**﻿Directed Paraphrasing**

**﻿Description:**

*Directed Paraphrasing* involves students in translating a lesson or part of a lesson using language and examples appropriate for a specific audience (Angelo & Cross, 1993). For example, following a lesson on fossils that targeted ideas about kinds of objects that are considered to be fossils and how they became fossilized, students summarize the key points learned during the lesson as if they were talking to a younger brother or sister looking at fossils in a science museum; or, at a higher level, they may paraphrase their understandings as if they were talking to a paleontologist.

**﻿How this FACT promotes student learning:**

*Directed Paraphrasing* provides an interesting, creative, and challenging way for students to summarize what they learned in their own words, use appropriate terminology, and consider how to best communicate their understanding to a specific audience. Explaining what one has learned to others, in examples and words familiar to the specific audience, provides a metacognitive opportunity for the learner to examine his or her own understanding and think about how to translate it so that others can understand. When one has to explain something to others, one's own learning increases. Listening to other students share their paraphrases and providing peer feedback further enhances student learning.

**﻿How this FACT informs instruction**

Teachers can use this FACT to have students summarize a lesson or segment of a lesson. The lesson could be from a lecture, group discussion, activity, video, or text reading. Listening to students paraphrase what they learned provides an opportunity for the teacher to gauge whether key points in the lesson were identified and understood by students, indicating the need for revision or additional opportunities to learn the key ideas. Listening to the ways in which students students talk about their ideas also provides the teacher with useful information about students' scientific communication skills.

**﻿Design and Administration**

First, decide on an appropriate time to break during the lesson so students can summarize what they learned without interrupting the conceptual flow of the lesson. Encourage students to individually record their ideas that summarize the lesson or part of the lesson selected before developing a paraphrase for their audience. Assign an audience or have students select one and challenge them to create their summary for the specific audience. Examples for audiences might include younger students, parents, students in the same class who were absent when the lesson was taught, adults with different careers, famous people, people whose work is related to the topic, or teachers in the school who teach different subject areas. Give time for students to think about how to put the summary into words and examples that would be appropriate for the intended audience. Another way to use *Directed Paraphrasing* is to assign different audiences to small groups. Have each group come up with a *Directed Paraphrase* they could share with the teacher and whole class for feedback.

**﻿General Implementation Attributes**

Ease of use: Medium Time Demand: Medium Cognitive Demand: High

**﻿Modifications**

Consider having the class generate the key points to summarize the lesson and then assign *the Directed Paraphrase* as an individual or small group assessment.

**﻿Caveats**

In may be necessary to model an example for the class the first time this FACT is used. Directing the paraphrase toward a particular audience increases the cognitive demand of summarizing information. Make sure your students are familiar with the intended audience before asking them to translate what they learned for that audience.

**﻿Disciplines this FACT can be used in**

*Directed Paraphrasing* can be used in social studies, science, language arts, health, and performing arts.

Keeley, Paige. (2008) *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning.* Thousand Oaks, CA: Corwin Press