

Evaluation: Text Set

A text set is a collection of readings that are organized along a theme. The idea of the text set is to provide accessible, readable text to students that is not from a textbook. A text set should: contain a wide variety of written texts; contain materials that vary in length, difficulty, and text structure; contain examples of text that are interesting, relevant, and accessible to most students; give students several options for obtaining information; and provide opportunities for students to practice reading strategies and learn content information (Tovani, 2004, p. 43). Create a text set of at least seven texts. Although many teachers include images and audiovisual materials in text sets, for this assignment you will gather diverse print texts. You do not need to hand in all of the texts. Rather, hand in a summary of them (see the Tovani example in the handout distributed in class). Your text set will be evaluated according to the following criteria:

Criterion	1	2	3	Score
Introduction and Theme	No introduction is included.	Theme is too broad or not enough information is given about the audience for the text set and why the topic was chosen.	Theme is focused and appropriate, author fully discusses why theme was chosen.	x1=
Text set contains an adequate number of texts	6 or fewer texts are included	7-8 texts are included	9-10 texts are included	x1=
Text set contains variety	Text set is limited to one sole style of text.	Text set includes two different types of texts.	Text set includes at least 3 types of texts—popular media articles, novel excerpts, other fiction, reports, etc.	X1=
Text set contains various difficulty levels	All texts are approximately the same level of difficulty; no reading level information provided.	Text difficulty level varies somewhat but there is not a broad enough range of texts; OR reading level might be discussed anecdotally but readability information is not consistently included.	Text set represents several levels of difficulty; reading level is included in annotation and method by which it was derived (SMOG, Frye, etc.) is listed.	X2=
Text annotations are thorough	Annotations give little detail about the texts in the text set in general.	Annotations give detail about the content of the texts but it is difficult to tell level of difficulty, style, or relevance. More detail is needed about how/why texts were chosen and will be used with students.	Annotations of the texts are thorough and the reader is able to tell from the annotation the style, difficulty, and relevance of the text. How/why the texts are used with students is fully addressed.	X2=
Citations	Citations are incomplete or missing	Citation format is incorrect or inconsistent	Citation format is correct and consistent throughout the document.	x1=

Grading Scale: 21-24 A

19-20 B

17-18 C

14-16 D

0-13 F