

Text Title: \_\_\_\_\_ Author: \_\_\_\_\_ Text Type: \_\_\_\_\_ Text Complexity: \_\_\_\_\_

# TEXT COMPLEXITY RUBRIC: LITERARY TEXT

## QUALITATIVE: FORMAT & LAYOUT

### LOW COMPLEXITY

**Length:** short  
**Illustrations:** numerous  
**Print size:** large  
**Chapters:** titled

### MODERATELY-LOW COMPLEXITY

**Length:** fairly short  
**Illustrations:** some  
**Print size:** medium  
**Chapters:** titled

### MODERATELY-HIGH COMPLEXITY

**Length:** medium  
**Illustrations:** few/none  
**Print size:** small  
**Chapters:** titled /numbered

### HIGH COMPLEXITY

**Length:** long  
**Illustrations:** none  
**Print size:** small and/or ornate  
**Chapters:** numbered and/or unconventional

## QUALITATIVE: STRUCTURE

### LOW COMPLEXITY

**Narrative Structure:** simple characters and setting; ideas are explicit (conventional)  
**Order of Events:** chronological  
**Narration:** no shifts in point of view

### MODERATELY-LOW COMPLEXITY

**Narrative Structure:** fairly simple characters and setting; ideas are more explicit than implicit (largely conventional)  
**Order of Events:** occasional use of flashback; no major shifts in time  
**Narration:** few, if any, shifts in point of view

### MODERATELY-HIGH COMPLEXITY

**Narrative Structure:** some complexities in characters and settings; ideas are more implicit than explicit (some unconventional)  
**Order of Events:** use of flashback; several major shifts in time  
**Narration:** occasional shifts in point of view

### HIGH COMPLEXITY

**Narrative Structure:** complex characters and multiple settings; ideas are implicit (unconventional)  
**Order of Events:** frequent manipulations of time and sequence (not in chronological order)  
**Narration:** many shifts in point of view

## QUALITATIVE: LANGUAGE

### LOW COMPLEXITY

**Conventionality:** little or no use of figurative language or irony  
**Clarity:** contemporary, familiar, conversational language that is explicit and literal; easy to understand

### MODERATELY-LOW COMPLEXITY

**Conventionality:** subtle use of figurative language or irony  
**Clarity:** largely contemporary, familiar, conversational language that is explicit and literal; fairly easy to understand

### MODERATELY-HIGH COMPLEXITY

**Conventionality:** contains abstract and/or figurative language or irony  
**Clarity:** somewhat complex language that is occasionally unfamiliar, archaic, or hard to understand

### HIGH COMPLEXITY

**Conventionality:** heavy use of abstract and/or figurative language or irony  
**Clarity:** generally unfamiliar, archaic, and/or hard to understand; may be ambiguous or purposefully misleading

## QUALITATIVE: MEANING

### LOW COMPLEXITY

**Plot:** single story line  
**Theme:** explores a single, simple theme (meaning, author's message) that is explicit, clear, and revealed literally and early in the text

### MODERATELY-LOW COMPLEXITY

**Plot:** single story line  
**Theme:** explores a single, complex theme (meaning, author's message) that is explicit, clear, and revealed literally in the text

### MODERATELY-HIGH COMPLEXITY

**Plot:** multiple story lines  
**Theme:** explores multiple themes of varying levels of complexity (meanings, author's messages) presented implicitly throughout the text

### HIGH COMPLEXITY

**Plot:** multiple story lines  
**Theme:** explores multiple, complex, sophisticated themes (meanings, author's messages) presented subtly, obscurely, or ambiguously throughout the entire text

## QUALITATIVE: KNOWLEDGE DEMANDS

### LOW COMPLEXITY

**Life Experiences:** experiences portrayed are similar to the reader's  
**Cultural/Literary Knowledge:** requires only common, everyday knowledge of culture/literature  
**Intertextuality:** no references/allusions to other texts and/or cultural elements

### MODERATELY-LOW COMPLEXITY

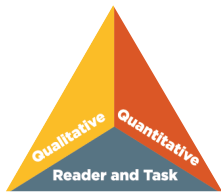
**Life Experiences:** experiences portrayed are common to many readers  
**Cultural/Literary Knowledge:** requires some cultural/literary knowledge  
**Intertextuality:** few references/allusions to other texts and/or cultural elements

### MODERATELY-HIGH COMPLEXITY

**Life Experiences:** experiences portrayed are uncommon to most readers  
**Cultural/Literary Knowledge:** requires moderate amount of cultural/literary knowledge  
**Intertextuality:** some references/allusions to other texts and/or cultural elements

### HIGH COMPLEXITY

**Life Experiences:** experiences portrayed are distinctly different from most/all readers  
**Cultural/Literary Knowledge:** requires an extensive depth of literary/cultural knowledge  
**Intertextuality:** many references/allusions to other texts and/or cultural elements



## 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