**Text Complexity: Qualitative Measures Rubric**

**INFORMATIONAL TEXTS**

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

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|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **TEXT STRUCTURE** | * **Organization:** Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific
* **Text Features**: If used, are essential in understanding content
* **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text
 | * **Organization:** Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits
* **Text Features**: If used, directly enhance the reader’s understanding of content
* **Use of Graphics:** If used, graphics, tables, charts, etc. support or are integral to understanding the text
 | * **Organization:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological
* **Text Features**: If used, enhance the reader’s understanding of content
* **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text
 | * **Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict
* **Text Features**: If used, help the reader navigate and understand content but are not essential to understanding content.
* **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
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| **LANGUAGE FEATURES** | * **Conventionality**: Dense and complex; contains considerable abstract, ironic, and/or figurative language
* **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
* **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts
 | * **Conventionality**: Fairly complex; contains some abstract, ironic, and/or figurative language
* **Vocabulary:** Fairly 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
 | * **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning
* **Vocabulary:** Mostly contemporary, familiar, conversational; rarely overly academic
* **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions
 | * **Conventionality**: Explicit, literal, straightforward, easy to understand
* **Vocabulary:** Contemporary, familiar, conversational language
* **Sentence Structure:** Mainly simple sentences
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| **PURPOSE** | * **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements
 | * **Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete
 | * **Purpose:** Implied but easy to identify based upon context or source
 | * **Purpose:** Explicitly stated, clear, concrete, narrowly focused
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| **KNOWLEDGE DEMANDS** | * **Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts
* **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.
 | * **Subject Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts
* **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.
 | * **Subject Matter Knowledge:** Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas
* **Intertextuality:** Few references or allusions to other texts or outside ideas, theories, etc.
 | * **Subject Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas
* **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.
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