COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC

TEXT: Fudge-a-Mania	GENRE: Fiction		GRADE: 2	
COMPLEXITY MEASURE		**LOW (1-3 POINTS)**	**MODERATE (4-6 PTS)**	**HIGH (7-10 POINTS)**
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			5	
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				8
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			6	
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				8
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				9 (490L)
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%				7
Does this text match the interests of the students? (When appropriate)				9
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				8
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content				
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.				
Specific Merits **International Reading Association/Children's Book Council Children's Choice Book**				8
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded		**Award Winning Author, Extremely High Interest Level with series of additional books with similar merit**		

TOTAL SCORE   68 / 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: