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Inside Satisfaction: what it means, how to increase it

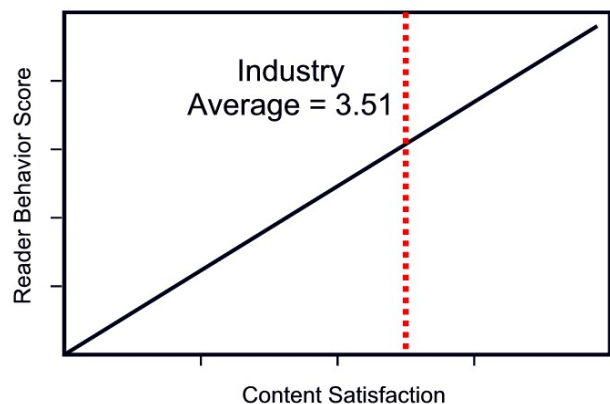
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Summary

The first wave of Readership Institute research centered on the fundamental question, “Can decades of newspaper readership decline be reversed?” The answer is definitively yes. The things that newspapers can control – such as editorial and advertising content, service and brand – are much more powerful drivers of readership than the forces newspapers can’t control, such as increased competition, demographic change and perceived “no time to read.”

The Impact study also showed a clear, strong link between satisfaction with content and readership. The graph at right shows content satisfaction plotted across the bottom and Reader Behavior Scores¹ along the vertical axis. The industry average content satisfaction is 3.51 on a scale of 5. As satisfaction increases, so does readership of the newspaper.



In other words, if editors can make improvements to content that result in higher reader satisfaction, that translates directly and dramatically into higher RBS.

But what does it mean when a reader says that he or she is “satisfied”?

¹ A Reader Behavior Score is a number between one and seven that reflects each respondent’s time spent with the newspaper, completeness of reading and the number of days read per week. For exact instructions on how to calculate an RBS score visit www.readership.org

That's where this study picks up. Its purpose was to gain insights into what happens when ordinary people read newspaper articles. How do they judge a story? What makes a difference in their experience? What elements of writing influence the reading experience?

Briefly, here is what we found.

- Importance of the story topic to the reader was the single most significant factor contributing to satisfaction, accounting for about 40 percent of a story's satisfaction rating. Selecting the right topics, and within those topics the right news events or stories to cover, constitute the first and most crucial step to drive reader satisfaction with stories.
- Even within topics that readers say are important, not all stories are created equal. Readers can be more satisfied with the best stories about topics of relatively less importance than by the worst stories about topics of greater importance.
- Readers use four key criteria when judging a newspaper story: appeal, relevance, readability and information. These criteria are not equal in readers' minds; there is a hierarchy of importance.

When readers encounter a story about a topic that is important to them, how do the four key criteria come into play?

Appeal is the strongest element. Appeal simply means readers find the story interesting and enjoyable and they want to read more stories like it. If a story isn't interesting in the first place, improving readability or making the information more complete, won't make it satisfying.

Relevance follows closely behind in readers' judgment of stories. Relevance has to do with whether the story relates to readers' lives, gives them information they can use and makes them feel they can make a difference.

Next is **information**, which means the story is clear, complete, balanced and factually accurate. (Information relates closely to relevance, suggesting that informational quality is judged by how well the story connects with readers, as much as on accuracy, clarity and the other information factors.)

Finally, **readability** means the story is easy to read, not dull and dry, or complicated or hard to follow. (Readability relates closely to story appeal. A story that is difficult to read is much less likely to be judged appealing.)

These are elements that editors should keep top of mind when assessing story ideas, making story assignments, coaching writers as they work through the reporting/writing process, and editing and presenting their work. To help with this, we've included a checklist on pp.5-6. It is adapted from the analysis form that we used with readers who took part in the study.

Implications and Applications

This study underscores the need for newspaper editors to focus first and foremost on the “right” topics and, within those topics, the “right” news events and issues to cover. If readers do not come to the newspaper with an already formed interest, in most cases you will not be able to write or present your way into their attention.

