

Text Quality Criteria

QUALITY CRITERIA	NOTES FOR EACH CRITERION
<p>QUALITY CRITERION 1: A text must be worthy of close study. The text must exemplify superior, professional-quality literary or informational writing. In addition, the text must reflect a professional editing process: it must demonstrate mature use of syntax and diction and represent polished, smooth, and error-free work.</p>	
<p>QUALITY CRITERION 2: Texts must be diverse in text type, subject matter, and authorship. To ask students to spend time closely reading and re-reading a text means that students must be given works of exceptional content and craft that span many genres, cultures, and eras.</p>	
<p>QUALITY CRITERION 3: When texts are historical or scientific, they must be content rich and factually accurate. Historical and scientific texts must reflect authoritative writing in the discipline (i.e., these texts should be written by someone with expertise in the subject, preferably historians, scientists, or technical experts).</p>	
<p>QUALITY CRITERION 4: Texts must have excellent potential for questions worth asking. Texts must contain teachable and testable points that will instruct on or assess the grade-level standards, evidence statements, and/or targets to be assessed.</p>	
<p>QUALITY CRITERION 5: Generally, informational texts should use expository rather than narrative structures. The writing should employ such structures as assertion and evidence, cause and effect, and order of importance, which characterize dense, content-rich informational materials.</p>	
<p>QUALITY CRITERION 6: Excerpting must be done thoughtfully and carefully. If a text has been excerpted from a larger work, it must maintain the author's original intent (an excerpt should not, for example, imply a viewpoint on a topic that is inconsistent with the stance of the complete work). Excerpts must have a sense of completeness by themselves, although they can carry an introduction to help establish a context.</p>	
<p>QUALITY CRITERION 7: Introductory material for excerpts, as well as for unexcerpted texts, should avoid explaining key ideas in the text or giving students possible answers to questions. Brief general information about the author or the context is acceptable, but students should be expected to read texts independently, as required by the standards.</p>	