Informational Complexity Analysis Worksheet

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

<table>
<thead>
<tr>
<th>Stimulus Title</th>
<th>Stimulus Author</th>
<th>CCSS Grade Bands</th>
<th>Text-Analysis Tools</th>
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<td>VISUAL/VIDEO STIMULUS</td>
<td>KNOWLEDGE DEMANDS</td>
<td>LANGUAGE FEATURES</td>
<td>PURPOSE</td>
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Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

<table>
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<tr>
<th>Criteria</th>
<th>Very Complex</th>
<th>Mark (as percent)</th>
<th>Moderately Complex</th>
<th>Mark (as percent)</th>
<th>Readily Accessible</th>
<th>Mark (as percent)</th>
<th>NOTES</th>
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<tr>
<td>PURPOSE</td>
<td>The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract</td>
<td></td>
<td>The primary purpose of the text is not stated explicitly but is easy to infer based on context or source; the text may include multiple perspectives</td>
<td>The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective</td>
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<tr>
<td>TEXT STRUCTURE</td>
<td>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</td>
<td></td>
<td>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</td>
<td>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</td>
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<td>LANGUAGE FEATURES</td>
<td>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</td>
<td></td>
<td>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</td>
<td>Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences</td>
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<tr>
<td>KNOWLEDGE DEMANDS</td>
<td>The subject matter of the text relies on little or no 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</td>
<td></td>
<td>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</td>
<td>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</td>
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<tr>
<td>USE of GRAPHICS</td>
<td>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</td>
<td></td>
<td>Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text</td>
<td>Graphics are simple and may be unnecessary to understanding the text</td>
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<td>AUDIO STIMULUS</td>
<td>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 indicate</td>
<td></td>
<td>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</td>
<td>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</td>
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<tr>
<td>VISUAL/VIDEO STIMULUS</td>
<td>The visual presentation is essential to understanding the text; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text</td>
<td></td>
<td>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</td>
<td>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</td>
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Final Placement Recommendation

<table>
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<th>Grade Level</th>
<th>Complexity Level</th>
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Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.

Notes