Kandoolu Reading's Text Complexity Levels:
Defined by Allegheny Intermediate Unit's Reading Achievement Center

Text complexity refers to a measure of the knowledge demand required of a reader to understand and interact with a text. The complexity of a text takes into account quantitative measures (such as word frequency, sentence length, and text cohesion), qualitative measures (such as levels of meaning or purpose, a text's literary structures or devices, the type of language used, and reader background knowledge required to understand it), and reader and task considerations (such as the abilities of our students and the tasks we are asking them to do with what they have read) to determine how much complexity is involved.

Texts in the reading portion of the ELA Kandoolu app are categorized into three complexity levels. For each grade level, complexity was determined based on the demands of that grade level's Core standards. Complexity of texts takes into account some or all of the following factors:

- Texts categorized as "**Low**" complexity have high readability based on expectations for the grade level, contain ideas that are explicit and clear, rely on practical everyday knowledge, and are organized in chronological, sequential, or easy to predict order.
- Texts categorized as "**Medium**" complexity contain language and vocabulary that make readability more challenging, include a mix of simple and more complicated or abstract ideas, rely on a mix of common practical knowledge and domain-specific content knowledge, and organizational structures may include multiple pathways or more sophisticated structures.
- Texts categorized as "**High**" complexity contain more complex academic vocabulary and increased sentence complexity, require the reader to make implicit or subtle connections among a range of abstract or ambiguous concepts and ideas, rely more heavily on discipline-specific or theoretical knowledge, and organizational structures are intricate and deep.