Informational Complexity Analysis Worksheet			CCSS Grade Bands	Text-Analysis Tools	
Stimulus Title		Stimulus Author		Lexile	Flesch-Kincaid
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band			2-3	420-820	1.98 – 5.34
Lexile			4-5	740-1010	4.51-7.73
Flesch-Kincaid			6-8	925-1185	6.51-10.34
			9-10	1050-1335	8.32-12.12
			11-CCR	1185-1385	10.34-14.2

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade					

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective		
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text		
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		

Literary Complexity Analysis Worksheet					
Stimulus Title			**Stimulus Author**		

Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band.

Lexile	
Flesch-Kincaid	

CCSS Grade Bands	Text-Analysis Tools	
	Lexile	Flesch-Kincaid
2-3	420-820	1.98-5.34
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9-10	1050-1335	8.32-12.12
11-CCR	1185-1385	10.34-14.2

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
MEANING	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety		One level of meaning; theme is obvious and revealed early in the text		
TEXT STRUCTURE	Prose or poetry includes more intricate elements such as subplots, shifts in point-of-view, shifts in time, or non-standard text structures		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g.; in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures, including complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g; figurative language); text uses a variety of sentence structures		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have no context and require inference and evaluation		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context		The text explores a single theme; if there are any references or allusions, they are fully explained in the text		
USE OF GRAPHICS (Optional)	When graphics are present, the connection between the text and graphics is subtle and requires interpretation		Graphics support interpretation of selected parts of the corresponding written text; they may introduce some new and relevant information		Graphics support and assist in interpreting text by directly representing important concepts from the corresponding written text		
AUDIO STIMULUS (Optional)	Spoken language is academic, abstract, and/or archaic, and the dialogue establishes meaning that is often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some archaic and academic vocabulary, and the dialogue establishes meaning that is sometimes implicit; the content introduces some ideas not present in the text with which it is paired		Spoken language is simple, conversational, and/or familiar, and the dialogue establishes meaning that is highly explicit, straightforward, and easy to understand; the content bears a clear relationship to content in the text with which it is paired and may even repeat the same language		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential for gaining a deeper understanding of the text with which it is paired; it may provide additional information not otherwise conveyed in the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand but not entirely predictable		The visual presentation is easy to understand; it engages the reader more than it enhances understanding of the text with which it is paired		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		