



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

<b>TEXT:</b> And Then What Happened Paul Revere? Jean Fritz				<b>GENRE:</b> Informational		<b>GRADE:</b> 6	
<b>COMPLEXITY MEASURE</b>			<b>LOW (1-3 POINTS)</b>	<b>MODERATE (4-6 PTS)</b>	<b>HIGH (7-10 POINTS)</b>		
<b>Qualitative</b> 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.							
<b>Levels of meaning.</b> K-5: Symbolism, abstract thought, technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content			Not abstract 2				
<b>Structure.</b> 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			Very short, straightforward 2				
<b>Language conventionality.</b> 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				Historic context/language 5			
<b>Background knowledge.</b> Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced				Historic context difficult background match 5			
<b>Quantitative</b> 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		0				
2-3	450L - 790L		830				
4-5	770L - 980L		(-125)				
6-8	955L - 1155L						
9-10	1080L - 1305L						
11-12	1215L - 1355L						
<b>Reader and Task Considerations</b> 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.							
<b>Does this text challenge readers?</b> Readers comprehend about 75% of the text, working to make meaning of the remaining 25%				4			
<b>Does this text match the interests of the students?</b> (When appropriate)			2 not matched to SS curric				
<b>Is this text ideal for the task?</b> For example a scientific journal for a research project versus Shakespeare for a dramatic presentation				5			
<b>Mismatches for which qualitative and quantitative measures cannot easily account.</b> For example low Lexile books with adult content					None 10		
<b>Miscellaneous</b> considerations. You may award up to 10 points for specific merits of a text not covered in the rubric domains.							
<b>Specific Merits</b>			None 0				
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded							
TOTAL SCORE ____ 35 ____ / 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:							