

Protocol for Measuring Text Complexity



Text being measured: *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger

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

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
<u>2-3</u>	<u>450-790</u>
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: 670L

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., *scattered, hemisphere, raised, astronomers, mammoth, peak, base*)

Ideas:

- spatial comparisons (size of a state, miles wide)
- geography (solar system, Mars, Earth, United States)

- 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 chart 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: <u>Language</u> : Uses some figurative language (e.g., juxtaposing literal <i>bread</i> with the metaphorical <i>bread of knowledge</i>). <u>Knowledge Demands</u> : general background knowledge about slavery and race in mid-nineteenth-century America is helpful.
Levels of Meaning/Purpose	Simple	Title explicitly describes the purpose of the text: Focus thinking for discovering about Mars.
Structure	Somewhat Complex	Organization of main ideas and details may be complex at times. Many details attempt to build background, but may be cumbersome for a student to organize in their mind.
Language Conventinality and Clarity	Somewhat Complex	Vocabulary contains a number of tier two words: (i.e. <i>scattered, raised</i>) and tier three words: (i.e. <i>hemisphere, basin, etc.</i>) that could increase the knowledge demands.
Knowledge Demands	Somewhat Complex	Requires moderate levels of subject-specific knowledge (i.e., understanding of volcanoes, solar system, Mars)

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: 4-5