

Text Title: _____ Author: _____ Text Type: _____ Text Complexity: _____

TEXT COMPLEXITY RUBRIC: INFORMATIONAL TEXT

QUALITATIVE: FORMAT & LAYOUT

LOW COMPLEXITY

Length: short
Print: large size; plain font

MODERATELY-LOW COMPLEXITY

Length: medium
Print: small/large size; plain font

MODERATELY-HIGH COMPLEXITY

Length: long
Print: small; plain font

HIGH COMPLEXITY

Length: long
Print: small size; plain and/or ornate font

QUALITATIVE: STRUCTURE

LOW COMPLEXITY

Organization: explicit connections between ideas/sections makes it easy to follow; follows a single text structure

Text Features: (if used) help the reader navigate and understand the content, but are not essential

Use of Graphics: few words per page; predominantly visual text used to convey information

MODERATELY-LOW COMPLEXITY

Organization: connections between ideas/sections are largely explicit and mostly easy to follow; generally follows a single text structure

Text Features: (if used) enhance the reader's understanding of content

Use of Graphics: graphics are simplistic and supplementary to understanding the text

MODERATELY-HIGH COMPLEXITY

Organization: connections between ideas/sections may be hard to follow at times; multiple text structures combined

Text Features: (if used) greatly enhance the reader's understanding of content

Use of Graphics: (if used) although graphics are complex, they may not be essential to understanding the text

HIGH COMPLEXITY

Organization: connections between ideas/sections are subtle and harder to follow; multiple text structures combined

Text Features: (if used) are essential in understanding content

Use of Graphics: (if used) interpretation of complex graphics is essential to understanding the text; may also provide information not conveyed in the text

QUALITATIVE: LANGUAGE

LOW COMPLEXITY

Conventionality: contemporary, conversational language

Clarity: clear, explicit, literal, easy-to-understand language

MODERATELY-LOW COMPLEXITY

Conventionality: largely contemporary, conversational language

Clarity: largely explicit, familiar language; easy-to-understand

MODERATELY-HIGH COMPLEXITY

Conventionality: occasionally contains abstract and/or figurative language or irony

Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic

HIGH COMPLEXITY

Conventionality: contains abstract and/or figurative language or irony

Clarity: dense and complex language that is generally unfamiliar, archaic, domain-specific, or overly academic; may be ambiguous or purposefully misleading

QUALITATIVE: PURPOSE

LOW COMPLEXITY

Purpose: single purpose explicitly stated in the title or topic sentence/thesis statement

MODERATELY-LOW COMPLEXITY

Purpose: single purpose implied, but easily determined early in the text

MODERATELY-HIGH COMPLEXITY

Purpose: may have multiple purposes that can be determined throughout the text

HIGH COMPLEXITY

Purpose: multiple purposes implied throughout the text; hard to determine because they may be subtle or ambiguous

QUALITATIVE: KNOWLEDGE DEMANDS

LOW COMPLEXITY

Subject Matter Knowledge: topic is familiar, with some details new to the reader

Intertextuality: no references to/citations of other texts or outside ideas, theories, events, etc.

Perspective: single perspective presented that is similar to the reader's

MODERATELY-LOW COMPLEXITY

Subject Matter Knowledge: requires some content knowledge; although information is rolled out slowly and ideas are repeated to support understanding

Intertextuality: few references to/citations of other texts or outside ideas, theories, events, etc.

Perspective: single perspective presented that is similar to the reader's

MODERATELY-HIGH COMPLEXITY

Subject Matter Knowledge: requires moderate levels of specific content knowledge; minimal repetition of ideas throughout the text

Intertextuality: some references to/citations of other texts or outside ideas, theories, events, etc.

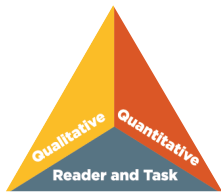
Perspective: single perspective presented that is unlike or in opposition to the reader's

HIGH COMPLEXITY

Subject Matter Knowledge: topic is mostly unfamiliar to the reader; requires extensive, perhaps specialized content knowledge

Intertextuality: many references to/citations of other texts or outside ideas, theories, events, etc.

Perspective: multiple perspectives presented that are unlike or in opposition to the reader's



QUANTITATIVE

LOW COMPLEXITY

Reading Level: below grade-level

- **Words:** short words; used repetitively
- **Sentences:** simple & some compound

MODERATELY-LOW COMPLEXITY

Reading Level: on grade-level

- **Words:** short & medium words; used somewhat frequently
- **Sentences:** simple & compound

MODERATELY-HIGH COMPLEXITY

Reading Level: slightly above grade-level

- **Words:** medium & long words; used infrequently
- **Sentences:** simple, compound, & complex

HIGH COMPLEXITY

Reading Level: significantly above grade-level

- **Words:** many long words; used infrequently
- **Sentences:** mostly compound & complex

READER CONSIDERATIONS: TOPIC

LOW COMPLEXITY

Topic interest: high motivation & interest for all readers

MODERATELY-LOW COMPLEXITY

Topic interest: high motivation & interest to many readers

MODERATELY-HIGH COMPLEXITY

Topic interest: minimal motivation & interest to most readers

HIGH COMPLEXITY

Topic interest: minimal motivation & interest to readers

READER CONSIDERATIONS: TEXT TYPE

LOW COMPLEXITY

Text type: vast experience with text type

MODERATELY-LOW COMPLEXITY

Text type: some experience with text type

MODERATELY-HIGH COMPLEXITY

Text type: minimal experience with text type

HIGH COMPLEXITY

Text type: minimal/no experience with text type

TASK CONSIDERATIONS: SUPPORT

LOW COMPLEXITY

Maximum support: teacher-facilitated read aloud (whole-class)

MODERATELY-LOW COMPLEXITY

Moderate support: small-group reading; multiple peers and teacher nearby for support

MODERATELY-HIGH COMPLEXITY

Minimal support: partner reading; teacher may be nearby for support

HIGH COMPLEXITY

No support: independent reading (in class or outside of class)

TASK CONSIDERATIONS: READING PURPOSE

LOW COMPLEXITY

Reading purpose: text-dependent questions about...

- key ideas and textual details

MODERATELY-LOW COMPLEXITY

Reading purpose: text-dependent questions about...

- key ideas & textual details
- author's craft

MODERATELY-HIGH COMPLEXITY

Reading purpose: text-dependent questions about...

- key ideas & textual details
- author's craft & structural elements

HIGH COMPLEXITY

Reading purpose: text-dependent questions about...

- key ideas & textual details
- author's craft & structural elements
- idea integration, connection, & synthesis

TASK CONSIDERATIONS: AFTER-READING TASK

LOW COMPLEXITY

Discussion/Interactive Writing: teacher-facilitated discussion/writing about the text

MODERATELY-LOW COMPLEXITY

Informative writing: independent summarization/explanation of idea(s) gleaned from the text

MODERATELY-HIGH COMPLEXITY

Argumentative writing: independent writing that includes an inference/claim and evidence cited from a single text

HIGH COMPLEXITY

Argumentative writing: independent writing that includes an inference/claim and evidence cited from multiple texts