

Online Only Appendix

Evaluation Methods and Operational Definitions Used

Consensus Criteria	Sampling Method	Description of Evaluation Criteria and Operational Definitions Used
Word Usage, Reading Level, and Sentence Length		
Scientific jargon is avoided or technical terms explained	Whole document	Throughout the document, scientific jargon is not used unnecessarily. When scientific jargon or terminology (medical, nutrition) are used, these terms are introduced with a definition or explanation that would be considered understandable to a low-literacy population (i.e. falls within low literacy reading grade recommendations).
Common words used; multi-syllabic words (more than 2-3 syllables) are avoided	Whole document	Throughout the document, familiar terms and words with few syllables are substituted for infrequently used words (as determined by Flesch-Kincaid Reading Ease score) or words with >2-3 syllables.
Sentence length < 15 words	Excerpted text	Number of words per sentence, for each sentence in the three excerpted text sections, is <15.
Writing is in active voice	Excerpted text	In the three excerpted text sections, <5% of text (1-2 sentences) is passive voice; active vs. passive voice is determined by whether the subject of the verb is doing the action expressed in the verb or receiving the action.
Reading grade level \leq 5 th grade (for overall document)	Excerpted text	Mean Flesch-Kincaid grade level for the three excerpted text sections is \leq 5 th grade.
Typography		
Text is in uppercase and lowercase serif (best) or sans-serif	Whole document	Throughout the text, captions, and tables, sentence or title cases are used, and either serif or non-serif font styles are used.
Type size is \geq 12 points	Whole document	Type (font) size throughout the body of text (not headers), captions, and tables is no less than 12 points.
Sub-headers “chunk” information	Whole document	For complex topics, information under sub-headers is

		divided into smaller amounts of ≤ 5 main points or ≤ 5 items per list, throughout document.
Typographic cues emphasize key points	Whole document	Bolding, bullets, or size are used for emphasis at all, anywhere in the document.
Line length is ≤ 30 -50 characters and spaces	Excerpted text	Count of number of characters with spaces for each line in the three excerpted text sections is ≤ 30 -50.
Use of ALL CAPS is avoided	Whole document	No headers or running text use all capital letters.
Graphics, Illustrations, and Tables		
Cover graphic shows purpose of document	Document cover	Pictures or persons in the cover graphic depict behaviors or the topic of the document rather than a random or unrelated graphic design.
Graphics are designed to be simple, age-appropriate	Whole document	Graphics are not cluttered with non-essential, distracting details; graphics depict what is familiar and relevant to the audience; graphics are not presented in an immature or an overly mature manner for the intended audience.
Explanatory captions are included with each graphic	Whole document	Throughout the document, graphics are presented with a caption about what is depicted.
Illustrations are on the same page adjacent to the related text	Whole document	Illustrations throughout the document are located next to the related text.
Illustrations present key messages so reader can grasp key idea from illustration alone	Whole document	Illustrations throughout the document adequately depict the behaviors or topics of the related text to convey the message.
Illustrations are not distracting	Whole document	Throughout the document, no illustrations are overly busy; illustrations enhance understanding.
Layout, Space, and Paper		
Layout enables a predictable sequence/flow of information	Whole document	Throughout the document, layout of the information follows a logical sequence.
Visual cuing devices (e.g. shading, boxes, arrows) are used to direct attention	Whole document	A device to visually direct attention is used anywhere in the document.
Adequate white space and line spacing are used to reduce looking cluttered	Whole document	Throughout the document, margins and spacing between text sections and sections are used to display ample white space; text is displayed in short

		lines and text sections.
Contrast between type and paper is high	Whole document	Optimal dark type/light background (black on white) or light text/dark background (white on black) is used throughout document.
Use of color supports message, not distracting	Whole document	Throughout the document, use of color does not overwhelm the message, and readers do not need to learn color coding to follow the message.
Topics are preceded by advanced organizers or headers >50% of the time	Whole document	>50% of the time, a header or other organizing feature is used to alert the reader of what content is presented next.
Content, Scope, and Organization		
Scope is limited	Whole document	<40% of information is non-essential to the identified purpose of document.
Content is behaviorally-focused		≥ 50% of the content concerns behaviors or behavior recommendations.
Summary, information overview, or information review is included	Whole document	A summary of the content is provided either at the beginning (an overview) or end (a review) of the document, or both.
Engagement, Interaction, and Action Facilitation		
Recommended behaviors are modeled and specific ≥ 50% of the time.	Whole document	At least half of the time that behaviors are recommended, those behaviors are presented in a step-by-step manner or with examples or specifics to facilitate engaging in the recommended behavior.
Questions or activities with records are presented for reader response	Whole document	Any interactive educational tool that permits readers to get involved with the information (e.g. questions for response, checklists, diary/recording lines) is presented anywhere in the document.
“How to” information is provided	Whole document	Any information on how to reach a recommended target or behavior is presented anywhere in the document.
Audience Relevance and Appropriateness		

Recommendations are sensible in the context of the audience's culture, values, and beliefs	N/A	Unable to be evaluated using this review methodology; requires evaluation by intended audience.
Language and experience(s) used match those of the intended audience	N/A	Unable to be evaluated using this review methodology; requires evaluation by intended audience.
Cultural images and examples are presented in a positive manner	Whole document	Images and examples are positive, respectful, and non-offensive, and are free from physical, character-related or situational stereotypes.

Note: For the excerpted text sampling method (7), three samples of text (from the beginning, middle, and end), totaling about 30 sentences, were systematically extracted from each print brochure.