

Text Complexity: Qualitative Measures Rubric

2c

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

| | Exceedingly Complex | Very Complex | Moderately Complex | Slightly Complex |
|--------------------------|--|---|--|---|
| PURPOSE | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Implied, but easy to identify based upon context or source | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Explicitly stated; clear, concrete with a narrow focus |
| TEXT STRUCTURE | <ul style="list-style-type: none"> <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 <input type="radio"/> Text Features: If used, are essential in understanding content <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 | <ul style="list-style-type: none"> <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 <input type="radio"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text | <ul style="list-style-type: none"> <input type="radio"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input type="radio"/> Text Features: If used, enhance the reader's understanding of content <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 | <ul style="list-style-type: none"> <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 <input type="radio"/> Text Features: If used, help the reader navigate and understand content but are not essential <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 |
| LANGUAGE FEATURES | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences |
| KNOWLEDGE DEMANDS | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="radio"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. | <ul style="list-style-type: none"> <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 <input type="radio"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="radio"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="radio"/> Intertextuality: 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 |
|--------------------------|--|---|--|--|
| MEANING | <ul style="list-style-type: none"> <input type="radio"/> 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"> <input type="radio"/> 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"> <input type="radio"/> 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"> <input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text. |
| TEXT STRUCTURE | <ul style="list-style-type: none"> <input type="radio"/> Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail <input type="radio"/> Use of Graphics: If used, minimal illustrations that support the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Organization may include subplots, time shifts and more complex characters <input type="radio"/> Use of Graphics: If used, a few illustrations that support the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Organization may have two or more storylines and occasionally difficult to predict <input type="radio"/> Use of Graphics: If used, a range of illustrations that support selected parts of the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Organization of text is clear, chronological or easy to predict <input type="radio"/> 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"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences |
| KNOWLEDGE DEMANDS | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements |