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

**TEXT:** The Hobbit, J.R.R. Tolkien     **GENRE:** Literary/Fantasy     **GRADE:** 7

| 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 <br> 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content | | **6** some allusion and allegory | |
| **Structure.** K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. <br> 6-12: Legal documents, technical manuals, non-traditional uses of time or language <br> K-12: Text length | | | **9** Complex plot, multiple plot lines |
| **Language conventionality.** K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary <br> 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary | | | 9 Constructed vocabulary |
| **Background knowledge.** Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced | | **6** WWII allusions | |
| **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 <br> 2-3     450L - 790L <br> 4-5     770L - 980L <br> 6-8     955L - 1155L <br> 9-10     1080L - 1305L <br> 11-12     1215L - 1355L | | **Lexile 1000** <br><br> **5** | |
| **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% | | **6** Not difficult to understand | |
| **Does this text match the interests of the students?** (When appropriate) | | | 10 High interest |
| **Is this text ideal for the task?** For example a scientific journal for a research project versus Shakespeare for a dramatic presentation | | | 10 Ideal |
| **Mismatches for which qualitative and quantitative measures cannot easily account.** For example low Lexile books with adult content | | | 10 none |
| **Miscellaneous** considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains. | | | |
| **Specific Merits** | | | 10 Classic text |
| Please write a brief explanation of the specific merits of this text in the box beneath the points awarded | | Text is an acknowledged and much awarded classic of the Western Canon. | |

TOTAL SCORE     ____81_____ / 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: