



Text Complexity: Qualitative Measures Rubric LITERARY TEXT

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←	Slightly Complex
MEANING	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Several levels/ayers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text <input type="radio"/> Meaning: Several levels/ayers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text <input type="radio"/> Meaning: More than one level/ayer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety <input type="radio"/> Meaning: One level/ayer of meaning; theme is obvious and revealed early in the text. 	<ul style="list-style-type: none"> <input type="radio"/> Narration: Simple and conventional; no shifts in point of view or perspective <input type="radio"/> Order of Events: Strictly chronological <input type="radio"/> Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
TEXT STRUCTURE	<ul style="list-style-type: none"> <input type="radio"/> Narration: Complex and/or unconventional; many shifts in point of view and/or perspective <input type="radio"/> Order of Events: Not in chronological order; heavy use of flashback <input type="radio"/> Use of Graphics: If used, minimal illustrations that support the text <input type="radio"/> Order of Events: Several major shifts in time, use of flashback <input type="radio"/> Use of Graphics: If used, a few illustrations that support the text <input type="radio"/> Order of Events: Occasional use of flashback, no major shifts in time <input type="radio"/> Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> <input type="radio"/> Narration: Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective <input type="radio"/> Order of Events: Occasional use of flashback, no major shifts in time <input type="radio"/> Use of Graphics: If used, a range of illustrations that support selected parts of the text <input type="radio"/> Order of Events: Strictly chronological
LANGUAGE FEATURES	<ul style="list-style-type: none"> <input type="radio"/> Conventionalit: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts <input type="radio"/> Conventionalit: Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionalit: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language <input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions <input type="radio"/> Conventionalit: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements <input type="radio"/> Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge <input type="radio"/> Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements <input type="radio"/> Subject Matter Knowledge: requires moderate amount of prior content knowledge 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores few themes; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements <input type="radio"/> Subject Matter Knowledge: requires some prior content knowledge <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements <input type="radio"/> Subject Matter Knowledge: requires only everyday content knowledge

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, 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?