



What every activity is measured against

Every activity is generated against a fixed per-grade specification, then measured against it before release. These are the parameters that specification controls.

Target reading bands

These are the CCSS text complexity stretch bands, used as published, and interpolated to overlapping per-grade targets. Grade 3 targets 450-790L. Grade 9 targets 1050-1260L.

GRADE 2-3
420-820L

GRADE 4-5
740-1010L

GRADE 6-8
925-1185L

GRADE 9-10
1050-1335L

GRADE 11-CCR
1185-1385L

How reading level is measured

Prose is scored by five readability indices: Flesch-Kincaid, Gunning Fog, SMOG, ARI and Coleman-Liau. The median maps to a Lexile range that must fall inside the band for that grade. Drafts outside it are rewritten and re-scored, up to **three** attempts.

Three levels per track

Each track is built at three levels of demand against the same learning objective. The reading target moves through the grade band as the level rises: lower third, middle third, upper third.

Rigor at the upper grades

Grades 6-12 are measured on task complexity rather than word count. Every upper-grade activity carries at least one rigor component: process flow, data chart, comparison grid, diagram or map. Grades 9-12 add a professional-grade component: case study, tradeoff matrix, analysis grid or extended response.

Vocabulary handling

Six to ten taught terms at the upper grades, defined within the activity. Taught domain terms are exempt from the complexity penalty, so a technical subject keeps its real vocabulary rather than being simplified to meet a reading score.

Seven-stage sequence

Curiosity, Exposure, Understanding, Practice, Reinforcement, Extension, Demonstration. Present in every activity at every grade. A missing stage blocks release.

Checked before release

An automated gate grades each activity Blocker, Major or Minor across all seven stages present, duplicate tasks, answer accuracy, content overflow, a **12pt** type floor and clean output. Failures are regenerated. Unresolved failures go to human review.

WHAT WE DO NOT CLAIM

The Lexile figures are an approximation. They come from open readability formulas, not a certified measure from MetaMetrics. They are used to catch grade-level drift, not to certify a number.

The framework is competency-based, not standards-crosswalked. Activities are organized by Path and Track (Character, Critical Thinking, Leadership, Business, AI, Trades, Outdoor, Technology) rather than mapped to a state standards list. Text complexity, above, is the one place anchored directly to standards.