# Text Complexity Analysis Worksheet

**Text Name & Author:**

**Text Description:**

## Qualitative Analysis

### Exceedingly Complex

- **Purpose/Meaning:** Multiple competing levels of purpose/meaning that are difficult to identify, separate, and interpret; is theoretical, abstract, implicit or subtle, often ambiguous and revealed over the entirety of the text

### Very Complex

- **Purpose/Meaning:** Multiple levels of purpose/meaning that may be difficult to identify, separate, and interpret, is more abstract, implicit, or subtle than concrete and may be revealed over the entirety of the text

### Moderately Complex

- **Purpose/Meaning:** Two or more levels of purpose/meaning clearly distinguished and easy to identify from each other, is clear based on context or source but may be conveyed with some subtlety

### Slightly Complex

- **Purpose/Meaning:** One level of purpose/meaning explicitly stated and concretely conveyed; is obvious and revealed clearly and early in the text

## Text Structure

- **Organization:** Connections are deep, intricate and often ambiguous with regard to ideas, processes or events or point of view, time shifts, multiple characters, storylines and detail
- **Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text

## Language and Conventions

- **Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language
- **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
- **Sentence Structure:** Mainly complex sentences with subordinate clauses, phrases and transitions

## Knowledge Demands

- **Understanding:** Explores complex, sophisticated or abstract ideas and themes; knowledge relied on or experiences portrayed require extensive discipline-specific or theoretical knowledge or are distinctly different from the common reader
- **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts, outside ideas, or cultural elements

## Purpose / Meaning

- **Purpose/meaning:** Use professional judgment in determining the level of complexity present in the text with regards to knowledge demands, meaning/purpose, text structure, language features, and visual supports.

## Quantitative Analysis

- **Lexile Score:**
- **Grade Band Range:**

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**Note:** Use computer based quantitative tools to analyze text complexity and grade band placement.
<table>
<thead>
<tr>
<th>Reader and Task</th>
<th>Note any “outside factors” that teachers should consider with regard to this particular text. Is it a good “match” to the student based on content, ability, interest, and understanding? Are the tasks associated with the text aligned with the purpose behind reading it? What skills should be particularly reinforced when reading this text to help readers when encountering similar texts in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Complexity</td>
<td>What challenges are posed to readers when the content or theme is considered? How can teachers anticipate these challenges and help students approach the content or theme respectfully and in a mature manner?</td>
</tr>
<tr>
<td>Cognitive Capabilities</td>
<td>What challenges are posed to readers who lack the ability to focus their attention? How can teachers anticipate these challenges and help students make the necessary connections among the various details?</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>What challenges are posed to readers who lack visualization or inferential skills? How can teachers anticipate these challenges and help students ask the right questions to improve comprehension?</td>
</tr>
<tr>
<td>Motivation &amp; Engagement</td>
<td>What challenges are posed to readers who lack motivation as readers? How can teachers anticipate these challenges and help students become interested in the content?</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>What challenges are posed to readers with regards to assumed background knowledge? How can teachers anticipate these challenges and help students address them without front-loading the reading experience?</td>
</tr>
<tr>
<td>Tasks &amp; Assessment</td>
<td>What challenges are posed to readers when the tasks planned for assessment are considered? How can teachers anticipate these challenges and help students complete the tasks successfully?</td>
</tr>
</tbody>
</table>

**Final Placement Recommendation**

Using the Quantitative Analysis results as a starting point, use professional judgment to factor in the results of the Qualitative and Reader and Task Analyses to determine what grade band to place the text in as well as where in the grade band. Briefly explain the recommended placement below.

<table>
<thead>
<tr>
<th>Grade Band Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement within Range:</td>
</tr>
</tbody>
</table>