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

**LITERATURE**

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

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| --- | --- | --- | --- | --- |
|  | **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 |

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)