TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

INFORMATIONAL TEXTS

PURPOSE

High	Middle High	Middle Low	Low
☐ **Purpose:** subtle, implied, (hidden or obscure.	☐ **Purpose:** implied, but fairly easy to infer	☐ **Purpose:** implied, but easy to identify based upon context or source	☐ **Purpose:** explicitly stated

STRUCTURE

High	Middle High	Middle Low	Low
☐ **Organization of Main Ideas and Details:** highly complex; not explicit, must be inferred by the reader	☐ **Organization of Main Ideas and Details:** complex but largely explicit; may exhibit traits common to a specific subject or discipline	☐ **Organization of Main Ideas and Details:** may be complex, but clearly stated and generally sequential	☐ **Organization of Main Ideas and Details:** clearly stated and sequential
☐ **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:** sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	☐ **Use of Graphics:** some sophisticated graphics, may occasionally be essential to understanding the text	☐ **Use of Graphics:** largely simple graphics, supplementary to understanding of the text	☐ **Use of Graphics:** use of simple graphics, unnecessary to understand the text

LANGUAGE CONVENTIONALITY AND CLARITY

High	Middle High	Middle Low	Low
☐ **Meaning:** dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading	☐ **Meaning:** somewhat complex; may occasionally be abstract, ironic, and/or figurative	☐ **Meaning:** largely explicit and easy to understand with few occasions of more complex meaning	☐ **Meaning:** explicit, literal, straight-forward, easy to understand
☐ **Register:** generally unfamiliar, archaic, subject-specific, or overly academic	☐ **Register:** occasionally unfamiliar, archaic, subject-specific, or overly academic	☐ **Register:** largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic	☐ **Register:** contemporary, familiar, conversational

KNOWLEDGE DEMANDS

High	Middle High	Middle Low	Low
☐ **Subject Matter Knowledge:** requires extensive, perhaps specialized or even theoretical subject-specific knowledge	☐ **Subject Matter Knowledge:** requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding	☐ **Subject Matter Knowledge:** largely everyday, practical knowledge is necessary; requires some subject-specific knowledge	☐ **Subject Matter Knowledge:** requires only everyday, practical knowledge
☐ **Intertextuality:** many references to/citations of other texts	☐ **Intertextuality:** some references to/citations of other texts	☐ **Intertextuality:** few references to/citations of other texts	☐ **Intertextuality:** no references to/citations of other texts