Qualitative Analysis: Literature Text Complexity Rubric

Text _____   **Reviewer**_____ **Date**_____

Criteria	Very Complex	☑	Moderately Complex	☑	Readily Accessible	☑	Notes
Meaning	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text.		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety.		One level of meaning: theme is obvious and revealed early in the text.		
Text Structure	Prose or poetry includes more intricate elements such as subplots, shifts in point-of-view, shifts in time or non-standard text structures.		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g.: in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements.		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements.		
Language Features	Language is generally complex with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures including complex sentences with subordinate phrases and clauses.		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g.: figurative language); text uses a variety of sentence structures.		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences.		
Knowledge Demands	The text explores complex sophisticated or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have context and require inference and evaluation.		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context.		The text explores a single theme; if there are any references or allusions, they are fully explained in the text.		

Quantitative Analysis

		Briefly explain recommended placement
Lexile:		
Flesch-Kincaid:		
Reading Maturity Metric:		

Final Placement

Complexity Level _____

Qualitative Analysis: Informational Text Complexity Rubric

Text _____   Reviewer_____   Date_____

Criteria	Very Complex	☑	Moderately Complex	☑	Readily Accessible	☑	Notes
Meaning	The text contains multiple purposes, and the primary purpose is subtle, intricate, and or abstract.		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives.		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective.		
Text Structure	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content.		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content.		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content.		
Language Features	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses.		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses.		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences.		
Knowledge Demands	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas, allusions or references have no context and require inference.		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context.		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text.		
Use of Graphics (optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text.		Graphics are mainly supplementary to understanding of the text; they generally contain or reinforce information found in the text.		Graphics are simple and may be unnecessary to understanding the text.		

Quantitative Analysis

		Briefly explain recommended placement
Lexile		
Flesch-Kincaid:		
Reading Maturity Metric RMM:		

Final Placement

Complexity Level _____