

Resource: Qualitative Analysis Rubric for Informational Texts<sup>1</sup>

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
<b>STRUCTURE</b>	<p><b>Organization:</b> Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict.</p>	<p><b>Organization:</b> Connections among some ideas, processes, or events are implicit or subtle; organization is evident and generally sequential or chronological.</p>	<p><b>Organization:</b> Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits.</p>	<p><b>Organization:</b> Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific.</p>
	<p><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</p>	<p><b>Text Features:</b> If used, enhance the reader’s understanding of content.</p>	<p><b>Text Features:</b> If used, directly enhance the reader’s understanding of content.</p>	<p><b>Text Features:</b> If used, are essential in understanding content.</p>
	<p><b>Graphics:</b> If used, are simple and unnecessary to understanding the text, but may support and assist readers in understanding the text.</p>	<p><b>Graphics:</b> If used, are mostly supplemental to understanding the text.</p>	<p><b>Graphics:</b> If used, support or are integral to understanding the text.</p>	<p><b>Graphics:</b> If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.</p>
<b>LANGUAGE CLARITY AND CONVENTIONS</b>	<p><b>Conventionality:</b> Language is explicit, literal, straightforward, and easy to understand.</p>	<p><b>Conventionality:</b> Language is largely explicit and easy to understand, with some occasions for more complex meaning.</p>	<p><b>Conventionality:</b> Language is fairly complex; contains some abstract, ironic, and/or figurative language.</p>	<p><b>Conventionality:</b> Language is dense and complex; contains considerable abstract, ironic, and/or figurative language.</p>

<sup>1</sup> Adapted from *Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects* (2010).

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
	<p><b>Vocabulary:</b> Words are contemporary, familiar, and conversational.</p> <p><b>Sentence Structure:</b> Uses mainly simple sentences.</p>	<p><b>Vocabulary:</b> Words are mostly contemporary, familiar, and conversational; rarely overly academic.</p> <p><b>Sentence Structure:</b> Uses primarily simple and compound sentences, with some complex constructions.</p>	<p><b>Vocabulary:</b> Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic.</p> <p><b>Sentence Structure:</b> Uses many complex sentences, with several subordinate phrases or clauses and transition words.</p>	<p><b>Vocabulary:</b> Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading.</p> <p><b>Sentence Structure:</b> Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts.</p>
<b>KNOWLEDGE DEMANDS</b>	<p><b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas.</p> <p><b>Intertextuality:</b> Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on common, practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas.</p> <p><b>Intertextuality:</b> Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts.</p> <p><b>Intertextuality:</b> Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts.</p> <p><b>Intertextuality:</b> Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
<b>PURPOSE</b>	<p><b>Purpose:</b> Is explicitly stated, clear, concrete, and narrowly focused.</p>	<p><b>Purpose:</b> Is implied but easy to identify based on context or source.</p>	<p><b>Purpose:</b> Is implicit or subtle but fairly easy to infer; is more theoretical or abstract than concrete.</p>	<p><b>Purpose:</b> Is subtle and intricate, and difficult to determine; includes many theoretical or abstract elements.</p>

Resource: Qualitative Analysis Rubric for Literary Texts<sup>2</sup>

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
<b>STRUCTURE</b>	<b>Organization:</b> Is clear, chronological, or easy to predict.	<b>Organization:</b> May have two or more storylines and occasionally be difficult to predict.	<b>Organization:</b> May include subplots, time shifts, and complex characters.	<b>Organization:</b> Is intricate with regard to elements such as point of view, time shifts, multiple characters, storylines, and detail.
	<b>Graphics:</b> If used, are simple and unnecessary to understanding the text, but may support and assist readers in understanding the text.	<b>Graphics:</b> If used, are mostly supplemental to understanding the text.	<b>Graphics:</b> If used, support or are integral to understanding the text.	<b>Graphics:</b> If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.
<b>LANGUAGE CLARITY AND CONVENTIONS</b>	<b>Conventionality:</b> Language is explicit, literal, straightforward, and easy to understand.	<b>Conventionality:</b> Language is largely explicit and easy to understand, with some occasions for more complex meaning.	<b>Conventionality:</b> Language is fairly complex; contains some abstract, ironic, and/or figurative language.	<b>Conventionality:</b> Language is dense and complex; contains considerable abstract, ironic, and/or figurative language.
	<b>Vocabulary:</b> Words are contemporary, familiar, and conversational.	<b>Vocabulary:</b> Words are mostly contemporary, familiar, conversational, and rarely overly academic.	<b>Vocabulary:</b> Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic.	<b>Vocabulary:</b> Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading.

<sup>2</sup> Adapted from *Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects* (2010).

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
	<p><b>Sentence Structure:</b> Uses mainly simple sentences.</p>	<p><b>Sentence Structure:</b> Uses primarily simple and compound sentences, with some complex constructions.</p>	<p><b>Sentence Structure:</b> Uses many complex sentences with several subordinate phrases or clauses and transition words.</p>	<p><b>Sentence Structure:</b> Uses mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts.</p>
<p><b>KNOWLEDGE DEMANDS</b></p>	<p><b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers.</p>	<p><b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers.</p>	<p><b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers.</p>	<p><b>Life Experiences:</b> Explores complex, sophisticated, or abstract themes; experiences portrayed are distinctly different from those of most readers.</p>
	<p><b>Intertextuality:</b> Includes no reference or allusion to other texts or outside ideas, theories, etc.</p>	<p><b>Intertextuality:</b> Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Intertextuality:</b> Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Intertextuality:</b> Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
<p><b>MEANING</b></p>	<p><b>Meaning:</b> Has one level of meaning; theme is obvious and revealed early in the text.</p>	<p><b>Meaning:</b> Has multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety.</p>	<p><b>Meaning:</b> Has multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text.</p>	<p><b>Meaning:</b> Has multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text.</p>