



**New York State Regents Examination in English Language Arts (Common Core)
Text Complexity Form: Quantitative and Qualitative Review**

The appropriateness of texts for use on the Regents Exam in ELA(CC) is evaluated through the use of both quantitative and qualitative analysis in accordance with the *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A* requirements.

The Quantitative Analysis of each text is conducted using the Lexile Framework and at least two other measures such as ATOS, DRP, Flesch-Kincaid, etc. These measures are based on computer analysis of text characteristics, such as word length or frequency, sentence length, and text coherence. While these measures provide an indication of text complexity, they are inappropriate for poetry and may underestimate or overstate the complexity of some texts. Texts that score outside of the 11th-CCR Band must be justified for use on the exam by the Qualitative Analysis.

The Qualitative Analysis of all texts is conducted by experienced English teachers who evaluate the appropriateness of the text for the exam based on its content, knowledge demands, richness and complexity, structure and organization, and language use and vocabulary.

Text Title:

Author:

Text is/is not appropriate:

Quantitative Analysis					
(Justification must be completed if the text does not fall within the 11 th -CCR Band on the Lexile Framework index)					
CCLS Grade Band	Lexile	ATOS	DRP	Flesch-Kincaid	Other
Text Index and Grade Band					
Justification Based on Qualitative Analysis (If the quantitative analysis index is not within the 11 th -CCR Band, present evidence based on the Qualitative Text Complexity Analysis that justifies its placement in the 11 th -CCR Band.)					
Reviewer and Date:					

Guide for CCLS Grade Band Text Difficulty Indices

Directions: Enter the text difficulty index for the Lexile Framework and two other indices in the appropriate boxes below. If the Lexile is not within the 11th-CCR Grade Band, the Qualitative Analysis must be performed and a justification written for the text.

CCLS Grade Band	Lexile Framework	ATOS	DRP Degrees of Reading Power	FK Flesch-Kincaid	SR Source Rater	RM Pearson Reading Maturity Metric	Other
2 nd -3 rd	420-820	2.75-5.14	42-54	1.98-5.34	.05-2.48	3.53-6.13	
4 th -5 th	740-1010	4.97-7.03	52-60	4.51-7.73	.84-5.75	5.42-7.92	
6 th -8 th	925-1185	7.00-9.98	57-67	6.51-10.34	4.11-10.66	7.04-9.57	
9 th -10 th	1050-1335	9.67-12.01	62-72	8.32-12.12	9.02-13.93	8.41-10.81	
11 th -CCR	1185-1385	11.20-14.10	67-74	10.34-14.20	12.30-14.50	9.57-12.00	

Qualitative Analysis		
Criteria	Use text-based evidence to support the text's appropriateness for the 11 th -CCR Band and use on the Regents Exam in ELA	Yes or No
1	Is the text content 11th-CCR Band appropriate?	
2	Are the prerequisite knowledge demands required to understand the text 11th-CCR Band appropriate?	
3	Is the text richness and complexity—levels of meaning or purpose, informational content 11th-CCR Band appropriate?	
4	Is the text structure and organization—reasoning, argumentation 11th-CCR Band appropriate?	
5	Is the text language use—sentence variety, syntax, figurative language, etc., 11th-CCR Band appropriate?	
6	Is the text vocabulary—academic language, technical words, etc., 11th-CCR Band appropriate?	
7	Overall is this text appropriate for the CCLS 11th-CCR Band?	