**Common Core Standards**

**Qualitative Features of Text Complexity Explained**

**Companion to the Qualitative Dimensions Scale**

***Taken from CCS ELA Appendix A (p. 6)***

(To be consulted in filling out the rubric and in conjunction with anchor texts)

**Structure (could be story structure and/or form of piece)**

* Simple 🡪 Complex
* Explicit 🡪 Implicit
* Conventional 🡪Unconventional
* Events related in chronological order 🡪 Events related out of chronological order (chiefly literary texts)
* Traits of a common genre or subgenre 🡪 Traits specific to a particular discipline (chiefly informational texts)
* Simple graphics 🡪 sophisticated graphics
* Graphics unnecessary or merely supplemental to understanding the text 🡪 Graphics essential to understanding the text and may provide information not elsewhere provided

**Language Demands: Conventionality and Clarity**

* Literal 🡪 Figurative or ironic
* Clear 🡪 Ambiguous or purposefully misleading
* Contemporary, familiar 🡪 Archaic or otherwise unfamiliar
* Conversational 🡪 General Academic and domain specific
* Light vocabulary load[[1]](#footnote-1): few unfamiliar or academic words🡪 Many words unfamiliar and high academic vocabulary present
* Sentence structure [[2]](#footnote-2)straightforward 🡪Complex and varied sentence structures

**Knowledge Demands: Life Experience (literary texts)**

* Simple theme 🡪 Complex or sophisticated themes
* Single theme 🡪 Multiple themes
* Common everyday experiences or clearly fantastical situations 🡪 Experiences distinctly different from one’s own
* Single perspective 🡪 Multiple perspectives
* Perspective(s) like one’s own 🡪 Perspective(s) unlike or in opposition to one’s own

**Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)**

* Everyday knowledge and familiarity with genre conventions required 🡪 Cultural and literary knowledge useful
* Low intertextuality (few if any references/allusions to other texts) 🡪 High intertextuality (many references/allusions to other texts

**Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)**

* Everyday knowledge and familiarity with genre conventions required 🡪 Extensive, perhaps specialized discipline-specific content knowledge required
* Low intertextuality (few if any references to/citations of other texts) 🡪 High intertextuality (many references to/citations of other texts

**Levels of Meaning (chiefly literary texts) or Purpose (chiefly informational texts)**

* Single level of meaning 🡪Multiple levels of meaning
* Explicitly stated purpose 🡪 Implicit purpose, may be hidden or obscure
1. Though vocabulary can be measured by quantifiable means, it is still a feature for careful consideration when selecting texts [↑](#footnote-ref-1)
2. Though sentence length is measured by quantifiable means, sentence complexity is still a feature for careful consideration when selecting texts [↑](#footnote-ref-2)