

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

Informational Texts

Text title: _____

Text author: _____

Final rating: _____

Text Structure	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Organization	○ Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous. ○ Organization is intricate or discipline-specific.	○ Connections between an expanded range ideas, processes or events are often implicit or subtle. ○ Organization may contain multiple pathways or may exhibit some discipline-specific traits.	○ Connections between some ideas or events are implicit or subtle. ○ Organization is evident and/or generally sequential or chronological.	○ Connections between ideas, processes or events are explicit and clear. ○ Organization of text is clear or chronological or easy to predict.
Text Features	○ If used, are essential in understanding content.	○ If used, greatly enhance the reader's understanding of content.	○ If used, enhance the reader's understanding of content.	○ If used, help the reader navigate content but they are not essential to understanding content.
Use of Graphics	○ If used, extensive, intricate, essential integrated graphics, tables, charts, etc., are necessary to make meaning of the text. ○ May provide information not otherwise conveyed in the text.	○ If used, graphics, tables, charts, etc., support or are integral to understanding the text.	○ If used, graphic, pictures, tables, and charts, etc., are mostly supplementary to understanding the text.	○ If used, graphic, pictures, tables, and charts, etc., unnecessary to understanding the text.
Language Features	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Conventionality	○ Dense and complex. ○ Contains considerable abstract, ironic and/or figurative language.	○ Complex. ○ Contains some abstract, ironic and/or figurative language.	○ Largely explicit and easy to understand. ○ Some occasions for more complex meaning.	○ Explicit, literal, straightforward, easy to understand.
Vocabulary	○ Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading.	○ Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific or overly academic.	○ Mostly contemporary, familiar, conversational; rarely overly academic.	○ Contemporary, familiar, conversational language.
Sentence Structure	○ Mainly complex sentences often containing multiple concepts.	○ Many complex sentences with several subordinate phrases or clauses and transition words.	○ Primarily simple and compound sentences, with some complex constructions.	○ Mainly simple sentences.
Purpose	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Purpose	○ Subtle, implied. ○ Difficult to determine. ○ Many theoretical or abstract elements.	○ Implied ○ Fairly easy to infer. ○ More theoretical or abstract than concrete.	○ Implied. ○ Easy to identify. ○ Based upon context or source.	○ Explicitly stated, clear, concrete. ○ Narrowly focused.
Knowledge Demands	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Subject Matter Knowledge	○ Extensive, perhaps specialized of even theoretical discipline-specific content knowledge. ○ Range of challenging abstract and theoretical concepts.	○ Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding. ○ Range of recognizable ideas and challenging abstract concepts.	○ Everyday practical knowledge and some discipline-specific content knowledge. ○ Both simple and more complicated, abstract ideas.	○ Everyday, practical knowledge. ○ Simple, concrete ideas.
Intertextuality	○ Many references or allusions to other texts or outside ideas, theories, etc.	○ Some references or allusions to other texts or outside ideas, theories, etc.	○ Few references or allusions to other texts or outside ideas, theories, etc.	○ No references or allusions to other texts, or outside ideas, theories, etc.

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).

Oct. 26, 2022