Fortunately, as earlier analyses of the Impact study showed, readers tend to have a fairly wide range of interests, and there is no suggestion from this or other research that newspapers should set a narrow topic agenda. But what this does indicate is that editors’ judgments should be based on as much knowledge about current and desired readers as they can muster – formal and informal research, experience in the community, etc.

News and other executives could start by asking themselves:

- How are we doing now? Are we covering topics of the highest interest to current and desired readers? Are we getting the “best” stories (in terms of appeal, relevance, information and readability) into the newspaper?
- What kinds of information do we and other editors need to identify topics and assign/select better stories?
- Do editors have that information? Do they use it?
- Do all journalists in the newsroom have the necessary information?
- Do all journalists in the newsroom understand who current readers are now, and who the newspaper wants to attract?
- How do editors help others develop “news judgment” that is informed in part by reader needs?
- What about the rest of the building? Do circulation, advertising, marketing and other employees need the same reader information to better do their jobs and better help the newsroom do its job?
- Picking the “right” topics and stories is key, but it’s not everything. How do we help the newsroom and other parts of the newspaper understand that creating content that connects with readers is not just a matter of developing/covering a cookie-cutter list of topics?

In its work with newspapers, the Readership Institute often finds that employees (at all levels) are not as attuned to readers’ priorities or their reading experience as they believe themselves to be. To help close that gap, the survey tool that the Readership Institute developed for this study can be easily used internally for a critique tool. It requires users to put themselves into readers’ shoes and rate stories as readers might. Some suggested applications:

- Provide the tool to reporters and editors as a way of assessing an assignment or story before, during and after the reporting/writing process.
- Make it part of the orientation and training for new hires.
- Use it as a tune-up or remedial tool.
- If you do story critiques on a regular or semi-regular basis, use it as a framework to help guide your assessment.

- Ask colleagues in other departments to assess a story or a selection of stories.
- Select a story or a group of stories, give the reader survey tool to readers and the critique tool to reporters/editors, and compare the results.

The rest of this report explains the findings in more detail, the methodology that was used and the reader survey instrument.

Internal critique tool for stories

Put yourself in the shoes of your readers. Read the story as they would and then rate the extent to which you think readers would agree or disagree with the following statements about the story:

	Strongly Disagree		1	2	3	4	5	6	Strongly Agree
1. Readers will learn something from the story	1	→	2	3	4	5	6		
2. Readers will find it hard to follow	1		2	3	4	5	6		
3. Readers will say the story is interesting	1		2	3	4	5	6		
4. They will find the story easy to read	1		2	3	4	5	6		
5. Readers will agree that it shows all sides of the issue	1		2	3	4	5	6		
6. This story will make readers feel hopeful	1		2	3	4	5	6		
7. It gives readers all the important facts	1		2	3	4	5	6		
8. Readers will find the story dull and dry	1		2	3	4	5	6		
9. This story may inspire readers to get involved in the community	1		2	3	4	5	6		
10. It is clear to readers what the story is about	1		2	3	4	5	6		
11. Readers will enjoy reading this story	1		2	3	4	5	6		
12. Readers will say this story should be longer	1		2	3	4	5	6		
13. The story gives readers information they can use	1		2	3	4	5	6		
14. Readers will find it relaxing to read	1		2	3	4	5	6		
15. This story relates to many readers' own lives	1		2	3	4	5	6		
16. Readers will think it is too complicated	1		2	3	4	5	6		
17. This story makes readers feel that they can make a difference	1		2	3	4	5	6		
18. Readers will believe this story seems factually accurate	1		2	3	4	5	6		
19. Readers will willingly choose to read this story	1		2	3	4	5	6		
20. Readers will say the story should be shorter	1		2	3	4	5	6		

21. Readers will find that the story is important	1	2	3	4	5	6
22. Readers would like to read more stories like this	1	2	3	4	5	6
23. The story is relevant to the ordinary reader	1	2	3	4	5	6
24. How much of the story will the ordinary person read?	$\frac{1}{4}$		$\frac{1}{2}$	$\frac{3}{4}$	All	
25. How important will an ordinary reader say this topic is to him or her?	Not Important		Somewhat Important		Very Important	

How the Study Was Conducted

The Readership Institute asked readers and non-readers to read and respond to typical newspaper stories that had been prepared for this study by several editors and reporters across the country. We limited the topics to health, crime, politics and education – topics that the first wave of Impact research had identified as having broad interest across gender and age, and high to moderate potential to grow readership. (For complete methodology see Appendix A; for samples of stories see Appendix E).

For each broad topic, newspapers submitted coverage of three news events. Each news event was covered in three ways: one 500-word inverted pyramid structure, one 500-word narrative structure and one 1,000-word narrative structure. The stories were edited for consistency in terms of structure, length, clarity, complexity of sentences and paragraphs, readability of language, spelling and grammar.

Using intercept techniques at a shopping mall and YMCA in Rockford, IL, we asked more than 800 adults to read a series of five stories. After reading each one, they answered a series of questions that probed their reactions.

The questions were designed to explore different areas of the concept of “satisfaction” – overall liking of the story, perception of relevance and usefulness of the story, perception of the quality of the information, and the effort the reader must invest in order to read the story. The questions asked readers’ personal opinions; they did not test comprehension.

It is important to note that this study focused specifically on writing. Other factors including visual presentation, placement, use of photographs and graphics were excluded from the study. We also did not explore how “localness” influences satisfaction. These are potential aspects of satisfaction that should be flagged for future investigation as we look to discover other influences.

The Elements of Satisfaction

When we examined how readers rated the stories on the 23 questions designed to probe satisfaction, a pattern emerged. The questions cluster into four major factors:

- **Appeal**
Story is interesting, enjoyable, and readers want to read more.
- **Relevance**
Story relates to readers’ lives and connects them to others, gives information they can use.
- **Information**
Story is clear, complete, balanced and factually accurate.

- **Readability**

Story is easy to read, not dull and dry, or complicated or hard to follow.

(See Appendix C for more details about the questions that comprise each factor)

We also asked readers about how important the story topic is to them and how much of the story they read. The “importance to me” of the topic proved to be a significant component of the overall satisfaction.

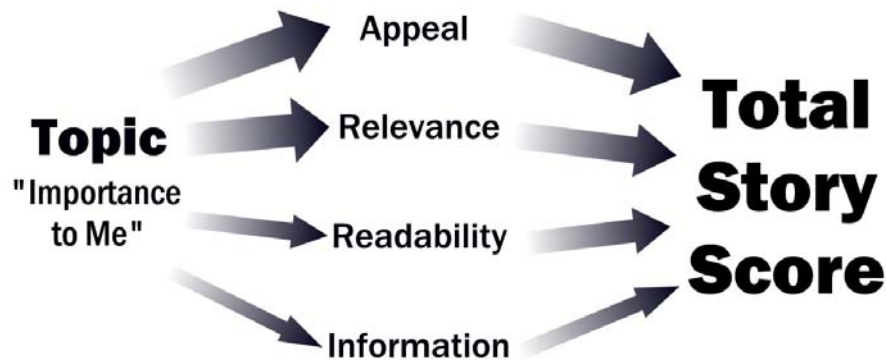
The next challenge was to explore how the four factors and topic importance interact to create an overall experience.

We computed a “total story score” based on the average of the 23 satisfaction ratings. This score allows us not only to see the total reaction to a story, it also lets us gauge how important each element is to the overall feeling of satisfaction.

Statistically we determined that appeal is the most central part of the total story score. That makes good conceptual sense because appeal includes such items as how interesting the story is and if readers would want to read more stories like it. Relevance is the second strongest element, followed by readability and information.

The rating of “importance to me” of the topic is related to each of the four elements of satisfaction and the total story score. Topic importance to readers explains about 40 percent of the total story score. It connects most strongly with the appeal and relevance ratings. It has less influence on reader evaluation of readability and information. This is logical because the appeal and relevance ratings reflect whether readers find the information relevant to them personally and would like to read more stories like it.

So perception of how important a topic is to them is a crucial factor in how they will assess a story – whether they like it, find it relevant, and even, to some degree, how informative it is and how readable it is.

