# COMMON CORE GEORGIA PERFORMANCE STANDARDS

## TEXT COMPLEXITY RUBRIC

**TEXT:** The Hunger Games, Suzanne Collins  
**GENRE:** Literary/science-fiction  
**GRADE:** 7

### COMPLEXITY MEASURE

<table>
<thead>
<tr>
<th>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.</th>
<th>Low (1-3 Points)</th>
<th>Moderate (4-6 PTS)</th>
<th>High (7-10 Points)</th>
</tr>
</thead>
</table>
| **Levels of meaning.** K-5: Symbolism, abstract thought/technical, academic content  
6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content | | | Allusion and allegory 10 |
| **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 | | | 374 pages, conventional structure 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 | | | Invented vocab, sophisticated diction 9 |
| **Background knowledge.** Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced | | | Good BK fit 10 |

### 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.

<table>
<thead>
<tr>
<th></th>
<th>Low (1-3 Points)</th>
<th>Moderate (4-6 Points)</th>
<th>High (7-10 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>450L - 790L</td>
<td></td>
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<tr>
<td>4-5</td>
<td>770L - 980L</td>
<td></td>
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<tr>
<td>6-8</td>
<td>955L - 1155L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>1080L - 1305L</td>
<td>810L</td>
<td>145 pts below low end 2</td>
</tr>
<tr>
<td>11-12</td>
<td>1215L - 1355L</td>
<td></td>
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</tbody>
</table>

### 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%  
  Not high-challenge 6
- **Does this text match the interests of the students?** (When appropriate)  
  High interest 10
- **Is this text ideal for the task?**  
  For example a scientific journal for a research project versus Shakespeare for a dramatic presentation  
  Well-suited for literary study 10
- **Mismatches for which qualitative and quantitative measures cannot easily account.**  
  For example low Lexile books with adult content  
  Slight lexile mismatch 6
- **Miscellaneous considerations.** You may award up to 10 points for specific merits of a text not covered in the rubric domains.

### Specific Merits

Please write a brief explanation of the specific merits of this text in the box beneath the points awarded  
Winner of multiple literary awards  
Lots of interactive activities, material

### 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:**