



Text Complexity Rubric

INFORMATIONAL TEXTS

Quantitative		
K-1	N/A	Text Lexile
2-3	450-790L	
4-5	770-980L	

Text Title:

Author:

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Purpose	<input type="checkbox"/> Purpose: Explicitly stated, clear, concrete, narrowly focused	<input type="checkbox"/> Purpose: Implied but easy to identify based upon context or source	<input type="checkbox"/> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	<input type="checkbox"/> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract concepts
Text Structure	<input type="checkbox"/> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict	<input type="checkbox"/> Organization: Connections between some ideas or events are implicit or subtle, organization is evident and generally sequential or chronological	<input type="checkbox"/> 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	<input type="checkbox"/> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific
	<input type="checkbox"/> Text Features: If used, help the reader navigate and understand content but are not essential to understanding content.	<input type="checkbox"/> Text Features: If used, enhance the reader's understanding of content	<input type="checkbox"/> Text Features: If used, directly enhance the reader's understanding of content	<input type="checkbox"/> Text Features: If used, are essential in understanding content.
	<input type="checkbox"/> 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.	<input type="checkbox"/> Use of Graphics: If used, graphics, pictures, tables, and charts, etc. are mostly supplementary to understanding the text.	<input type="checkbox"/> Use of Graphics: If use, graphics, tables, charts, etc. support or integral to understanding the text.	<input type="checkbox"/> 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	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand.	<input type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning.	<input type="checkbox"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language.	<input type="checkbox"/> Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language.
	<input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language	<input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic	<input type="checkbox"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
	<input type="checkbox"/> Sentence Structure: Mainly simple sentences.	<input type="checkbox"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions	<input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts
Knowledge Demands	<input type="checkbox"/> Life Experiences: explores a content that closely matches the reader's experiences	<input type="checkbox"/> Life Experiences: explores content that is of some distance from the reader's experiences	<input type="checkbox"/> Life Experiences: explores content that is of great distance from the reader's experiences, but provides sufficient explanation to bridge the gap	<input type="checkbox"/> Life Experiences: explores content that places demands on the reader that extend far beyond their experience
	<input type="checkbox"/> Subject-Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas	<input type="checkbox"/> Subject-Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas	<input type="checkbox"/> Subject-Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts	<input type="checkbox"/> Subject-Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts
	<input type="checkbox"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.	<input type="checkbox"/> Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.

Reader and Task Considerations	<ul style="list-style-type: none"> Cognitive Capabilities Prior Knowledge and Experience 	<ul style="list-style-type: none"> Reading Skills Content and/or Theme Concerns 	<ul style="list-style-type: none"> Motivation and Engagement with Task and Text Complexity of Associated Tasks
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