Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____   Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	○ **Organization:** Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ **Text Features:** If used, are essential in understanding content ○ **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text	○ **Organization:** Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ **Text Features:** If used, directly enhance the reader's understanding of content ○ **Use of Graphics:** If used, graphics, tables, charts, etc. support or are integral to understanding the text	○ **Organization:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ **Text Features:** If used, enhance the reader's understanding of content ○ **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text	○ **Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ **Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content. ○ **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	○ **Conventionality:** Dense and complex; contains considerable 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 and transition words; sentences often contains 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 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
PURPOSE	○ **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements	○ **Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	○ **Purpose:** Implied but easy to identify based upon context or source	○ **Purpose:** Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	○ **Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	○ **Subject Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	○ **Subject Matter Knowledge:** Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ **Intertextuality:** Few references or allusions to other texts or outside ideas, theories, etc	○ **Subject Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas ○ **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.