

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> Organization: May include subplots, time shifts and more complex characters Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> Organization: May have two or more storylines and occasionally be difficult to predict Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> Organization: Is clear, chronological or easy to predict Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains 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; sentences often contain multiple concepts 	<ul style="list-style-type: none"> 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 	<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: Primarily simple and compound sentences, with some 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
MEANING	<ul style="list-style-type: none"> Meaning: Multiple competing levels 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: Multiple 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: Multiple levels of meaning 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.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed 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 or abstraction; 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 several themes; experiences portrayed are common to many readers Intertextuality and Cultural Knowledge: 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

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).