



# TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

## Informational Texts



### LEVELS OF PURPOSE

High	Middle High	Middle Low	Low
<input type="checkbox"/> <b>Purpose:</b> subtle, implied, difficult to determine	<input type="checkbox"/> <b>Purpose:</b> implied, but fairly easy to infer	<input type="checkbox"/> <b>Purpose:</b> implied, but easy to identify based upon context or source	<input type="checkbox"/> <b>Purpose:</b> explicitly stated

### STRUCTURE

High	Middle High	Middle Low	Low
<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> highly complex; not explicit, must be inferred by the reader  <input type="checkbox"/> <b>Text Features:</b> if used, are essential in understanding content  <input type="checkbox"/> <b>Use of Graphics:</b> sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> complex but largely explicit; may exhibit traits common to a specific subject or discipline  <input type="checkbox"/> <b>Text Features:</b> if used, greatly enhance the reader's understanding of content  <input type="checkbox"/> <b>Use of Graphics:</b> some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> may be complex, but clearly stated and generally sequential  <input type="checkbox"/> <b>Text Features:</b> if used, enhance the reader's understanding of content  <input type="checkbox"/> <b>Use of Graphics:</b> largely simple graphics, supplementary to understanding of the text	<input type="checkbox"/> <b>Organization of Main Ideas and Details:</b> clearly stated and sequential  <input type="checkbox"/> <b>Text Features:</b> if used, help the reader navigate and understand content but are not essential  <input type="checkbox"/> <b>Use of Graphics:</b> use of simple graphics, unnecessary to understand the text

### LANGUAGE CONVENTIONALITY AND CLARITY

High	Middle High	Middle Low	Low
<input type="checkbox"/> <b>Meaning:</b> dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading  <input type="checkbox"/> <b>Register:</b> generally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> somewhat complex; may occasionally be abstract, ironic, and/or figurative  <input type="checkbox"/> <b>Register:</b> occasionally unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> largely explicit and easy to understand with few occasions of more complex meaning  <input type="checkbox"/> <b>Register:</b> largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Meaning:</b> explicit, literal, straightforward, easy to understand  <input type="checkbox"/> <b>Register:</b> contemporary, familiar, conversational

### KNOWLEDGE DEMANDS

High	Middle High	Middle Low	Low
<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires extensive, perhaps specialized or even theoretical subject-specific knowledge  <input type="checkbox"/> <b>Intertextuality:</b> many references/allusions to other texts	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding  <input type="checkbox"/> <b>Intertextuality:</b> some references/allusions to other texts	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> largely everyday, practical knowledge is necessary; requires some subject-specific knowledge  <input type="checkbox"/> <b>Intertextuality:</b> few references/allusions to other texts	<input type="checkbox"/> <b>Subject Matter Knowledge:</b> requires only everyday, practical knowledge  <input type="checkbox"/> <b>Intertextuality:</b> no references/allusions to other texts