

Assessment Checklist for Determine Importance

These are questions we have asked our students, but you can adapt them to fit your own students' unique needs.

Expectations for student thinking and learning

- ☐ Merge thinking, questions, and responses with the information to better understand it and determine what to remember
- ☐ Sort and sift through information to answer questions
- ☐ Code the text to hold thinking, paraphrase, and record information
- ☐ Gain important information from text features and visuals
- ☐ Distinguish between interesting details and important information to help determine what to learn
- ☐ Sift and sort information to focus on bigger ideas, issues, and concepts
- ☐ Recognize that there is sometimes a difference between what the reader thinks is important and what the author is trying to convey
- ☐ Understand how details support and develop a larger topic

Questions you can ask yourself to assess student understanding

- ☐ Do they merge their thinking (questions, responses) with the information to better understand it?
- ☐ Can they sift out information to answer a specific question?
- ☐ Do they code the text to hold and paraphrase thinking?
- ☐ Do they gain information from text features and visuals?
- ☐ Are they able to separate interesting details from the bigger more important information and ideas?
- ☐ Do they make a distinction between their point of view and the author's perspective?
- ☐ Do they use supporting details to come up with a bigger idea?

Questions students can ask themselves

- ☐ Did I remember to write down my facts, questions, and responses?
- ☐ Did I find an answer to my question?
- ☐ Did I underline the most important information and then code the text with my own words to understand?
- ☐ Did I sort the important information from the interesting details?
- ☐ Was there a difference between my point of view and the author's?
- ☐ Did I use the supporting details to get to a bigger idea?

Language of determining importance

- "This is really important..."
- "This is important to remember..."
- "I think this might be important..."
- "My opinion is... the author's argument is..."
- "I think the big idea is..."
- "The most important information seems to be..."
- "I think this part means..."
- "A lingering question I have is..."
- "This is really interesting, but what seems to be more important is..."
- "This information makes me think..."