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

*******Text Complexity Rubric*

**INFORMATIONAL TEXTS**

Text Title: Author:

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|  | **Slightly Complex** | **Moderately Complex** | **Very Complex** | **Exceedingly Complex** |
| **Purpose** | [ ] **Purpose:** Explicitly stated, clear, concrete, narrowly focused | [ ] **Purpose:** Implied but easy to identify based upon context or source | [ ] **Purpose**: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete | [ ] **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract concepts |
| **Text Structure** | [ ] **Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict | [ ] **Organization:** Connections between some ideas or events are implicit or subtle, organization is evident and generally sequential or chronological | [ ] **Organization**: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits | [ ] **Organization:** Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific |
| [ ] **Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content. | [ ] **Text Features:** If used, enhance the reader’s understanding of content | [ ] **Text Features:** If used, directly enhance the reader’s understanding of content | [ ] **Text Features:** If used, are essential in understanding content. |
| [ ] **Use of Graphics:** If used, graphics, pictures, tables and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text.  | [ ] **Use of Graphics:**  If used, graphics, pictures, tables, and charts, etc. are mostly supplementary to understanding the text. | [ ] **Use of Graphics:** If use, graphics, tables, charts, etc. support or integral to understanding the text.  | [ ] **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in 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 considerable abstract, ironic, and/or figurative language.  |
| [ ] **Vocabulary:** Contemporary, familiar, conversational language | [ ] **Vocabulary:** Mostly contemporary, familiar, conversational; rarely 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 content that closely matches the reader’s experiences | [ ] **Life Experiences:** explores content that is of some distance from the reader’s experiences | [ ] **Life Experiences**: explores content that is of great distance from the reader’s experiences, but provides sufficient explanation to bridge the gap | [ ] **Life Experiences:** explores content that places demands on the reader that extend far beyond their experience |
| [ ] **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 outside ideas, theories, etc. | [ ] **Intertextuality**: Few references or allusions to other texts or outside ideas, theories, etc. | [ ] **Intertextuality**: Some references or allusions to other texts or outside ideas, theories, etc. | [ ] **Intertextuality**: Many references or allusions to other texts or outside ideas, theories, etc. |

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| [Reader and Task Considerations](file:///G%3A%5C%24CURSTAFF%5CJennifer%20Throndsen%5CStandards%20Academy%5CReader%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
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