture and Construction</b>	<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Construction</li> <li>• Surveying and Drafting</li> </ul>
<b>Arts, AV Technology, and Communications</b>	<ul style="list-style-type: none"> <li>• Communications</li> <li>• Performing Arts</li> <li>• Visual Arts and Design</li> </ul>
<b>Business and Administration</b>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Human Resources</li> <li>• General Office Administration</li> <li>• Marketing and Management</li> <li>• Entrepreneurship</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Instruction/Training</li> <li>• Education Services</li> </ul>
<b>Finance</b>	<ul style="list-style-type: none"> <li>• Banking</li> <li>• Insurance</li> <li>• Securities and Commodities</li> </ul>
<b>Government and Public Administration</b>	<ul style="list-style-type: none"> <li>• Administrative</li> <li>• Service Provider</li> </ul>
<b>Health Science</b>	<ul style="list-style-type: none"> <li>• Professional Services</li> <li>• Health Administration</li> <li>• Home Health Care Services</li> <li>• Hospitals</li> </ul>
<b>Hospitality and Tourism</b>	<ul style="list-style-type: none"> <li>• Lodging</li> <li>• Food</li> <li>• Travel</li> </ul>
<b>Human Services</b>	<ul style="list-style-type: none"> <li>• Professional Services</li> <li>• Child Care</li> <li>• Social Services</li> <li>• Employment</li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>• Computer and Data Processing</li> <li>• Network Systems</li> <li>• Computer Systems</li> <li>• Product and Service Development</li> </ul>
<b>Law and Public Safety</b>	<ul style="list-style-type: none"> <li>• Legal Occupations</li> <li>• Protective Service Occupations</li> <li>• Armed Forces Occupations</li> </ul>
<b>Manufacturing</b>	<ul style="list-style-type: none"> <li>• Production</li> <li>• Design</li> <li>• Maintenance</li> </ul>
<b>Retail/Wholesale Sales and Service</b>	<ul style="list-style-type: none"> <li>• Retail</li> <li>• Wholesale Sales</li> <li>• Service</li> </ul>
<b>Scientific Research/Engineering</b>	<ul style="list-style-type: none"> <li>• Scientific Research/Engineering</li> <li>• Mathematicians/Statisticians</li> </ul>
<b>Transportation, Distribution, and Logistics</b>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Distribution</li> <li>• Logistics</li> </ul>