

COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC

COMPLEXITY MEASURE PC Qualitative aspects of text complexity best measured by an attentive human reader, such 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 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 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 Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced Quantitative aspects of text complexity, such as word length or frequency, sentence leng 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 Reader and Task Considerations focus on the inherent complexity of text, reader motiva purpose and complexity of the task at hand. Best made by teachers employing their profe Does this text	th, and tex	5 6 xt cohesion, tha wledge, and exp	8 8 t are difficult for a 9 (490L)
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