

Resource: Qualitative Analysis Rubric for Informational Texts¹

Text Title _____

Text Author _____

Feature	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.	Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological.	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.	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, help the reader navigate and understand content but are not essential to understanding content.	Text Features: If used, enhance the reader's understanding of content.	Text Features: If used, directly enhance the reader's understanding of content.	Text Features: If used, are essential in understanding content.
	Graphics: If used, are simple and unnecessary to understanding the text, but may support and assist readers in understanding the text.	Graphics: If used, are mostly supplemental to understanding the text.	Graphics: If used, support or are integral to understanding the text.	Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.
LANGUAGE CLARITY AND CONVENTIONS	Conventionality: Language is explicit, literal, straightforward, and easy to understand.	Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning.	Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language.	Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language.

¹ 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>Vocabulary: Words are contemporary, familiar, and conversational.</p> <p>Sentence Structure: Uses mainly simple sentences.</p>	<p>Vocabulary: Words are mostly contemporary, familiar, and conversational; rarely overly academic.</p> <p>Sentence Structure: Uses primarily simple and compound sentences, with some complex constructions.</p>	<p>Vocabulary: Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic.</p> <p>Sentence Structure: Uses many complex sentences, with several subordinate phrases or clauses and transition words.</p>	<p>Vocabulary: Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading.</p> <p>Sentence Structure: Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts.</p>
KNOWLEDGE DEMANDS	<p>Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas.</p> <p>Intertextuality: Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on common, practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas.</p> <p>Intertextuality: Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts.</p> <p>Intertextuality: Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts.</p> <p>Intertextuality: Includes many references or allusions to other texts or outside ideas, theories, etc.</p>
PURPOSE	<p>Purpose: Is explicitly stated, clear, concrete, and narrowly focused.</p>	<p>Purpose: Is implied but easy to identify based on context or source.</p>	<p>Purpose: Is implicit or subtle but fairly easy to infer; is more theoretical or abstract than concrete.</p>	<p>Purpose: Is subtle and intricate, and difficult to determine; includes many theoretical or abstract elements.</p>