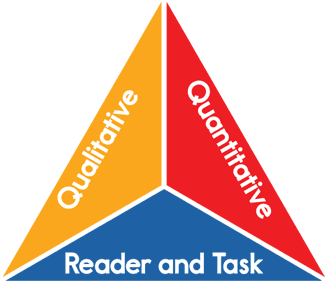
|  |  |  |
| --- | --- | --- |
| Quantitative | | |
| K-1 | N/A | Text Lexile |
| 2-3 | 450-790L |  |
| 4-5 | 770-980L |

*******Text Complexity Rubric*

**LITERARY TEXTS**

Text Title: Author:

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

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| [Reader and Task Considerations](file:///G:\$CURSTAFF\Jennifer%20Throndsen\Standards%20Academy\Reader%20and%20Task%20Considerations.pdf) | * Cognitive Capabilities | * Reading Skills | * Motivation and Engagement with Task and Text |
| * Prior Knowledge and Experience | * Content and/or Theme Concerns | * Complexity of Associated Tasks |