

## Text Complexity: Qualitative Measures Rubric

## INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<input type="radio"/> <b>Purpose:</b> Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="radio"/> <b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete	<input type="radio"/> <b>Purpose:</b> Implied, but easy to identify based upon context or source	<input type="radio"/> <b>Purpose:</b> Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline  <input type="radio"/> <b>Text Features:</b> If used, are essential in understanding content  <input type="radio"/> <b>Use of Graphics:</b> If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline  <input type="radio"/> <b>Text Features:</b> If used, greatly enhance the reader's understanding of content  <input type="radio"/> <b>Use of Graphics:</b> If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential  <input type="radio"/> <b>Text Features:</b> If used, enhance the reader's understanding of content  <input type="radio"/> <b>Use of Graphics:</b> If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict  <input type="radio"/> <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential  <input type="radio"/> <b>Use of Graphics:</b> If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language  <input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading  <input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts	<input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language  <input type="radio"/> <b>Vocabulary:</b> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic  <input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words	<input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning  <input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic  <input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions	<input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand  <input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language  <input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences
KNOWLEDGE DEMANDS	<input type="radio"/> <b>Subject Matter Knowledge:</b> Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts  <input type="radio"/> <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts  <input type="radio"/> <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas  <input type="radio"/> <b>Intertextuality:</b> A few references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday, practical knowledge; simple, concrete ideas  <input type="radio"/> <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.

## Text Complexity: Qualitative Measures Rubric

### LITERARY TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>MEANING</b>	<p><input type="radio"/> <b>Meaning:</b> Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</p>	<p><input type="radio"/> <b>Meaning:</b> Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</p>	<p><input type="radio"/> <b>Meaning:</b> More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</p>	<p><input type="radio"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</p>
<b>TEXT STRUCTURE</b>	<p><input type="radio"/> <b>Organization:</b> Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, minimal illustrations that support the text</p>	<p><input type="radio"/> <b>Organization:</b> Organization may include subplots, time shifts and more complex characters</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, a few illustrations that support the text</p>	<p><input type="radio"/> <b>Organization:</b> Organization may have two or more storylines and occasionally difficult to predict</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations that support selected parts of the text</p>	<p><input type="radio"/> <b>Organization:</b> Organization of text is clear, chronological or easy to predict</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, extensive illustrations that directly support and assist in interpreting the written text</p>
<b>LANGUAGE FEATURES</b>	<p><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</p> <p><input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts</p>	<p><input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language</p> <p><input type="radio"/> <b>Vocabulary:</b> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</p> <p><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</p> <p><input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions</p>	<p><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</p> <p><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</p> <p><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</p>
<b>KNOWLEDGE DEMANDS</b>	<p><input type="radio"/> <b>Life Experiences:</b> Explores complex, sophisticated themes; experiences are distinctly different from the common reader</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are common to many readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> A few references or allusions to other texts or cultural elements</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</p>