

Test Your Paraphrasing Skills Answer Key

Paraphrasing Quotes by HGSE Professors

STOP! If you haven't completed the "Test Your Paraphrasing Skills Worksheet," please do so before reading the suggested paraphrases below.

Quote #1

Snow, C. E. (2010, April 23). Academic language and the challenge of reading for learning about science. *Science*, 4(5977), 450-452. doi:10.1126/science.1182597

"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

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

"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

Koretz, D. M. (2008). *Measuring up: What educational testing really tells us*. Cambridge, MA: Harvard University Press.

"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

Reuben, J. A. (2005). Writing when everything has been said: The history of American higher education following Laurence Veysey's classic. *History of Education Quarterly*, 45(3), 412-419. doi10.1111/j.1748-5959.2005.tb00043.x

“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

Lawrence-Lightfoot, S. (2004). Building bridges from school to home. *Instructor*, 114(1) 24, 27-28, 73.

“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).