Qualitative Analysis of Informational Text Complexity

Adapted in Massachusetts from CCRSIA materials   *Check the appropriate level of complexity for each feature.*

INFORMATIONAL TEXT		LESS COMPLEX Slightly to Moderately Complex	MORE COMPLEX 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	**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

Text Title: **Author:**   **Publisher / Source:**   **Overall Qualitative Complexity:**