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| **Selecting Text Tool**Adapted by CRESST, UCLA 2014 |
|  **Title and source:** |  |
| **Author:**  |  | **Grade Level and area:** |  |

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| **Factors Affecting Text Challenge** | **Notes** |
| **Age appropriateness**Consider:• word recognition demands (sight words & decoding)• age of the main character(s)• prior knowledge assumed by the text• maturity required to deal with the themes • familiarity of contexts, settings, and subject matter • likely interests, motivation, and experiences  of readers |  |
| **Complexity of ideas**Consider:• accessibility of the themes• implied information or ideas (requiring readers to infer)• irony or ambiguity• abstract ideas• metaphors and other figurative or connotative language• technical information • support from illustrations, diagrams, graphs, and so on |  |
| **Structure and coherence of the text**Consider:• flashbacks or time shifts• narrative point of view • mixed text types• connections across the text• examples and explanations• competing information• length of paragraphs• unattributed dialogue• use of headings and subheadings |  |
| **Syntactic structure of the text**Consider:• sentence length• the balance of simple, compound, complex, or incomplete sentences• use of passive voice or nominalization• repetition of words or phrases• changes in verb tense |  |
| **Vocabulary difficulty**Consider:• unfamiliar vocabulary• technical and academic terms, non-English words, and proper nouns• sentence-level and/or visual support• contextual clues• the use of a glossary or footnotes |  |
| **Length of Text** |  |

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| **Estimated Reading Year Level:** | Notes: |

This tool is adapted with permission from the Ministry of Education, New Zealand website, [www.nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-19-April-2012/Framework-for-estimating-text-difficulty](http://www.nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-19-April-2012/Framework-for-estimating-text-difficulty).