



DRAFT

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS

DRAFT



LEVELS OF PURPOSE

| High | Middle High | Middle Low | Low |
|--|--|---|--|
| <input type="checkbox"/> Purpose: subtle, implied, difficult to determine | <input type="checkbox"/> Purpose: implied, but fairly easy to infer | <input type="checkbox"/> Purpose: implied, but easy to identify based upon context or source | <input type="checkbox"/> Purpose: explicitly stated |

STRUCTURE

| High | Middle High | Middle Low | Low |
|---|---|--|---|
| <input type="checkbox"/> Organization of Main Ideas and Details: highly complex; not explicit, must be inferred by the reader <input type="checkbox"/> Text Features: if used, are essential in understanding content <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text | <input type="checkbox"/> Organization of Main Ideas and Details: complex but largely explicit; may exhibit traits common to a specific subject or discipline <input type="checkbox"/> Text Features: if used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text | <input type="checkbox"/> Organization of Main Ideas and Details: may be complex, but clearly stated and generally sequential <input type="checkbox"/> Text Features: if used, enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: largely simple graphics, supplementary to understanding of the text | <input type="checkbox"/> Organization of Main Ideas and Details: clearly stated and sequential <input type="checkbox"/> Text Features: if used, help the reader navigate and understand content but are not essential <input type="checkbox"/> Use of Graphics: use of simple graphics, unnecessary to understand the text |

LANGUAGE CONVENTIONALITY AND CLARITY

| High | Middle High | Middle Low | Low |
|---|--|---|---|
| <input type="checkbox"/> Meaning: dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading <input type="checkbox"/> Register: generally unfamiliar, archaic, subject-specific, or overly academic | <input type="checkbox"/> Meaning: somewhat complex; may occasionally be abstract, ironic, and/or figurative <input type="checkbox"/> Register: occasionally unfamiliar, archaic, subject-specific, or overly academic | <input type="checkbox"/> Meaning: largely explicit and easy to understand with few occasions of more complex meaning <input type="checkbox"/> Register: largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic | <input type="checkbox"/> Meaning: explicit, literal, straightforward, easy to understand <input type="checkbox"/> Register: contemporary, familiar, conversational |

KNOWLEDGE DEMANDS

| High | Middle High | Middle Low | Low |
|---|---|--|--|
| <input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical subject-specific knowledge <input type="checkbox"/> Intertextuality: many references/allusions to other texts | <input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding <input type="checkbox"/> Intertextuality: some references/allusions to other texts | <input type="checkbox"/> Subject Matter Knowledge: largely everyday, practical knowledge is necessary; requires some subject-specific knowledge <input type="checkbox"/> Intertextuality: few references/allusions to other texts | <input type="checkbox"/> Subject Matter Knowledge: requires only everyday, practical knowledge <input type="checkbox"/> Intertextuality: no references/allusions to other texts |