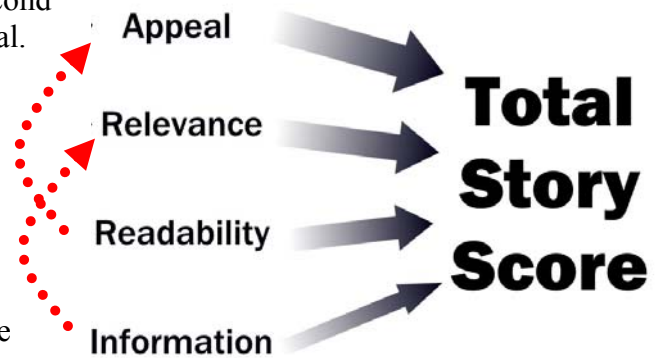


The reading dynamic that emerges from the study suggests this: the single most important thing readers consider when they judge a story is whether it's about something they care about. The subject determines much of the story's appeal and relevance to the reader.

Once we had explored how each of the elements of satisfaction contribute to readers' evaluation of the story overall, we then looked at how the elements relate to one another. Although there was some relationship between all the elements – which makes sense as they are all components of satisfaction – there were several points that stood out.

The first was the strong connection between readability and appeal. Readability has the strongest relationship with the appeal rating of any of the three components. This suggests that improving readability may be the most direct route, second only to changing the topic, to increasing a story's appeal.

Similarly we found a connection between information and relevance. The relationship between information and relevance scores suggests that readers gauge the informational quality of a story not on objective measures but more on whether it gives them information that's useful and meaningful to them personally. Relevance may, in fact, be a proxy measure for reader's opinion of informational quality.



We studied differences in the reading dynamic across age groups, gender, education and current newspaper readership. We found the pattern to be remarkably constant in all cases. We had suspected that non-readers would judge stories differently from those who read regularly. While, as might be expected, heavy readers rated stories higher overall, the elements of satisfaction were given the same weight as with light readers.

This reading dynamic poses two challenges to editors and reporters: how to select more stories that matter to readers and how to make them more readable. In the next sections we explore possible approaches that we tested and what we discovered.

Selecting the Right Stories and Making Them Easier To Read

We wanted to test how other journalistic decisions influence readers' ratings. The list of ways that news stories can differ is long and it's impossible to test them all at once. We decided to focus on these differences in approach:

- **Story topic**
Do readers judge with different criteria depending on what the story is about? To see if the rating dynamic differed among types of stories covered, we had participants read one crime, politics, health, and education story.
- **News judgment**

Within a topic, we offered three different news events to see how a specific story choice, within a broad category, influences rating.

- **Length**

The same news stories were written in a 500-word narrative version and a 1,000-word narrative version to see how length influences ratings.

We controlled for other writing differences including style, tone, grammatical complexity and informational richness by editing stories carefully to achieve consistency.

Topic & News Judgment

As we discussed earlier, how important a topic is to readers is a strong predictor of overall satisfaction. Approximately 40 percent of a story's total score comes from the "importance to me" score.

In comparing the ratings of the four topics, there are clear differences. For total satisfaction scores, health received the highest rating with 4.00 on a scale of 6. Politics rated second with 3.85, education rated 3.70 and crime rated lowest with 3.44. Although the differences are not large, they are statistically significant. Women rated health and education higher in importance than men. Crime and politics ratings showed no gender differences.

The new, more robust, satisfaction measurements give a sense of what lies behind consumers' overall feeling of the story. It gives insight into the reading experience and what benefits readers take away from reading the story.

These total satisfaction scores closely reflect the readership improvement potential scores from the first wave of the Impact study of readership, which related satisfaction/importance ratings to actual reading behavior. Topics are ranked by their ability to increase readership. This smaller study confirms the overall rankings (with the slight change in rankings between crime and education) and reinforces the importance of selecting topics of high interest.

1. Community announcements, obituaries, stories about ordinary people
2. **Health**, home, food, fashion & travel
3. **Government/politics**, war/international
4. Natural disasters/accidents
5. Movies, TV, weather
6. Business, economics, personal finance
7. Science, technology, environment
8. **Police/crime**, courts/ legal
9. Sports
10. **Education**
11. Parenting, relationships, religion
12. Arts
13. Automotive
14. Popular music

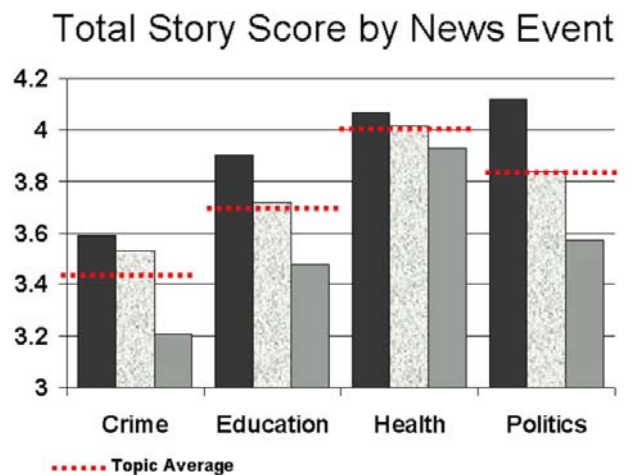
15. Jobs & career

The importance of selecting the right story topics comes with a significant caveat: having a list of high-priority topics doesn't diminish the importance of good news judgment that resonates with readers.

The study design enabled us not only to evaluate an overall reaction to health stories but also to compare how coverage of different health news events rated.

The graph at right shows the total story score for each of the 12 events covered (remember that each broad topic area had examples from three different news events). Although we see a clear pattern in how general topics were rated, there's a substantial spread between individual news events. Although crime stories rated lowest overall, the best crime story was still better than the worst politics story.

It's beyond the scope of this study to quantify good news judgment. The differences between a compelling and bland news event are too many to be measured with our few stories and summarized in a sentence. But we clearly see the benefit of an editor's judgment in increasing satisfaction.



Increasing Readability

As mentioned earlier, readability seems to be the most direct way to increase story appeal after selecting topic. Another goal of this study was to explore how length influences readability and overall satisfaction.

Each of the 12 news events covered in health, politics, education and crime was written in three different ways: a 500-word inverted pyramid; a 500-word narrative; and a 1000-word narrative.

Readers do recognize value in longer stories. They rated the 1,000-word stories higher on their information score than the same news event covered in 500 words. They rated the stories higher for giving all the important facts and showing all sides.

But that increased informational value comes with a price tag. Readers also rate longer stories as less readable than shorter ones. Readability scores overall drop from 4.37 to 4.12 when length is doubled. The difference is small but enough to decrease the amount of each story that participants read – even in an experimental setting where people try to carry out the task more diligently than they would normally. In particular, readers said that longer stories were hard to follow, too complicated and less relaxing to read.

As stories become longer



Easy to follow
Easy to read
Uncomplicated
Relaxing to read

Gives all the important facts
Shows all sides



The Readership Institute’s initial study showed a similarly mixed reaction to length. In some areas – arts, television and parenting for example – newspapers that ran shorter stories had higher satisfaction. But that wasn’t true for all areas. Newspapers that ran longer education and science stories had higher satisfaction in those areas. The important question seems to be whether reader interest is intense enough to overcome a more arduous reading experience.

In this study, we see how closely related story appeal is to length. In fact, “the story should be longer” is actually part of the appeal rating. Stories that were rated as appealing were also rated as “should be longer” almost automatically. If readers disliked a story, they were more likely to say “a shorter version would be better.”

Appendix A: Methodology

The survey was fielded during September and October 2001 in Rockford, Illinois. Rockford was selected because it's typical of the U.S. population demographically and socioeconomically. Participants were intercepted at the Cherry Vale Mall and the Rockford YMCA, both public places that draw from a broad cross section of the community. Participants were asked to read five typical newspaper stories as part of a Northwestern University study; they were given a \$5 incentive to complete the survey.

Participants read five randomly selected stories including one crime, politics, health and education story along with one control story. Topics were selected to have broad appeal.

The stories that each participant read were specially prepared to explore how differences in writing approach influence the reading experience.


