Text Complexity Rubric

LITERARY TEXTS

Text Title: Author:

Quantitative		
K-1	N/A	Text Lexile
2-3	450-790L	
4-5	770-980L	

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Meaning	☐**Meaning:** One level of meaning; theme is obvious and revealed early in the text	☐**Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	☐**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 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
Text Structure	☐**Organization:** Is clear, chronological or easy to predict	☐**Organization:** May have two or more storylines and occasionally be difficult to predict	☐**Organization**: May include subplots, time shifts and more complex characters	☐**Organization:** Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail
	☐**Narration:** No shifts in point of view or perspective	☐**Narration:** few, if any shifts in point of view and/or perspective	☐**Narration:** occasional shifts in point of view and/or perspective	☐**Narration:** many shifts in point of view and/or perspective
	☐**Use of Graphics:** I fused, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text	☐**Use of Graphics:** If used, a range of illustrations or graphics support selected parts of the text	☐**Use of Graphics:** If used, illustrations or graphics support or extend the meaning of the text	☐**Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text
Language Features	☐**Conventionality:** Explicit, literal, straightforward, easy to understand.	☐**Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning.	☐**Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language.	☐**Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language.
	☐**Vocabulary:** Contemporary, familiar, conversational language	☐**Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	☐**Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	☐**Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
	☐**Sentence Structure:** Mainly simple sentences.	☐**Sentence Structure:** Primarily simple and compound sentences, with some complex constructions	☐**Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	☐**Sentence Structure**: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts
Knowledge Demands	☐**Life Experiences:** explores a single theme; experiences portrayed are everyday and common or are clearly fantasy	☐**Life Experiences:** explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy	☐**Life Experiences**: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers	☐**Life Experiences:** explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader
	☐**Subject-Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas	☐**Subject-Matter Knowledge:** Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas	☐**Subject-Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts	☐**Subject-Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts
	☐**Intertextuality:** No references or allusions to other texts or cultural elements	☐**Intertextuality**: Few references or allusions to other texts or cultural elements	☐**Intertextuality**: Some references or allusions to other texts or cultural elements	☐**Intertextuality**: Many references or allusions to other texts or cultural elements

<u>Reader and Task Considerations</u>	• Cognitive Capabilities	• Reading Skills	• Motivation and Engagement with Task and Text
	• Prior Knowledge and Experience	• Content and/or Theme Concerns	• Complexity of Associated Tasks