Text Complexity Rubric

INFORMATIONAL 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**
Purpose	☐**Purpose:** Explicitly stated, clear, concrete, narrowly focused	☐**Purpose:** Implied but easy to identify based upon context or source	☐**Purpose**: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	☐**Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract concepts
Text Structure	☐**Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict	☐**Organization:** Connections between some ideas or events are implicit or subtle, organization is evident and generally sequential or chronological	☐**Organization**: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits	☐**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, help the reader navigate and understand content but are not essential to understanding content.	☐**Text Features:** If used, enhance the reader's understanding of content	☐**Text Features:** If used, directly enhance the reader's understanding of content	☐**Text Features:** If used, are essential in understanding content.
	☐**Use of Graphics:** If used, graphics, 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.	☐**Use of Graphics:** If used, graphics, pictures, tables, and charts, etc. are mostly supplementary to understanding the text.	☐**Use of Graphics:** If use, graphics, tables, charts, etc. support or integral to understanding the text.	☐**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.
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 considerable abstract, ironic, and/or figurative language.
	☐**Vocabulary:** Contemporary, familiar, conversational language	☐**Vocabulary:** Mostly contemporary, familiar, conversational; rarely 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 content that closely matches the reader's experiences	☐**Life Experiences:** explores content that is of some distance from the reader's experiences	☐**Life Experiences**: explores content that is of great distance from the reader's experiences, but provides sufficient explanation to bridge the gap	☐**Life Experiences:** explores content that places demands on the reader that extend far beyond their experience
	☐**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 outside ideas, theories, etc.	☐**Intertextuality**: Few references or allusions to other texts or outside ideas, theories, etc.	☐**Intertextuality**: Some references or allusions to other texts or outside ideas, theories, etc.	☐**Intertextuality**: Many references or allusions to other texts or outside ideas, theories, etc.

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