For each topic, newspapers across the country submitted examples of three news events. Each news event was written with three different approaches: a short inverted pyramid style (500 word maximum), a short narrative style (500 word maximum), and a long narrative style (1,000 word maximum). Each story was edited to ensure consistent quality from story to story.

The stories as received didn't always adhere to the specified lengths, so all were edited to meet the length guidelines. All stories also were edited to minimize as much as possible the differing skill levels of the writers who contributed them. Language (big words vs. little words, use of jargon, etc.), sentence structure, sentence length and paragraph length also were made as consistent as possible throughout. Differences in writing style and writer voice, as a result, were minimized. The 500-word inverted pyramid story and the 500-word narrative story were edited so that the amount of information in each was the same. The two short versions also were edited to ensure roughly equal inclusion of names of people and direct quotes. The long narrative always contained additional information not in the two shorter versions, and often contained either additional quotes or additional sources.

As they read each story, participants rated each one on a series of 25 questions. The questions were designed to gauge their opinion of the story. The questionnaire also asked their interest in the topic overall as well as how much of the story they completed. The final page of the questionnaire asked a series of demographic and newspaper usage questions. A complete version of the questionnaire is in Appendix B.

Appendix B: Rating sheet and demographics questions

Please read the story as you normally would and say how much you agree or disagree with the following statements about this story:

	Strongly Disagree				Strongly Agree	
1. I learned something from the story	1	2	3	4	5	6
2. It is hard to follow	1	2	3	4	5	6
3. The story is interesting	1	2	3	4	5	6
4. The story is easy to read	1	2	3	4	5	6
5. It shows all sides of the issue	1	2	3	4	5	6
6. This story makes me feel hopeful	1	2	3	4	5	6
7. It gives me all the important facts	1	2	3	4	5	6
8. It is dull and dry	1	2	3	4	5	6
9. This story inspires me to get involved in my community	1	2	3	4	5	6
10. It is clear what the story is about	1	2	3	4	5	6
11. I enjoyed reading this story	1	2	3	4	5	6
12. This story should be longer	1	2	3	4	5	6
13. The story gives me information I can use	1	2	3	4	5	6
14. It is relaxing to read	1	2	3	4	5	6
15. This story relates to my own life	1	2	3	4	5	6
16. It is too complicated	1	2	3	4	5	6
17. This story makes me feel that I can make a difference	1	2	3	4	5	6
18. This story seems factually accurate	1	2	3	4	5	6
19. I would choose to read this story on my own	1	2	3	4	5	6
20. A shorter version would be better	1	2	3	4	5	6
21. The story is important	1	2	3	4	5	6
22. I would like to read more stories like this	1	2	3	4	5	6
23. The story is relevant to people like me	1	2	3	4	5	6
24. How much of the story did you read?	1/4		1/2		3/4	All
25. How important to you is the topic?	Not Important		Somewhat Important		Very Important	

Finally, we would like to ask a few questions for statistical purposes only. All responses are confidential.

26. Generally speaking, in an average 7-day week, which days do you read or look into a newspaper (check all that apply)?

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>		<u>Do Not Read</u>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7		<input type="checkbox"/> 8

27. How much time do you spend on an average weekday (Monday - Friday) reading or looking into the newspaper?

Do not read newspaper.....	<input type="checkbox"/> 1	31-45 minutes.....	<input type="checkbox"/> 4
1-15 minutes.....	<input type="checkbox"/> 2	46-60 minutes.....	<input type="checkbox"/> 5
16-30 minutes.....	<input type="checkbox"/> 3	61 minutes or more.....	<input type="checkbox"/> 6

28. How much time, if any, do you spend reading or looking into any part of the Sunday newspaper including any time spent during the week? (Please check one)

Do not read newspaper.....	<input type="checkbox"/> 1	2 hours to less than 2½ hours	<input type="checkbox"/> 5
Less than ½ hour	<input type="checkbox"/> 2	2½ to less than 3 hours	<input type="checkbox"/> 6
½ hour to less than 1 hour	<input type="checkbox"/> 3	3 hours or more	<input type="checkbox"/> 7
1 hour to less than 2 hours	<input type="checkbox"/> 4		

29. How much of the newspaper do you read or look into on an average weekday and an average weekend? (Please check one box for weekday and one box for weekend.)

