

Qualitative Analysis of Informational Text Complexity

Text Title:

Author:

Publisher / Source:

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

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

Adapted in Massachusetts from CCRSIA materials.