



Text Complexity: *Qualitative* Measures Rubric for Informational Text

Text Title: Climate Change: Atmospheric Carbon Dioxide

Text Author: Caitlyn Kennedy

Very Complex

Slightly Complex

QUALITATIVE PURPOSE	<input type="checkbox"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	<input type="checkbox"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete	<input checked="" type="checkbox"/> Purpose: Implied, but easy to identify based upon context or source	<input type="checkbox"/> Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<input type="checkbox"/> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline <input type="checkbox"/> Text Features: If used, are essential in understanding content <input type="checkbox"/> Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	<input type="checkbox"/> Organization of Main Ideas: Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline <input type="checkbox"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="checkbox"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	<input checked="" type="checkbox"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input checked="" type="checkbox"/> Text Features: If used, enhance the reader's understanding of content <input checked="" type="checkbox"/> Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	<input type="checkbox"/> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict <input type="checkbox"/> Text Features: If used, help the reader navigate and understand content but are not essential <input type="checkbox"/> Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<input type="checkbox"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="checkbox"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="checkbox"/> Sentence Structure: Mainly complex sentences often containing multiple concepts	<input type="checkbox"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input checked="" type="checkbox"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="checkbox"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	<input checked="" type="checkbox"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="checkbox"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input checked="" type="checkbox"/> Sentence Structure: Simple and compound sentences, with some more complex constructions	<input type="checkbox"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="checkbox"/> Vocabulary: Contemporary, familiar, conversational language <input type="checkbox"/> Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<input type="checkbox"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="checkbox"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	<input checked="" type="checkbox"/> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts <input checked="" type="checkbox"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="checkbox"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	<input type="checkbox"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="checkbox"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.



Questions to Consider in Planning for Instructional Scaffolding of Informational Text

Purpose:

- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline 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?