	None/ <u>Almost None</u>	<u>1/4</u>	<u>1/2</u>	<u>3/4</u>	Almost All/ <u>All</u>
Monday-Saturday newspaper	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Sunday newspaper	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

30. Are you: Female 1 Male 2

31. Age: _____

32. What is the zip code of your home address? _____

33. How long have you lived in the town or community in which you now reside?

Years: _____ Months: _____

33. Do you consider yourself to be of Spanish or Hispanic descent? Yes 1 No 2

34. What race do you consider yourself to be? (Check only one answer)

White/Caucasian.....	<input type="checkbox"/> 1	Asian.....	<input type="checkbox"/> 3
African-American or Black.....	<input type="checkbox"/> 2	Other	<input type="checkbox"/> 4

Continued on the next page...

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35. What was the last grade or year of regular school you completed?

- | | | | |
|---|----------------------------|---|----------------------------|
| Grade School (8 th grade or lower) | <input type="checkbox"/> 1 | Some college (1-3 years) | <input type="checkbox"/> 5 |
| Some high school (did not graduate) | <input type="checkbox"/> 2 | College graduate (graduated from a 4-year college) .. | <input type="checkbox"/> 6 |
| High school graduate (12 th grade) | <input type="checkbox"/> 3 | Some post graduate (no advanced degree) | <input type="checkbox"/> 7 |
| Special or technical training (not college) | <input type="checkbox"/> 4 | Post graduate degree..... | <input type="checkbox"/> 8 |

36. What was the range of your total household income last year (2000) before taxes?

- | | | | |
|-------------------------|----------------------------|--------------------------|-----------------------------|
| Less than \$15,000..... | <input type="checkbox"/> 1 | \$75,000 – 84,999..... | <input type="checkbox"/> 8 |
| \$15,000 – 24,999..... | <input type="checkbox"/> 2 | \$85,000 – 94,999..... | <input type="checkbox"/> 9 |
| \$25,000 – 34,999..... | <input type="checkbox"/> 3 | \$95,000 – 104,999..... | <input type="checkbox"/> 10 |
| \$35,000 – 44,999..... | <input type="checkbox"/> 4 | \$105,000 – 114,999..... | <input type="checkbox"/> 11 |
| \$45,000 – 54,999..... | <input type="checkbox"/> 5 | \$115,000 – 124,999..... | <input type="checkbox"/> 12 |
| \$55,000 – 64,999..... | <input type="checkbox"/> 6 | \$125,000 or more..... | <input type="checkbox"/> 13 |
| \$65,000 – 74,999..... | <input type="checkbox"/> 7 | | |

Thank you for completing this survey. We appreciate your time and attention.

Appendix C: Components of Factors

Factor analysis allows us to look at patterns in how questions are scored. If questions are consistently rated in the same way, it's likely that the questions are in fact asking about the same idea. It helps unearth truths in the data that can sometimes be obscured when looking at individual questions, and it makes the analysis clearer.

Factors were computed using a Principal Component Analysis (with a Promax rotation). A measure of reliability, or of the extent to which items are inter-related (alpha coefficient), is listed next to each factor. The alphas below show a high correlation among the items constituting each factor, indicating a more than acceptable level of scale reliability.

Appeal $\alpha = .8696$

The story is interesting
I would choose to read this story on my own
The story is important
I would like to read more stories like this
I learned something from the story
I enjoyed reading the story
The story should be longer

Relevance $\alpha = .8266$

This story makes me feel that I can make a difference
This story inspires me to get involved in my community
This story makes me feel hopeful
This story relates to my own life
The story is relevant to people like me
This story gives me information I can use
It is relaxing to read

Information $\alpha = .7714$

It gives me all the important facts
It shows all sides of the issue
This story seems factually accurate
It is clear what the story is about

Readability $\alpha = .7348$

It is too complicated
It is hard to follow
A shorter version would be better
It is dull and dry
The story is easy to read