

Annotated Rubric for Strategy Cluster 6: Summarize and Synthesize

Name _____		Date _____	
Oral and/or Written Evidence	Strong Evidence 3	Some Evidence 2	Little Evidence 1
<i>Pulls out information that relates to key ideas and paraphrases it briefly and accurately</i>			
<i>Merges thinking (questions, connections, inferences) to surface key ideas and get the gist</i>			
<i>Distinguishes between the gist and the reader's personal response to the information</i>			
<i>Synthesizes big ideas and issues from a collection of facts</i>			
<i>Understands the difference between facts and opinions and revises thinking in light of new evidence</i>			
<i>Creates a summary response that merges accurate text information with the reader's written response</i>			

Assessment Checklist for Summarize and Synthesize

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

- ▣ Put the information into one's own words to demonstrate understanding
- ▣ Merge thinking to surface key ideas and get the gist
- ▣ Summarize by telling what's important without telling too much
- ▣ Stop and think to synthesize the information as they go
- ▣ Distinguish between the gist and the reader's personal response to the information
- ▣ Synthesize big ideas and issues from a collection of facts
- ▣ Distinguish between facts and opinions
- ▣ Keep track of how our thinking and opinions change as we gain new information
- ▣ Revise misconceptions when confronted with new evidence and information
- ▣ Respond to reading in a way that leads to new insight and original thinking
- ▣ Write summary responses that reflect both the content and the reader's thinking

Questions you can ask yourself to assess student understanding

- ▣ Are students able to paraphrase, to put the information into their own words?
- ▣ Can they summarize information succinctly and accurately?
- ▣ Do they stop and think to get the gist of what they are reading?
- ▣ Are they able to delete extraneous information to arrive at the big ideas and/or issues?
- ▣ Are they able to synthesize facts into bigger ideas?
- ▣ Do they revise thinking and rethink misconceptions when they encounter new information or evidence?
- ▣ Are they able to articulate how their thinking changes or evolves over time?
- ▣ Are they able to think in divergent ways that lead to new thoughts or insights?
- ▣ Did I stop and think about what I was reading?
- ▣ Did I put the information into my own words?
- ▣ Did I merge my thinking with the text information to get the gist?
- ▣ Was I able to summarize the information briefly and accurately?
- ▣ Did I use the facts to come up with bigger ideas?
- ▣ Did I have any lingering questions after I finished reading?
- ▣ Did any new ideas pop into my head as I read?
- ▣ Did my reading change my thinking or my opinion?
- ▣ How did my thinking change?

Questions students can ask themselves

Language of summarizing and synthesizing

- "I used to think... but now I..."
- "I never realized..."
- "Aha!..."
- "Now I get it..."
- "In conclusion..."
- "To sum up..."
- "One new idea I had was..."