INFORMATIONAL TEXT COMPLEXITY RUBRIC & WORKSHEET

TeachingBooks℠

Book Title: _____

Author: _____

Name/Job Title: _____

Instructions: Based on your close reading, consider each element of text and select one answer for each row. Have the text with you for easy reference if possible. More information at https://TeachingBooks.net/TextComplexity

QUALITATIVE ANALYSIS

Purpose

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Purpose	☐ Directly stated; clear, concrete with a narrow focus	☐ Implied, but easy to identify based upon context or source	☐ Implied, but fairly easy to infer; more theoretical than concrete	☐ Subtle, implied, difficult to determine; intricate, theoretical elements

Text Structure

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
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	☐ Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential	☐ Connections between an expanded range 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	☐ 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
Use of Visual Features ☐ N/A - No visuals	☐ If used, print and text features represent the meaning of the text; assist in locating information and understanding the text	☐ If used, print and text features expand the meaning of the text; provide support in locating information and interpreting the text	☐ If used, integrated print and text features enrich meaning of the text; may provide information not otherwise conveyed through print alone	☐ If used, extensive, intricate, integrated print and text features enhance meaning of text; provide information not otherwise conveyed through print alone

Language Features

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Conventionality	☐ Literal, direct, straightforward, easy to understand	☐ Largely straightforward and easy to understand, with some occasions for more complex meaning	☐ Complex; contains some abstract, ironic, and/or figurative language	☐ Dense and complex; contains abstract, ironic, and/or figurative language
Vocabulary	☐ Contemporary, familiar, conversational language	☐ Mostly contemporary, familiar, conversational; rarely unfamiliar or specialized	☐ Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or specialized	☐ Generally unfamiliar, archaic, subject-specific, or specialized language; may be ambiguous or purposefully misleading
Sentence Structure	☐ Mainly simple sentences	☐ Simple and compound sentences, with some more complex constructions	☐ Many complex sentences with several subordinate phrases or clauses and transition words	☐ Mainly complex sentences, often containing multiple concepts

Knowledge Demands

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Subject Matter Knowledge	☐ Everyday, practical knowledge; simple, concrete ideas	☐ Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas	☐ Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts	☐ Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts
Intertextuality and Cultural Knowledge	☐ No references or allusions to other texts, or outside ideas, theories, etc.	☐ A few references or allusions to other texts or outside ideas, theories, etc.	☐ Some references or allusions to other texts or outside ideas, theories, etc.	☐ Many references or allusions to other texts or outside ideas, theories, etc.

CULTURAL REPRESENTATION & DIVERSITY

The following questions consider the ways in which the author and speakers and/or events in this text contribute to the inclusion of diverse voices in the curriculum. Representation and diversity are inherent elements of a text.

1. How do the identities or experiences of this text's speakers and/or events support the inclusion of diverse voices in the curriculum?

   Which voices? ❏ Race ❏ Immigration ❏ Ethnicity ❏ Religion ❏ Language ❏ Ability ❏ Gender ❏ Age ❏ LGBTQ ❏ Place ❏ Class

2. How does the identity or experience of this text's creator(s) support the inclusion of diverse voices in the curriculum?

   Which voices? ❏ Race ❏ Immigration ❏ Ethnicity ❏ Religion ❏ Language ❏ Ability ❏ Gender ❏ Age ❏ LGBTQ ❏ Place ❏ Class

3. Which elements of this text, if any, provide an authentic account or reflection of peoples' lived experiences?

   ❏ Setting ❏ Characters/Speakers ❏ Events ❏ Language ❏ Visual Elements ❏ Other

QUANTITATIVE MEASURES

Grade Band	Lexile®	ATOS®	Degrees of Reading Power®	Flesch-Kincaid	Fountas & Pinnell	Reading Maturity	SourceRater
2-3	420L-820L	2.75-5.14	42-54	1.98-5.34	I-P	3.53-6.13	0.05-2.48
4-5	740L-1010L	4.97-7.03	52-60	4.51-7.72	O-V	5.42-7.92	0.84-5.75
6-8	925L-1185L	7.00-9.98	57-67	6.51-10.34	U-Z	7.04-9.57	4.11-10.66
9-10	1050L-1335L	9.67-12.01	62-72	8.32-12.12	Z+	8.41-10.81	9.02-13.93
11-12	1185L-1385L	11.20-14.10	67-74	10.34-14.20	Z+	9.57-12.00	12.30-14.50

Source: National Governors Association for Best Practices and Council of Chief State School Officers. "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity," Common Core State Standards Initiative (2014): 4. Accessed August 8, 2014
https://files.eric.ed.gov/fulltext/ED576695.pdf

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GRADE SELECTION

In which grade(s) do you use this book? Select all that are relevant.

❏ Pre-K ❏ K ❏ 1 ❏ 2 ❏ 3 ❏ 4 ❏ 5 ❏ 6 ❏ 7 ❏ 8 ❏ 9 ❏ 10 ❏ 11 ❏ 12

READER AND TASK CONSIDERATIONS

Reflect upon the following questions to match appropriate books with each student:

- What do you want your students to accomplish with the text, and how will you implement this in your lesson?
- How will you guide your students to construct meaning and grow as readers, based on the theme and content of this particular text?
- Which readers will deeply connect with this text, and where does that fit into the instructional plan?

NEXT STEPS / CREDITS

Publish your completed text complexity analysis within TeachingBooks.net's online crowdsourced results.

- Go to http://TeachingBooks.net/TextComplexity
  - Search for the book title, and fill out the online interactive rubric
- OR fax / email your completed text complexity worksheet(s) to TeachingBooks.net
  - (608) 327-8010 or accounts@TeachingBooks.net

This rubric is adapted from the CCSSO's ELA State Collaborative on Assessment and Student Standards, and the text complexity rubrics used by the Wisconsin Department of Public Instruction ELA Team.