



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

TEXT: <i>The Great Gatsby</i>				GENRE: Literary				GRADE: 11th			
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								8 Symbolism, subtext			
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 Moderate length, but sophisticated language			
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								8 Advanced/abstract vocabulary; complex sentence structure			
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced								8 Modernism/Jazz Age/Roaring '20s			
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									
				3 (1070)		Suggests upper 8 th Grade					
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%								8 Advanced/abstract vocabulary; complex sentence structure; symbolism and subtext			
Does this text match the interests of the students? (When appropriate)								8 Romance; illicit behavior; morality			
Is this text ideal for the task? For example a scientific journal for a research project versus Shakespeare for a dramatic presentation								10 Perhaps the best representation of this theme.			
Mismatches for which qualitative and quantitative measures cannot easily account. For example low Lexile books with adult content								9 Mature themes; sophisticated, intellectual, thought-provoking			
Miscellaneous considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.											
Specific Merits								10			
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded						<i>The Great Gatsby</i> is a recognized classic, rich with symbolism, metaphor, subtext, and social commentary.					
TOTAL SCORE <u>80</u> / 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: <i>The Great Gatsby</i> is a recognized classic, a seminal reflection of the monetary excesses and moral lapses of the Jazz Age/Roaring '20s.											