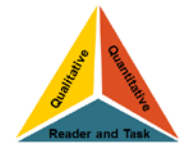# TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC
INFORMATIONAL TEXT

Text Title: _____   **Text Author:** _____

PURPOSE

High	Middle High	Middle Low	Low
☐ Complex, implied, and/or difficult to determine; may have multiple purposes	☐ Implied, but can be inferred; may have multiple purposes	☐ Implied, but easy to identify based on context	☐ Explicitly stated

STRUCTURE

High	Middle High	Middle Low	Low
☐ **Organization:** highly complex; implicit connections between ideas; conforms to the conventions of a specific content area or discipline	☐ **Organization:** complex; some explicit connections between ideas; may exhibit traits common to a specific content area or discipline	☐ **Organization:** may be complex; largely explicit connections between ideas; generally follows the conventions of the genre	☐ **Organization:** simple; explicit connections between ideas; conforms to the conventions of the genre
☐ **Text Features:** if used, are essential in understanding content	☐ **Text Features:** if used, greatly enhance the reader's understanding of content	☐ **Text Features:** if used, enhance the reader's understanding of content	☐ **Text Features:** if used, help the reader navigate and understand content but are not essential
☐ **Use of Graphics:** if used, interpretation of complex graphics essential to understanding the text; may also provide information not conveyed in the text*	☐ **Use of Graphics:** if used, some graphics are complex and may occasionally be essential to the understanding of the text	☐ **Use of Graphics:** if used, graphics are mostly simple and supplementary to understanding the text	☐ **Use of Graphics:** if used, graphics are simple and unnecessary to understanding the text

LANGUAGE

High	Middle High	Middle Low	Low
☐ **Conventionality:** contains abstract and/or figurative language or irony	☐ **Conventionality:** occasionally contains abstract and/or figurative language or irony	☐ **Conventionality:** largely contemporary, conversational language	☐ **Conventionality:** contemporary, conversational language
☐ **Clarity:** dense and complex language that is generally unfamiliar, archaic, discipline-specific, or overly academic; language may be ambiguous or purposefully misleading	☐ **Clarity:** somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic	☐ **Clarity:** largely explicit, familiar language; easy-to-understand and rarely archaic, discipline-specific, or overly academic	☐ **Clarity:** clear, explicit, literal, easy-to-understand language

KNOWLEDGE DEMANDS

High	Middle High	Middle Low	Low
☐ **Subject Matter Knowledge:** requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge	☐ **Subject Matter Knowledge:** requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding	☐ **Subject Matter Knowledge:** everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge	☐ **Subject Matter Knowledge:** requires only everyday, practical knowledge and familiarity with conventions of the genre
☐ **Intertextuality:** many references to/citations of other texts or outside ideas, theories, etc.	☐ **Intertextuality:** some references to/citations of other texts or outside ideas, theories, etc.	☐ **Intertextuality:** few references to/citations of other texts or outside ideas, theories, etc.	☐ **Intertextuality:** no references to/citations of other texts or outside ideas, theories, etc.

*NOTE: Many books for the youngest students rely heavily on graphics to convey meaning and are an exception to this generalization.