



## Text Complexity: Qualitative Measures Rubric

# INFORMATIONAL TEXT

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

QUALITATIVE	Very Complex ←			Slightly Complex
<b>PURPOSE</b>	<input type="radio"/> <b>Purpose:</b> Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="radio"/> <b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete	<input type="radio"/> <b>Purpose:</b> Implied, but easy to identify based upon context or source	<input type="radio"/> <b>Purpose:</b> Explicitly stated; clear, concrete with a narrow focus
<b>TEXT STRUCTURE</b>	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline  <input type="radio"/> <b>Text Features:</b> If used, are essential in understanding content  <input type="radio"/> <b>Use of Graphics:</b> If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline  <input type="radio"/> <b>Text Features:</b> If used, greatly enhance the reader's understanding of content  <input type="radio"/> <b>Use of Graphics:</b> If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential  <input type="radio"/> <b>Text Features:</b> If used, enhance the reader's understanding of content  <input type="radio"/> <b>Use of Graphics:</b> If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	<input type="radio"/> <b>Organization of Main Ideas:</b> Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict  <input type="radio"/> <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential  <input type="radio"/> <b>Use of Graphics:</b> If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
<b>LANGUAGE FEATURES</b>	<input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language  <input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading  <input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts	<input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language  <input type="radio"/> <b>Vocabulary:</b> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic  <input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words	<input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning  <input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic  <input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions	<input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand  <input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language  <input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences
<b>KNOWLEDGE DEMANDS</b>	<input type="radio"/> <b>Subject Matter Knowledge:</b> Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts  <input type="radio"/> <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts  <input type="radio"/> <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas  <input type="radio"/> <b>Intertextuality:</b> A few references or allusions to other texts or outside ideas, theories, etc.	<input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday, practical knowledge; simple, concrete ideas  <input type="radio"/> <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.

## Questions to Consider in Planning for Instructional Scaffolding of Informational Text:



### **Purpose:**

- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

### **Text Structure:**

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

### **Language Features:**

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

### **Knowledge Demands:**

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

### **General:**

- In what ways might collaborative groupings of students during the reading process be appropriate?