Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____   Text Author_____

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

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LITERARY TEXTS

Text Title_____   Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	○ **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	○ **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	○ **Meaning:** More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ **Meaning:** One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	○ **Organization:** Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail	○ **Organization:** Organization may include subplots, time shifts and more complex characters	○ **Organization:** Organization may have two or more storylines and occasionally difficult to predict	○ **Organization:** Organization of text is clear, chronological or easy to predict
	○ **Use of Graphics:** If used, minimal illustrations that support the text	○ **Use of Graphics:** If used, a few illustrations that support the text	○ **Use of Graphics:** If used, a range of illustrations that support selected parts of the text	○ **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	○ **Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language	○ **Conventionality:** Complex; contains some abstract, ironic, and/or figurative language	○ **Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning	○ **Conventionality:** Explicit, literal, straightforward, easy to understand
	○ **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	○ **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	○ **Vocabulary:** Contemporary, familiar, conversational language
	○ **Sentence Structure:** Mainly complex sentences often containing multiple concepts	○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Sentence Structure:** Simple and compound sentences, with some more complex constructions	○ **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	○ **Life Experiences:** Explores complex, sophisticated themes; experiences are distinctly different from the common reader	○ **Life Experiences:** Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers	○ **Life Experiences:** Explores a single theme; experiences portrayed are common to many readers	○ **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers
	○ **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** A few references or allusions to other texts or cultural elements	○ **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements