COMMON CORE GEORGIA PERFORMANCE STANDARDS TEXT COMPLEXITY RUBRIC			

TEXT: Steal Away Home   **GENRE:** Historical Fiction   **GRADE:** 5th

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		**6** Academic content and symbolism	
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			**9** Multiple plot lines, non-traditional use of 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			**7** colloquialisms, figurative/ idiomatic language, and dialects
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced			**8** References to slavery and pre Civil War time period
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			**10** Lexile 890
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%		**5** 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** Rich in academic content connections
Please write a brief explanation of the specific merits of this text in the box beneath the points awarded	The alternating point of views and corresponding eras provide numerous opportunities for connection to historical understandings and influences		
TOTAL SCORE ____85_____ / 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: