**Text Complexity: Qualitative Measures Rubric[[1]](#footnote-1)**

**LITERATURE**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **MEANING** | * **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
 | * **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
 | * **Meaning:** Multiple levels of meaning 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:** 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
 | * **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
 | * **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
 | * **Organization:** Is clear, chronological or easy to predict
* **Use of Graphics:** If used, either illustrations and directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
 |
| **LANGUAGE FEATURES** | * **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
 | * **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 unfamiliar or 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
 |
| **KNOWLEDGE DEMANDS** | * **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
 | * **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
 | * **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
 | * **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
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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). [↑](#footnote-ref-1)