

Teacher Notes



Learning to Paraphrase

Activity 3 Assessing Paraphrasing

Activity Overview

In this assessment activity, students will paraphrase a paragraph provided by their teacher, annotating their paraphrase to explain how they are following the directions for a quality, non-plagiarized paraphrase.

Tip

Demonstrate for students how their paraphrases should be annotated. Refresh the students' memories by reviewing the prior activities in this lesson. By explaining the steps they are using as they write, students can demonstrate their ability to write the paraphrase and demonstrate metacognitive skills through annotation.

Directions

Before the Activity Begins

Choose a paragraph from a text used in your class (an excerpt from a novel would be ideal.) Make sure the paragraph you choose contains language that will be familiar to students so that the assessment evaluates their paraphrasing skills and not their vocabulary.

During the Activity

Pass out the paragraph to students. Read the paragraph aloud and answer any questions. Instruct students to write a paraphrase that

- ◆ maintains the essence of the paragraph.
- ◆ changes the order of the information.

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies
- ◆ **Topic:** Paraphrasing
- ◆ **Grade Level:** 10 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Student Assessment Sheet (paper-based)
- ◆ Paragraph excerpted from class text (not included in this activity)

- ◆ is rendered in their own words rather than the words of the original.

Explain that after they write the paraphrase, they will annotate (write notes about) each segment of the paraphrase to explain why they made the choices they did and how these choices reflect their understanding of paraphrasing techniques.

Students will paraphrase the paragraph and then annotate the paraphrase. The Student Assessment Sheet, “Demonstrating Paraphrasing Skills,” provides directions for students and a grid for writing the paraphrase and annotations. Students may prefer to write the paraphrase on their own paper or in a word processing document, but providing the grid will ensure that they understand that their annotations should be next to their paraphrase and this pattern should continue throughout the entire activity.

After the Activity

Collect the paraphrases and annotations. Assess them according to the directions given. The following rubric may be used or adapted for this purpose.

5 – The document is very clear and relates the same information as the original without relying on the primary source’s word choice or organization. Annotations clearly identify choices made and reflect complete understanding of paraphrase techniques.

4 – The document is clear and relates the same information as the original with minimal reliance on the primary source’s word choice or organization. Annotations identify choices made and reflect general understanding of paraphrase techniques.

3 – The document is somewhat clear and relates information similar to the original with minimal reliance on the primary source’s word choice or organization. Annotations may identify choices made but may not always reflect understanding of paraphrase techniques.

2 – The document may be somewhat unclear, but relates some information similar to the original. It may rely heavily on the primary source’s word choice or organization. Annotations may be inconsistently present, or may be unclear. Annotations may demonstrate a lack of understanding of paraphrase techniques.

1 – The document may be unclear and may not relate information similar to the original, or may relate such information using the primary source’s word choice or organization in such a way that would require quotation marks. Annotations may be missing altogether, or may be unclear. Annotations may demonstrate a lack of understanding of paraphrase techniques.

Student Assessment Sheet

Name: _____

Demonstrating Paraphrasing Skills

Date: _____

Read the provided passage carefully a few times. Your task is to write a paraphrase of the passage that relates the same information, but uses your own words and organization. Consider how you can change the wording and organization to make the information clear to someone with no special knowledge of this topic. Write your paraphrase on the left side of the paper, so that on the right, you can write notes next to your paraphrase to explain why you chose to put that information where you put it, and why you chose the words you used. Explain how you think you have kept the sense of the original document in your paraphrase.

Your Paraphrase of the Passage Provided	Your Annotations about the Paraphrase
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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