



Canyons School District Text Complexity Rubric

Title of text: _____

Author: _____

Quantitative Measures

- lexile level (word frequency and sentence length)

Genre <input type="checkbox"/> Informational Text: <input type="checkbox"/> Exposition <input type="checkbox"/> Argumentation <input type="checkbox"/> Procedural <input type="checkbox"/> Literary Text: <input type="checkbox"/> Fiction <input type="checkbox"/> Literary nonfiction <input type="checkbox"/> Poetry	Lexile level (lexile.com) _____	CC Grade Band _____	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #c00000; color: white;"> <th style="padding: 5px;">Text Complexity Grade Bands</th> <th style="padding: 5px;">Suggested Lexile Range</th> </tr> </thead> <tbody> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">K-1</td><td style="padding: 5px;">100L – 500L*</td></tr> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">2-3</td><td style="padding: 5px;">450L – 790L</td></tr> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">4-5</td><td style="padding: 5px;">770L – 980L</td></tr> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">6-8</td><td style="padding: 5px;">955L – 1155L</td></tr> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">9-10</td><td style="padding: 5px;">1080L – 1305L</td></tr> <tr style="background-color: #f2cbcb;"><td style="padding: 5px;">11-CCR</td><td style="padding: 5px;">1215L – 1355L</td></tr> </tbody> </table>	Text Complexity Grade Bands	Suggested Lexile Range	K-1	100L – 500L*	2-3	450L – 790L	4-5	770L – 980L	6-8	955L – 1155L	9-10	1080L – 1305L	11-CCR	1215L – 1355L	
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Qualitative Measures

-levels of meaning, structure, language conventionality and clarity, and knowledge demands measured by an attentive human reader (see rubric)

Levels of Meaning/Purpose: <input type="checkbox"/> High <input type="checkbox"/> Middle-High <input type="checkbox"/> Middle-Low <input type="checkbox"/> Low	Structure: <input type="checkbox"/> High <input type="checkbox"/> Middle-High <input type="checkbox"/> Middle-Low <input type="checkbox"/> Low	Language Conventionality & Clarity: <input type="checkbox"/> High <input type="checkbox"/> Middle-High <input type="checkbox"/> Middle-Low <input type="checkbox"/> Low	Knowledge Demands: <input type="checkbox"/> High <input type="checkbox"/> Middle-High <input type="checkbox"/> Middle-Low <input type="checkbox"/> Low
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Reader-Task Considerations that Inform Instruction

- background knowledge of reader, motivation, interests, and complexity generated by tasks assigned made by educators employing their professional judgment

Cognitive Capabilities: Does the reader possess necessary: a) attention b) ability to remember & connect c) critical/analytic thinking skills	Reading Skills: Does the reader possess skills in: a) Inferencing b) Visualization c) Questioning d) Comprehension strategies	Motivation & Engagement with Task & Text: Will the reader: a) Understand the purpose b) Be interested in the content c) Develop an interest in this content d) Be engaged with the style of writing	Prior Knowledge & Experience: Does the reader possess adequate prior knowledge regarding: a) The topic b) The vocabulary c) The genre	Content and/or Theme Concerns: ➤ Are there any potentially concerning elements of content or theme?	Complexity of Associated Tasks: Will the complexity of: a) before-, during-, or after-reading tasks support or interfere with the reading experience? b) questions asked or discussed support or interfere with the reading experience?
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Reader-Task Considerations that Inform Instruction

- background knowledge of reader, motivation, interests, and complexity generated by tasks assigned made by educators employing their professional judgment

Cognitive Capabilities:	Reading Skills:	Motivation & Engagement with Task & Text:	Prior Knowledge & Experience:	Content and/or Theme Concerns:	Complexity of Associated Tasks:
<p>➤ Will this text help develop a, b & c for future reading endeavors?</p>	<p>➤ Will this text help develop a-d for future reading endeavors?</p>	<p>➤ Will this text maintain motivation & engagement?</p>	<p>➤ Are there explicit connections this text and content from other classes?</p>	<p>➤ Does the reader possess the maturity to respond appropriately to any concerning elements?</p>	<p>➤ What learning strategies will you design to support students to access this text?</p>
Notes:	Notes:	Notes:	Notes:	Notes:	Notes:

Recommended Placement

Text use:

- excerpt or "snippet"
- entire text

- Grade 6, Unit _____
- Grade 7, Unit _____
- Grade 8, Unit _____

- Grade 9, Unit _____
- Grade 10, Unit _____
- Grade 11, Unit _____
- Grade 12, Unit _____