



Malbert Smith III, Ph.D., is the president of MetaMetrics®, an educational measurement and research organization. Together with co-founder and CEO A. Jackson Stenner, Ph.D., Dr. Smith created The Lexile Framework® for Reading; El Sistema Lexile® para Leer, the Spanish-language version of the widely used reading framework; The Lexile Framework for Writing; and The Quantile Framework® for Mathematics. Focused on fostering literacy and mathematics excellence, Dr. Smith strives to make educational measurement useful and actionable in classroom instruction and the home.

In order for young people to best grow as learners, they require instruction targeted to their individual abilities. Dr. Smith's vision of common metrics for reading, writing and mathematics opens the way for differentiated and individualized instruction. In each state—and increasingly abroad—educators are using Lexile and Quantile® measures to blend instruction and assessment in whole-class and intervention settings.

The Lexile Framework for Reading, launched in 1984, measures both reader ability and text difficulty on the same developmental scale in order to match students with appropriate levels of text and instruction. Similarly, the Quantile Framework, introduced in 2004, matches student mathematics achievement with the difficulty of mathematical skills and concepts. The Lexile Framework for Writing, launched in 2007, expresses student writing ability on the same Lexile scale as reading ability, helping educators to differentiate instruction and monitor writing growth. Today, Drs. Smith and Stenner lead MetaMetrics as Lexile measures become the global standard for matching readers with text, and Quantile measures gain momentum in measuring student performance in mathematics.

Dr. Smith currently is focused on several projects and initiatives that extend the Lexile and Quantile Frameworks and break new ground in using educational measures toward instructional ends.

Concerned with the relationship between early literacy and college and career readiness, Dr. Smith led research to build a continuum of text difficulty that places educational and life goals on the Lexile scale. In order to establish a P–20 educational system, a coherent and consistent measurement scale is essential to forecasting an individual's growth toward goals, as well as to delivering targeted intervention or enrichment along the way.

Dr. Smith has taught graduate seminars in educational research and test development and design at Duke University and the University of North Carolina at Chapel Hill, from which he received the Distinguished Alumni Award. He serves on the UNC School of Education Foundation Board and the National Rural Educational Outreach Center, and is a member of the Critical Friends of Council of Chief State School Officers. Dr. Smith also is a member of The American Association for the Advancement of Science, The American Educational Research Association and The National Council on Measurement in Education. He frequently speaks at various events on educational research and measurement.

Dr. Smith's published works include:

- Smith, Malbert, III. (1979). "The Acquisition of Dimensional and Expressive Terms in Young Children." *Child Study Journal*. 9 (4): 239–50.
- Smith, Malbert, III. (1982). "The Identification of Students Likely to Fail the North Carolina Competency Tests." *Educational and Psychological Measurement*. 42 (1): 95–104.
- Smith, Malbert S., III. (2005). "Improving Student Achievement by Measuring Ability, Not Content." *T.H.E. Journal*. 32 (9): 56.
- Smith, Malbert, Kinnard P. White, and Richard H. Coop. (1979). "The Effect of Item Type on the Consequences of Changing Answers on Multiple Choice Tests." *Journal of Educational Measurement*. 16 (3): 203–208.
- Stenner, A. Jackson, Ivan Horabin, Dean R. Smith, and Malbert Smith. (1988). "Most Comprehension Tests Do Measure Reading Comprehension: A Response to McLean and Goldstein." *Phi Delta Kappan*. 69 (10): 765–67.

He also has published the following white papers and position papers on the Lexile and Quantile web sites (see "Resources").

- "Education Reform: Making this the 'Best of Times'" (2009)
- "Next-Generation Assessments" (2009)
- "The Hippocratic Oath and Grade Equivalents" (2009)
- "The Need for Differentiating Mathematics Instruction" (2009)
- "The Reading-Writing Connection" (2009)
- "Why P–16/P–20 Educational Systems?" (2008)
- "Stop Summer Academic Loss: An Education Policy Priority" (with Dee Brewer, 2007)

MetaMetrics, an educational measurement and research organization, develops scientific measures of student achievement that link assessment with targeted instruction to improve learning. The organization's renowned psychometric team created The Lexile Framework for Reading; El Sistema Lexile para Leer, the Spanish-language version of the reading framework; The Quantile Framework for Mathematics; and The Lexile Framework for Writing. In addition to licensing Lexile and Quantile measures to state departments of education, testing and instructional companies, and publishers, MetaMetrics offers professional development, resource measurement and consulting services. Information: www.Lexile.com and www.Quantiles.com.

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