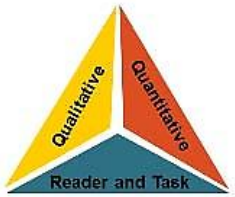
Text Complexity: *Qualitative* Measures Rubric for Informational Text

Text Title: Which Emits More Carbon Dioxide: Volcanoes or Human Activities? *Text Author:* Michon Scott, Rebecca Lindsey

Very Complex → **Slightly Complex**

QUALITATIVE				
PURPOSE	**Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements	**Purpose:** Implied, but fairly easy to infer; more theoretical than concrete	**Purpose:** Implied, but easy to identify based upon context or source	**Purpose:** Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	**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 **Text Features**: If used, are essential in understanding content **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	**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 **Text Features**: If used, greatly enhance the reader's understanding of content **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	**Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential **Text Features**: If used, enhance the reader's understanding of content **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	**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 **Text Features**: If used, help the reader navigate and understand content but are not essential **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but 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:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic **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; rarely unfamiliar or overly academic **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	**Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	**Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	**Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc.	**Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas **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?

Reviewed by: Maggie Molledo, Brevard, June 26, 2016 (Name, School District, Date)