Test Your Paraphrasing Skills Answer Key
Paraphrasing Quotes by HGSE Professors
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STOP! If you haven’t completed the “Test Your Paraphrasing Skills Worksheet,” please do so before reading the suggested paraphrases below.

**Quote #1**

“Maintaining the impersonal authoritative stance creates a distanced tone that is often puzzling to adolescent readers and is extremely difficult for adolescents to emulate in writing” (Snow, 2010, p. 451).

**Paraphrase**
Adolescents have a hard time understanding and copying scientific writers’ epistemic voice because it is alien to their more relaxed forms of communication (Snow, 2010).

**Quote #2**

“This theory challenges the classical view of intelligence that most of us have absorbed explicitly (from psychology or education texts) or implicitly (by living in a culture with a strong but possibly circumscribed view of intelligence” (Gardner, 1983, p. 5).

**Paraphrase**
Whether through passive assimilation of socio-cultural nuances or active accommodation of academic literature, Gardner (1983) suggests that we all tend to adhere to a traditional, limited view of human intelligence.

**Quote #3**

“Just as accuracy of a poll depends on careful sampling of individuals, so the accuracy of a test depends on careful sampling of content and skills” (Koretz, 2008, pp. 20-21).

**Paraphrase**
If we intend to comprehensively assess student achievement we need to develop tests that cover the breadth and depth of their learning (Koretz, 2008).
**Quote #4**  

“No historian should begin research with someone else’s notes. Taking notes is the first (and perhaps most important step) in developing our own interpretation of a subject. It forces us to decide (again and again) what is interesting and important” (Reuben, 2005, p. 413).

**Paraphrase**  
Reuben (2005) purports that in order to develop an original analysis of their topic, historians must commence research with their own “notes” rather than relying on a secondary analysis of another’s.

**Quote #5**  

“Everyone believes that parents and teachers should be allies and partners. After all, we are all engaged in the important and precious work of raising, and guiding, and teaching our children” (Lawrence-Lightfoot, 2004, p. 24).

**Paraphrase**  
Especially since they are both working toward the same goal of adaptive student learning and development, there is an implicit expectation that teachers and the parents, of the children they teach, should get along (Lawrence-Lightfoot, 2004).