Text Complexity Analysis of

_____(title)

by _____(author)

Recommended Complexity Band:

Text Description

Briefly describe the text:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Quantitative Measure

Complexity Band Level (provide range):

Lexile or Other Quantitative Measure of the Text:

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

Differentiation/Supports for Students:

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Optional: Created by _____(name, state, e-mail, date)   Reviewed by _____(name, state, e-mail, date)

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention**, **memory**, and **critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills**, **visualization skills**, **questioning skills**, and **comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?

- Might the reader **develop an interest in this content** because of this text?
- Will the reader be **interested and engaged with the style of writing and the presentation of ideas** within this specific text?
- Will the text **maintain the reader's motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

- Does the reader possess **adequate prior knowledge and/or experience regarding the topic** of this specific text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- Does the reader possess **adequate prior knowledge and/or experience regarding the vocabulary** used within this specific text to manage the material that is presented?
- Does the reader possess **adequate knowledge of and/or experience with the genre** of this specific text to manage the material that is presented?
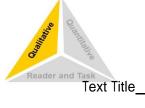
Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?
- Does the reader possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the **complexity of any before-, during-, or after-reading tasks** associated with this specific text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?

Text Complexity: Qualitative Measures Rubric
INFORMATIONAL TEXT

Text Title_____   Text Author_____

QUALITATIVE	Very Complex			Slightly Complex
PURPOSE	○ **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements	○ **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete	○ **Purpose:** Implied, but easy to identify based upon context or source	○ **Purpose:** Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	○ **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline	○ **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline	○ **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential	○ **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict
	○ **Text Features**: If used, are essential in understanding content	○ **Text Features**: If used, greatly enhance the reader's understanding of content	○ **Text Features**: If used, enhance the reader's understanding of content	○ **Text Features**: If used, help the reader navigate and understand content but are not essential
	○ **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	○ **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	○ **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	○ **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	○ **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language	○ **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language	○ **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning	○ **Conventionality**: Explicit, literal, straightforward, easy to understand
	○ **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	○ **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	○ **Vocabulary:** Contemporary, familiar, conversational language
	○ **Sentence Structure:** Mainly complex sentences often containing multiple concepts	○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Sentence Structure:** Simple and compound sentences, with some more complex constructions	○ **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	○ **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts	○ **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts	○ **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas	○ **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas
	○ **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	○ **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	○ **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc.	○ **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.

Qualitative
Quantitative
Reader and Task

Text Complexity: Qualitative Measures Rubric
LITERARY TEXT

Text Title _____ Text Author _____

QUALITATIVE	Very Complex			Slightly Complex
MEANING	○ **Meaning:** Several level/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	○ **Meaning:** Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	○ **Meaning:** More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ **Meaning:** One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	○ **Narration:** Complex and/or unconventional; many shifts in point of view and/or perspective	○ **Narration:** Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective	○ **Narration:** Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective	○ **Narration:** Simple and conventional; no shifts in point of view or perspective
	○ **Order of Events:** Not in chronological order; heavy use of flashback	○ **Order of Events:** Several major shifts in time, use of flashback	○ **Order of Events:** Occasional use of flashback, no major shifts in time	○ **Order of Events:** Strictly chronological
	○ **Use of Graphics:** If used, minimal illustrations that support the text	○ **Use of Graphics:** If used, a few illustrations that support the text	○ **Use of Graphics:** If used, a range of illustrations that support selected parts of the text	○ **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	○ **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language	○ **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language	○ **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning	○ **Conventionality**: Explicit, literal, straightforward, easy to understand
	○ **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ **Vocabulary:** Some use of unfamiliar, archaic, subject-specific, or overly academic language	○ **Vocabulary:** Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language	○ **Vocabulary:** Contemporary, familiar, conversational language
	○ **Sentence Structure:** Mainly complex sentences often containing multiple concepts	○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Sentence Structure:** Simple and compound sentences, with some more complex constructions	○ **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	○ **Life Experiences:** Explores many complex and sophisticated themes; experiences are distinctly different from the common reader	○ **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers	○ **Life Experiences:** Explores few themes; experiences portrayed are common to many readers	○ **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers
	○ **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements
	○ **Subject Matter Knowledge:** requires extensive, perhaps specialized prior content knowledge	○ **Subject Matter Knowledge:** requires moderate amount of prior content knowledge	○ **Subject Matter Knowledge:** requires some prior content knowledge	○ **Subject Matter Knowledge:** requires only everyday content knowledge