

# 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..."