



**COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC**

TEXT: Elijah of Buxton by Paul Christopher Curtis **GENRE:** Historical Fiction **GRADE:** 6-8

COMPLEXITY MEASURE	LOW (1-3 POINTS)	MODERATE (4-6 PTS)	HIGH (7-10 POINTS)
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Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

Levels of meaning. K-5: Symbolism, abstract thought,/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content			8 Symbolism; abstract thought, academic content
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Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length			9 Chapters; multiple plot lines; text length
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Language conventionality. K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary			10 Colloquialisms, fig/idiomatic language; dialects
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Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced			8 Civil War
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Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.

K-1 n/a 2-3 450L - 790L 4-5 770L - 980L 6-8 955L - 1155L 9-10 1080L - 1305L 11-12 1215L - 1355L			8 Definitely 6-8; could be used late in the year for 5th
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Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.

Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%			10
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Does this text match the interests of the students? (When appropriate)			9
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Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation			9 Could be interchanged with 5 th grade Unit 1
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Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content		6	
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Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.

Specific Merits			10
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Please write a brief explanation of the specific merits of this text in the box beneath the points awarded	Newbury Honor Book; Coretta Scot King Award Winner, Scott O'Dell award for Historical Fiction; Finalist Governor General's Literary Award; An American Library Assn Notable Book		
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TOTAL SCORE 87 / 100

- 80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE
- 50-79 POINTS: ACCEPTABLE TEXT CHOICE
- 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE
- 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE

EVALUATOR COMMENTS: This is an excellent book that engages students throughout. I am currently reading it with my fifth graders and consider it a book that could be interchanged with Steal Away Home in the 5th Grade Unit 1.

Sara Jane Doubleday