TEXT COMPLEXITY: **QUALITATIVE** MEASURES RUBRIC
Informational Texts

Text title: _____   Text author: _____   Final rating: _____

Text Structure

	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Organization	○ **Connections** between an extensive range of ideas, processes or events are deep, **intricate and often ambiguous**. ○ Organization is **intricate** or discipline-specific.	○ **Connections between an expanded range** ideas, processes or events are often implicit or subtle. ○ Organization may contain multiple pathways or may **exhibit some discipline-specific traits**.	○ **Connections between some** ideas or events are implicit or subtle. ○ Organization is evident and/or generally sequential or chronological.	○ **Connections** between ideas, processes or events are explicit and clear. ○ Organization of text is **clear** or **chronological** or **easy to predict**.
Text Features	○ If used, are **essential** in understanding content.	○ If used, **greatly enhance** the reader's understanding of content.	○ If used, **enhance** the reader's understanding of content.	○ If used, help the reader **navigate content** but they are **not essential to understanding** content.
Use of Graphics	○ If used, extensive, intricate, essential integrated graphics, tables, charts, etc., **are necessary** to make meaning of the text. ○ May **provide information not otherwise conveyed** in the text.	○ If used, graphics, tables, charts, etc., **support or are integral to understanding** the text.	○ If used, graphic, pictures, tables, and charts, etc., **are mostly supplementary to understanding** the text.	○ If used, graphic, pictures, tables, and charts, etc., **unnecessary to understanding** the text.

Language Features

	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Conventionality	○ **Dense** and complex. ○ Contains **considerable** abstract, ironic and/or figurative language.	○ **Complex**. ○ Contains **some abstract, ironic and/or figurative language**.	○ **Largely explicit** and easy to understand. ○ **Some** occasions for more **complex meaning**.	○ Explicit, **literal**, straightforward, **easy** to understand.
Vocabulary	○ **Generally unfamiliar**, archaic, subject-specific, or overly academic language; **may be ambiguous or purposefully misleading**.	○ **Somewhat complex** language that is sometimes **unfamiliar, archaic, subject-specific or overly academic**.	○ **Mostly** contemporary, familiar, conversational; rarely overly academic.	○ Contemporary, **familiar**, conversational language.
Sentence Structure	○ Mainly complex sentences **often containing multiple concepts**.	○ Many complex sentences with several subordinate phrases or clauses and transition words.	○ Primarily simple and compound sentences, with some complex constructions.	○ Mainly simple sentences.

Purpose

	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Purpose	○ **Subtle**, implied. ○ **Difficult** to determine. ○ **Many** theoretical or abstract elements.	○ Implied ○ **Fairly** easy to infer. ○ **More theoretical or abstract** than concrete.	○ Implied. ○ **Easy to identify.** ○ **Based upon context** or source.	○ Explicitly stated, clear, concrete. ○ Narrowly focused.

Knowledge Demands

	COMPLEX	MODERATELY COMPLEX	SLIGHTLY COMPLEX	SLIGHTLY
Subject Matter Knowledge	○ **Extensive**, perhaps specialized of even theoretical discipline-specific content knowledge. ○ Range of **challenging** abstract and theoretical concepts.	○ **Moderate** levels of discipline-specific content knowledge; **some theoretical knowledge** may enhance understanding. ○ Range of recognizable ideas and challenging abstract concepts.	○ Everyday practical knowledge and **some discipline-specific** content knowledge. ○ **Both** simple and more complicated, abstract ideas.	○ Everyday, practical knowledge. ○ Simple, concrete ideas.
Intertextuality	○ **Many** references or allusions to other texts or outside ideas, theories, etc.	○ **Some** references or allusions to other texts or outside ideas, theories, etc.	○ **Few** references or allusions to other texts or outside ideas, theories, etc.	○ **No** references or allusions to other texts, or outside ideas, theories, etc.

Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Kansas leads the world in the success of each student.