



Text Complexity Rubric

**LITERARY 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
<b>Meaning</b>	<input type="checkbox"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text	<input type="checkbox"/> <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	<input type="checkbox"/> <b>Meaning:</b> Multiple levels 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="checkbox"/> <b>Meaning:</b> Multiple competing levels 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
<b>Text Structure</b>	<input type="checkbox"/> <b>Organization:</b> Is clear, chronological or easy to predict	<input type="checkbox"/> <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict	<input type="checkbox"/> <b>Organization:</b> May include subplots, time shifts and more complex characters	<input type="checkbox"/> <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail
	<input type="checkbox"/> <b>Narration:</b> No shifts in point of view or perspective	<input type="checkbox"/> <b>Narration:</b> few, if any shifts in point of view and/or perspective	<input type="checkbox"/> <b>Narration:</b> occasional shifts in point of view and/or perspective	<input type="checkbox"/> <b>Narration:</b> many shifts in point of view and/or perspective
	<input type="checkbox"/> <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text	<input type="checkbox"/> <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text	<input type="checkbox"/> <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text	<input type="checkbox"/> <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text
<b>Language Features</b>	<input type="checkbox"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand.	<input type="checkbox"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning.	<input type="checkbox"/> <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language.	<input type="checkbox"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language.
	<input type="checkbox"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language	<input type="checkbox"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	<input type="checkbox"/> <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	<input type="checkbox"/> <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading
	<input type="checkbox"/> <b>Sentence Structure:</b> Mainly simple sentences.	<input type="checkbox"/> <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions	<input type="checkbox"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts
<b>Knowledge Demands</b>	<input type="checkbox"/> <b>Life Experiences:</b> explores a single theme; experiences portrayed are everyday and common or are clearly fantasy	<input type="checkbox"/> <b>Life Experiences:</b> explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy	<input type="checkbox"/> <b>Life Experiences:</b> explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers	<input type="checkbox"/> <b>Life Experiences:</b> explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader
	<input type="checkbox"/> <b>Subject-Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas	<input type="checkbox"/> <b>Subject-Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas	<input type="checkbox"/> <b>Subject-Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts	<input type="checkbox"/> <b>Subject-Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts
	<input type="checkbox"/> <b>Intertextuality:</b> No references or allusions to other texts or cultural elements	<input type="checkbox"/> <b>Intertextuality:</b> Few references or allusions to other texts or cultural elements	<input type="checkbox"/> <b>Intertextuality:</b> Some references or allusions to other texts or cultural elements	<input type="checkbox"/> <b>Intertextuality:</b> Many references or allusions to other texts or cultural elements

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