

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____

Text Author_____

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

Text Complexity: Qualitative Measures Rubric

LITERARY TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> ○ Meaning: 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 	<ul style="list-style-type: none"> ○ Meaning: 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 	<ul style="list-style-type: none"> ○ Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> ○ Organization: Organization may include subplots, time shifts and more complex characters ○ Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> ○ Organization: Organization may have two or more storylines and occasionally difficult to predict ○ Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> ○ Organization: Organization of text is clear, chronological or easy to predict ○ Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements