FIGURE 2.4:

Collaborative Team Protocol for Determining Text Complexity

Title of text: _____

Author: _____ **Publication date:** _____

Current Experiences

What is the current use of the text? (Include grade level, content area, and unit or topic.)

What have our experiences been with using this text?

What are its positive outcomes?

What are its drawbacks?

Quantitative Measures

What is the quantitative measure of this text? What measure did we use?

Qualitative Factors

1 = Comfortable (texts that are comfortable or build background, fluency, and skills)

2 = Grade level (texts that require grade-appropriate skills)

3 = Stretch (texts that stretch a reader's thinking or require instruction)

Levels of Meaning and Purpose	Rating	Structure	Rating	Language and Conventionality	Rating	Knowledge Demands	Rating
Density and complexity		Genre		Standard English and variations		Background knowledge	
Figurative language		Organization		Register		Prior knowledge	
Purpose		Narration		Score		Cultural knowledge	
Score		Text features and graphics				Vocabulary knowledge	
		Score				Score	
						Total qualitative score	

Questions for Considering the Reader and the Task

Will this text maintain our students' attention?

Will this text require specialized supports (such as language support or accommodations)?

Does the text's topic or genre interest our students?

Does the reader possess the needed metacognitive skills to comprehend the text?

Does the reader have sufficient background or prior knowledge to link to new information?

What direct experiences do our students have that may make this text more accessible?

Does this text require modeling of comprehension and word-solving strategies?

Does the task match the readers' collaborative learning and social skills?

Does the task provide sufficient challenge for our students, while avoiding protracted frustration?

Recommendations for Using This Text

For which grade is this text most appropriate, given the qualitative and quantitative analyses?

What are the specific teaching points necessary for student understanding?

Would this text be best for whole-class instruction, small-group learning, collaborative activities, or independent tasks?