Informational Complexity Analysis Worksheet			CCSS Grade Bands	Text-Analysis Tools		
Stimulus Title		Stimulus Author				
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band				Lexile	SR	RMM
Lexile			2-3	420-820	0.36-5.62	3.53-6.13
Source Rater			4-5	740-1010	3.97-8.40	5.42-7.92
Reading Maturity Metric			6-8	925-1185	5.85-10.87	7.04-9.57
			9-10	1050-1335	8.41-12.26	8.41-10.81
			11-CCR	1185-1385	9.62-13.47	9.57-12.00

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective		
TEXT STRUCTURE	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		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		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		
LANGUAGE FEATURES	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		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		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, 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		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		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		
USE of GRAPHICS (Optional)	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		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	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 intricate		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		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		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		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		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		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		