

Text Complexity: Qualitative Measures Rubric

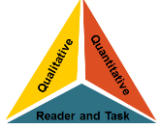
LITERARY TEXT

Text Title _____

Text Author _____

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