Protocol for Measuring Text Complexity

Text being measured: _A Wrinkle in Time_ by Madeleine L'Engle

Type of Text: Literary _**X**__   Informational ___

I.   **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)

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: ___740L____

II.   **Qualitative Measures:**

A.   Read the text or excerpt. Record any ideas, vocabulary, or text characteristics that could make this text difficult to read.

Vocabulary (e.g., v_ulnerable, preliminaries, diction, serenely, crisper, exclusive, prodigious,_

subdued, contented, sullen, resentment, repulsive)

Ideas and Literary Techniques:

- Time change
- Concept of physics in title
- Allusions
- Imagery

B.   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.   See below

C. 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	Complex	Multiple themes- conformity, good vs. evil, fate and free will, etc.
Structure	Somewhat Complex	Mostly explicit structure. Very few shifts in point of view Shifts in time.
Language Conventionality and Clarity	Somewhat Complex	A great deal of imagery adds to the level of sophistication (e.g., *The furnace purred like a great, sleepy animal; the lights glowed with steady radiance; outside, alone in the dark, the wind still battered against the house, but the angry power that had frightened Meg while she was alone in the attic was subdued by the familiar comfort of the kitchen.*) Character stuttering
Knowledge Demands	Somewhat Complex	Multiple themes, but clearly fantasy

III.   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.

IV.   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: ____6-8_____