# Qualitative Analysis of Informational Text Complexity

**Text Title:**                                        **Author:**

**Publisher / Source:**

*Check the appropriate levels of complexity, then determine **Overall Qualitative Complexity**:*

| | | **LESS COMPLEX**<br>Slightly to Moderately Complex | **MORE COMPLEX**<br>Very to Exceedingly Complex |
|---|---|---|---|
| **STRUCTURE** | **Connections** among ideas, processes, or events | ❍ explicit and clear; fewer number of connections | ❍ implicit, subtle, deep, intricate, and often ambiguous; extensive range of connections |
| | **Text Organization** | ❍ chronological, sequential, or easy to predict | ❍ may contain multiple pathways or exhibit some discipline-specific traits |
| | **Text Features** *(if used, such as Table of Contents, Glossaries, Headings & Subheadings, Sidebars, …)* | ❍ … help the reader navigate and understand content but are not essential to understanding content | ❍ … directly enhance or essential to the reader's understanding of content |
| | **Graphics** *(if used, such as Diagrams, Charts, Graphs, Maps, Pictures, Cartoons)* | ❍ non-essential or supplemental for understanding the text; may support and assist readers in understanding the text | ❍ support or are integral to understanding the text; may provide information not otherwise conveyed in the text |
| **LANGUAGE** | **Language Conventionality** | ❍ explicit, literal, straightforward, and easy to understand; may have some occasions for more complex meaning | ❍ dense and complex; contains abstract, ironic, and/or figurative language |
| | **Vocabulary** | ❍ mostly contemporary, familiar, and conversational; rarely overly academic | ❍ fairly complex and sometimes unfamiliar, archaic, subject-specific, or academic; may be ambiguous or misleading |
| | **Sentence Structure** | ❍ mainly simple sentences; some compound sentences; some complex constructions | ❍ mainly complex sentences, with several subordinate phrases or clauses and transition words; sentences often contain multiple concepts |
| **KNOWLEDGE Demands** | **Subject Matter Knowledge** | ❍ common, practical knowledge; includes simple, concrete ideas; may contain a few more complicated, abstract ideas | ❍ moderate to extensive levels of discipline-specific or theoretical knowledge; includes a range of recognizable ideas and challenging abstract concepts |
| | **Intertextuality** | ❍ no or few references or allusions to other texts, or outside ideas, theories, etc. | ❍ some to many references or allusions to other texts or outside ideas, theories, etc. |
| **PURPOSE** | | ❍ explicitly stated, clear, concrete, and narrowly focused; or implied but easy to identify based on context or source | ❍ subtle, intricate, and difficult to determine; more theoretical or abstract than concrete |

*Adapted in Massachusetts from CCRSIA materials.*