Protocol for Measuring Text Complexity

Text being measured: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Text: Literary \_\_\_ Informational \_\_\_

1. **Quantitative Measures**:

Find the appropriate grade band for the text using the chart below. (If Lexile measures are not available, you may locate the text’s Lexile level at: [www.Lexile.com](http://www.Lexile.com) )

|  |  |
| --- | --- |
| Text Complexity Grade Band in the Standards | Lexile Ranges Aligned  to CCR expectations |
| K-1 | N/A |
| 2-3 | 450-790 |
| 4-5 | 770-980 |
| 6-8 | 955-1155 |
| 9-10 | 1080-1305 |
| 11-CCR | 1215-1355 |

Text Complexity Grade Band based upon quantitative measures from above: \_\_\_\_\_\_\_

1. **Qualitative Measures:**
2. Read the text or excerpt. Record any ideas, vocabulary, or text characteristics that could make this text difficult to read.
3. Use the *Text Complexity:* *Qualitative Measures Rubric* that corresponds to the appropriate text type (literary/informational). Check the appropriate boxes that correspond to each qualitative measure category.

1. Based upon the findings from the rubric, identify the complexity descriptor for each category of qualitative measures and include any notes to extend your thinking.

|  |  |  |
| --- | --- | --- |
| **Qualitative Measures Categories** | **Complexity Descriptor**  (e.g., Very Complex, Complex, Somewhat Complex, Simple) | **Notes**  Examples:  Language: Uses some figurative language (e.g., juxtaposing literal *bread* with the metaphorical *bread* *of knowledge*).  Knowledge Demands: general background knowledge about slavery and race in mid-nineteenth-century America is helpful. |
| Levels of Meaning/Purpose |  |  |
| Structure |  |  |
| Language Conventionality and Clarity |  |  |
| Knowledge Demands |  |  |

1. **Reader-Task Considerations:**

These are to be determined locally with reference to such variables as a student’s motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.

Participants should engage in deep discussions regarding the specific text and their learners’ backgrounds and needs.

1. **Recommended Placement:**

Based upon the text complexity grade band derived from quantitative measures, information gathered using the qualitative rubric, and any reader-task considerations, recommend a text complexity band for this text.

(Complexity bands: K-1, 2-3, 4-5, 6-8, 9-10, or 11-12)

RECOMMENDED PLACEMENT: \_\_\_\_\_\_\_\_