

## Text Complexity: Qualitative Measures Rubric

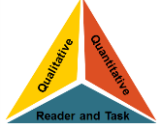
# LITERARY TEXT

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

QUALITATIVE	Very Complex ←			Slightly Complex
<b>MEANING</b>	<p><input type="radio"/> <b>Meaning:</b> Several level/layers 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</p>	<p><input type="radio"/> <b>Meaning:</b> Several levels/layers 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</p>	<p><input type="radio"/> <b>Meaning:</b> More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</p>	<p><input type="radio"/> <b>Meaning:</b> One level/layer of meaning; theme is obvious and revealed early in the text.</p>
<b>TEXT STRUCTURE</b>	<p><input type="radio"/> <b>Narration:</b> Complex and/or unconventional; many shifts in point of view and/or perspective</p> <p><input type="radio"/> <b>Order of Events:</b> Not in chronological order; heavy use of flashback</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, minimal illustrations that support the text</p>	<p><input type="radio"/> <b>Narration:</b> Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective</p> <p><input type="radio"/> <b>Order of Events:</b> Several major shifts in time, use of flashback</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, a few illustrations that support the text</p>	<p><input type="radio"/> <b>Narration:</b> Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective</p> <p><input type="radio"/> <b>Order of Events:</b> Occasional use of flashback, no major shifts in time</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations that support selected parts of the text</p>	<p><input type="radio"/> <b>Narration:</b> Simple and conventional; no shifts in point of view or perspective</p> <p><input type="radio"/> <b>Order of Events:</b> Strictly chronological</p> <p><input type="radio"/> <b>Use of Graphics:</b> If used, extensive illustrations that directly support and assist in interpreting the written text</p>
<b>LANGUAGE FEATURES</b>	<p><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</p> <p><input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</p> <p><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts</p>	<p><input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language</p> <p><input type="radio"/> <b>Vocabulary:</b> Some use of unfamiliar, archaic, subject-specific, or overly academic language</p> <p><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</p>	<p><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</p> <p><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language</p> <p><input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions</p>	<p><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</p> <p><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</p> <p><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</p>
<b>KNOWLEDGE DEMANDS</b>	<p><input type="radio"/> <b>Life Experiences:</b> Explores many complex and sophisticated themes; experiences are distinctly different from the common reader</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</p> <p><input type="radio"/> <b>Subject Matter Knowledge:</b> requires extensive, perhaps specialized prior content knowledge</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</p> <p><input type="radio"/> <b>Subject Matter Knowledge:</b> requires moderate amount of prior content knowledge</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores few themes; experiences portrayed are common to many readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</p> <p><input type="radio"/> <b>Subject Matter Knowledge:</b> requires some prior content knowledge</p>	<p><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</p> <p><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</p> <p><input type="radio"/> <b>Subject Matter Knowledge:</b> requires only everyday content knowledge</p>

## 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?