



LITERARY TEXT COMPLEXITY RUBRIC & WORKSHEET

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

Meaning

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Purpose	<input type="checkbox"/> One level of meaning; theme is obvious and revealed early in the text	<input type="checkbox"/> More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	<input type="checkbox"/> Several levels 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	<input type="checkbox"/> Several levels 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

Text Structure

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Organization	<input type="checkbox"/> Organization of text is clear, chronological, or easy to predict	<input type="checkbox"/> Organization may have two or more storylines and is occasionally difficult to predict	<input type="checkbox"/> Organization may include subplots, time shifts, and more complex characters	<input type="checkbox"/> Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines, and detail
Use of Visual Features <input type="checkbox"/> N/A - No visuals	<input type="checkbox"/> If used, print and text features represent the meaning of the text; assist in locating information and understanding the text	<input type="checkbox"/> If used, print and text features expand the meaning of the text; provide support in locating information and interpreting the text	<input type="checkbox"/> If used, integrated print and text features enrich meaning of the text; may provide information not otherwise conveyed through print alone	<input type="checkbox"/> 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	<input type="checkbox"/> Literal, direct, straightforward, easy to understand	<input type="checkbox"/> Largely straightforward and easy to understand, with some occasions for more complex meaning	<input type="checkbox"/> Complex; contains some abstract, ironic, and/or figurative language	<input type="checkbox"/> Dense and complex; contains abstract, ironic, and/or figurative language
Vocabulary	<input type="checkbox"/> Contemporary, familiar, conversational language	<input type="checkbox"/> Mostly contemporary, familiar, conversational; rarely unfamiliar or specialized	<input type="checkbox"/> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or specialized	<input type="checkbox"/> Generally unfamiliar, archaic, subject-specific, or specialized language; may be ambiguous or purposefully misleading
Sentence Structure	<input type="checkbox"/> Mainly simple sentences	<input type="checkbox"/> Simple and compound sentences, with some more complex constructions	<input type="checkbox"/> Many complex sentences with several subordinate phrases or clauses and transition words	<input type="checkbox"/> Mainly complex sentences, often containing multiple concepts

Knowledge Demands

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Life Experiences	<input type="checkbox"/> Explores a single theme; experiences portrayed are everyday and common to most readers	<input type="checkbox"/> Explores a single theme; experiences portrayed are common to many readers	<input type="checkbox"/> Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers	<input type="checkbox"/> Explores complex, sophisticated themes; experiences are distinctly different from the common reader
Cultural Knowledge	<input type="checkbox"/> No references or allusions to other texts or cultural elements	<input type="checkbox"/> A few references or allusions to other texts or cultural elements	<input type="checkbox"/> Some references or allusions to other texts or cultural elements	<input type="checkbox"/> Many references or allusions to other texts or cultural elements

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.