



Text Complexity Rubric

From the Utah Core Standards, Appendix A

Title			
Author			
Type	_____ Literary	_____ Non-literary/informational	
Proposed Grade			
Quantitative:			Yes/No
Lexile score	K-1 2-3 4-5 <i>You may choose to use a book out of Lexile; this is just a guide.</i>	100-500L 450-790L 770-980L	<i>Is Lexile level appropriate for grade?</i> 0 = lower 1 = at grade level 2 = above
Qualitative:		Notes	Score
Purpose and Meaning	<ol style="list-style-type: none"> Includes simple levels of meaning (passage has a single correct interpretation; concrete detail; limited inferences) Includes complex levels of meaning (some levels stated simply, but other levels implied) Includes multiple levels of complex meaning (main levels abstract or implied; only simple levels explicitly stated; multiple levels of meaning) 		
Structure	<ol style="list-style-type: none"> Elements of structure: (a) Clear and consistent narrative structure; (b) reliable narrator/consistent point of view; (c) structured in chronological order; (d) does not depend on graphics or additional references to access complete meaning of text 		

	<p>2. One of the above factors (a-d) varies</p> <p>3. Two or more of the above factors (a-d) vary</p>		
Language	<p>1. Vocabulary simple, common word choices, literal meaning</p> <p>2. Some unfamiliar vocabulary, including dialect; some use of figurative language, sarcasm, or irony</p> <p>3. Vocabulary is often unfamiliar or obscured by dialect or use; language is highly figurative and meanings are complex.</p>		
Reader and Task:	<i>Please include notes for other teachers as appropriate.</i>		Yes/No
Thinking Skills	<p>Does the reader possess the necessary critical/analytic thinking skills to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?</p> <p><i>Scale: 3 = yes, for a few; 2 = yes, for most; 1 = yes, for all</i></p>		
Motivation	<p>Will the reader be interested in the content of this specific text?</p> <p><i>Scale: 3 = a few; 2 = some; 1 = most</i></p>		
Background	<p>Does the reader possess adequate prior knowledge and/or experience regarding the vocabulary used within this specific text to manage the material that is presented?</p> <p><i>Scale: 3 = yes, for a few; 2 = yes, for most; 1 = yes, for all</i></p>		
Content	<p>Are there any potentially concerning elements of content, theme, or maturity level that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?</p> <p><i>Scale: 0 = no concerns; 1 = needs teacher support; C= concerns about teaching at level (potential red flag)</i></p>		
Score			
Grade level determination	<p>Low complexity for grade level: below 8 points</p> <p>Middle complexity for grade level: 9-14</p> <p>High complexity for grade level: 15+ points</p> <p style="text-align: right;">Appropriate for grade level?</p>		