**Resource: Qualitative Analysis Rubric for Informational Text**

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|  | **Slightly Complex** | **Moderately Complex** | **Very Complex** | **Exceedingly Complex** |
| **STRUCTURE** | * **Organization:** Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict * **Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content * **Use of Graphics:** If used, graphics, pictures, tables, charts, etc., are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the written text | * **Organization:** Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological * **Text Features:** If used, enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics, pictures, tables, charts, etc., are mostly supplementary to understanding the text | * **Organization:** 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 * **Text Features:** If used, directly enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics, tables, charts, etc., support or are integral to understanding the text | * **Organization:** Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific * **Text Features:** If used, are essential in understanding content * **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive and are integral to making meaning of the text; may provide information not otherwise conveyed in the text |
| **LANGUAGE CLARITY AND CONVENTIONS** | * **Conventionality:** Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences | * **Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely overly academic * **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions | * **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality:** Dense and complex; contains considerable abstract, ironic, and/or figurative language * **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts |
| **KNOWLEDGE DEMANDS** | * **Subject Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas * **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas * **Intertextuality:** Few references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts * **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts * **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc. |
| **PURPOSE** | * **Purpose:** Explicitly stated, clear, concrete, narrowly focused | * **Purpose:** Implied but easy to identify based on context or source | * **Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete | * **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements |