Text Complexity: Qualitative Measures Rubric

LITERARY TEXT

Text Title_____   Text Author_____

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

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

<u>Meaning</u>:

- 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)?

<u>Text Structure</u>:

- 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?

<u>Language Features</u>:

- 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?

<u>Knowledge Demands</u>:

- 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?

<u>General</u>:
- In what ways might collaborative groupings of students during the reading process be appropriate?