

Text Complexity: Qualitative Measures Rubric—Informational Texts

Text Title: _____ Text Author: _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Purpose	<ul style="list-style-type: none"> ○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated; clear, concrete with a narrow focus
Text Structure	<ul style="list-style-type: none"> ○ Organization of Main Ideas: 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 ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: 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 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an expanded range [of] 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 ○ Text Features: If used, greatly enhance the reader's understanding of content ○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics [are] mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: 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, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Language Features	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
Knowledge Demands	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas ○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Source: *Achieve the Core. (n.d.).* Reviewing using the IMET: ELA: Module 101—high-quality texts, evidence-based discussion and writing, and building knowledge. Accessed at https://achievethecore.org/content/upload/Understanding%20the%20IMET_ELALIT_Handout_101.pdf on April 29, 2020.