

knowledge; many references/allusions to other texts and/or cultural elements

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXT



knowledge; no references/allusions to

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T	ext Title:		Text Author:	
MEANING				
	High	Middle High	Middle Low	Low
	Multiple levels/layers of complex meaning	☐ Multiple levels/layers of meaning	$\ \square$ Single level/layer of complex meaning	☐ Single level/layer of simple meaning
		STRUC	CTURE	
	High	Middle High	Middle Low	Low
	Narrative Structure: complex, implicit, and unconventional	 Narrative Structure: some complexities, more implicit than explicit, some unconventionality 	 Narrative Structure: largely simple structure, more explicit than implicit, largely conventional 	☐ Narrative Structure: simple, explicit, conventional
	Narration: many shifts in point of view	☐ Narration: occasional shifts in point of view	☐ Narration: few, if any, shifts in point of view	☐ Narration: no shifts in point of view
	Order of Events: frequent manipulations of time and sequence (not in chronological order)	 Order of Events: several major shifts in time, use of flashback 	Order of Events: occasional use of flashback, no major shifts in time	☐ Order of Events: chronological
		LANG	UAGE	
	High	Middle High	Middle Low	Low
	Conventionality: heavy use of abstract and/or figurative language or irony	☐ Conventionality: contains abstract and/or figurative language or irony	☐ Conventionality: subtle use of figurative language or irony	☐ Conventionality: little or no use of figurative language or irony
	Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposefully misleading	 Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain- specific, or overly academic 	 Clarity: largely contemporary, familiar, conversational language that is explicit and literal; rarely unfamiliar, archaic, domain- specific, or overly academic 	☐ Clarity: contemporary, familiar, conversational language that is explicit and literal; easy-to-understand
		KNOWLEDG	E DEMANDS	
	High	Middle High	Middle Low	Low
	Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader	☐ Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers	☐ Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy	☐ Life Experiences: explores a single theme; single perspective presented and everyday experiences are portrayed that are common to most readers or experiences are clearly fantasy
	Cultural/Literary Knowledge: requires an extensive depth of literary/cultural	☐ Cultural/Literary Knowledge: requires moderate levels of cultural/literary	 Cultural/Literary Knowledge: requires some cultural/literary knowledge; few 	 Cultural/Literary Knowledge: requires only common, everyday cultural/literary

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