



# TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

## INFORMATIONAL TEXT



Text Title: \_\_\_\_\_

Text Author: \_\_\_\_\_

PURPOSE			
<p style="text-align: center;"><b>High</b></p> <p><input type="checkbox"/> Complex, implied, and/or difficult to determine; may have multiple purposes</p>	<p style="text-align: center;"><b>Middle High</b></p> <p><input type="checkbox"/> Implied, but can be inferred; may have multiple purposes</p>	<p style="text-align: center;"><b>Middle Low</b></p> <p><input type="checkbox"/> Implied, but easy to identify based on context</p>	<p style="text-align: center;"><b>Low</b></p> <p><input type="checkbox"/> Explicitly stated</p>
STRUCTURE			
<p style="text-align: center;"><b>High</b></p> <p><input type="checkbox"/> <b>Organization:</b> highly complex; implicit connections between ideas; conforms to the conventions of a specific content area or discipline</p> <p><input type="checkbox"/> <b>Text Features:</b> if used, are essential in understanding content</p> <p><input type="checkbox"/> <b>Use of Graphics:</b> if used, interpretation of complex graphics essential to understanding the text; may also provide information not conveyed in the text*</p>	<p style="text-align: center;"><b>Middle High</b></p> <p><input type="checkbox"/> <b>Organization:</b> complex; some explicit connections between ideas; may exhibit traits common to a specific content area or discipline</p> <p><input type="checkbox"/> <b>Text Features:</b> if used, greatly enhance the reader’s understanding of content</p> <p><input type="checkbox"/> <b>Use of Graphics:</b> if used, some graphics are complex and may occasionally be essential to the understanding of the text</p>	<p style="text-align: center;"><b>Middle Low</b></p> <p><input type="checkbox"/> <b>Organization:</b> may be complex; largely explicit connections between ideas; generally follows the conventions of the genre</p> <p><input type="checkbox"/> <b>Text Features:</b> if used, enhance the reader’s understanding of content</p> <p><input type="checkbox"/> <b>Use of Graphics:</b> if used, graphics are mostly simple and supplementary to understanding the text</p>	<p style="text-align: center;"><b>Low</b></p> <p><input type="checkbox"/> <b>Organization:</b> simple; explicit connections between ideas; conforms to the conventions of the genre</p> <p><input type="checkbox"/> <b>Text Features:</b> if used, help the reader navigate and understand content but are not essential</p> <p><input type="checkbox"/> <b>Use of Graphics:</b> if used, graphics are simple and unnecessary to understanding the text</p>
LANGUAGE			
<p style="text-align: center;"><b>High</b></p> <p><input type="checkbox"/> <b>Conventionality:</b> contains abstract and/or figurative language or irony</p> <p><input type="checkbox"/> <b>Clarity:</b> dense and complex language that is generally unfamiliar, archaic, discipline-specific, or overly academic; language may be ambiguous or purposefully misleading</p>	<p style="text-align: center;"><b>Middle High</b></p> <p><input type="checkbox"/> <b>Conventionality:</b> occasionally contains abstract and/or figurative language or irony</p> <p><input type="checkbox"/> <b>Clarity:</b> somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic</p>	<p style="text-align: center;"><b>Middle Low</b></p> <p><input type="checkbox"/> <b>Conventionality:</b> largely contemporary, conversational language</p> <p><input type="checkbox"/> <b>Clarity:</b> largely explicit, familiar language; easy-to-understand and rarely archaic, discipline-specific, or overly academic</p>	<p style="text-align: center;"><b>Low</b></p> <p><input type="checkbox"/> <b>Conventionality:</b> contemporary, conversational language</p> <p><input type="checkbox"/> <b>Clarity:</b> clear, explicit, literal, easy-to-understand language</p>
KNOWLEDGE DEMANDS			
<p style="text-align: center;"><b>High</b></p> <p><input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge</p> <p><input type="checkbox"/> <b>Intertextuality:</b> many references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;"><b>Middle High</b></p> <p><input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding</p> <p><input type="checkbox"/> <b>Intertextuality:</b> some references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;"><b>Middle Low</b></p> <p><input type="checkbox"/> <b>Subject Matter Knowledge:</b> everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge</p> <p><input type="checkbox"/> <b>Intertextuality:</b> few references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;"><b>Low</b></p> <p><input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires only everyday, practical knowledge and familiarity with conventions of the genre</p> <p><input type="checkbox"/> <b>Intertextuality:</b> no references to/citations of other texts or outside ideas, theories, etc.</p>

\*NOTE: Many books for the youngest students rely heavily on graphics to convey meaning and are an exception to this generalization.