

MIDDLE SCHOOL MATTERS

INSTITUTE



Teaching Students to Summarize: Observation Checklist



Middle School Matters Institute
An initiative of the George W. Bush Institute in partnership with
The Meadows Center for Preventing Educational Risk

ABOUT THIS CHECKLIST



This feedback form is not meant to aid in the evaluation of teachers. Instead, it is a tool to

- a) record research-based practices observed during classroom instruction (or students' independent use or application of those practices),
- b) identify practices in need of refinement,
- c) guide productive conversations between instructional leaders and teachers, and
- d) inform professional development needs.

ABOUT THE SUMMARIZATION STRATEGY

Middle School Matters Field Guide: See Reading and Reading Interventions, Principle 6, Practice 2: Instruct students to summarize text

Summarization for Comprehension Toolkit: <https://greatmiddleschools.org/toolkits/reading/summarization/>

Includes professional development resources, videos, and instructional tools

Teaching Students to Summarize: Observation Checklist

Date: _____ Observer: _____ Teacher/grade: _____

Subject area: _____ Unit of study: _____ Text used: _____

CHARACTERISTICS OF SUMMARIZATION INSTRUCTION

(check all that apply)

Prerequisite Skills

- Students can proficiently write main idea (gist) statements before they receive instruction in writing summaries.
- The teacher reviews the Get the Gist strategy.

Lesson Introduction

- The teacher states the objective or purpose of the lesson.
- The teacher verbalizes a rationale for summarizing after reading text.

Modeling

- The teacher preselects an appropriate expository text.
- The teacher displays the 6 steps for writing a summary.
- The teacher explains each step for writing a summary.
- The teacher explicitly models how to complete each step for writing a summary.

Guided Practice

- Students work in small groups or in partners.
- The teacher guides students through each of the 6 steps of the summarization strategy
- The teacher monitors students while they complete each step.
- The teacher asks students to share/explain after each step.
- The teacher provides both affirmative and corrective feedback.

NOTES:

Teacher-Led Independent Practice

- Students work with partners.
- Students take turns reading and write a main idea (gist) statement for each paragraph.
- The teacher provides guidance and additional modeling (as needed).
- The teacher prompts students to share their completed summaries with the whole class.
- The teacher provides both affirmative and corrective feedback.

OVERALL LEVEL OF IMPLEMENTATION:

- NO = Not Observed**
Practice is applicable to the instruction delivered during the observation but was not implemented.
- B = Beginning Implementation**
Practice is implemented with limited fidelity, but can be enhanced with targeted professional development, coaching, and/or additional practice implementing.
- P = Partial Implementation**
Practice is implemented with some fidelity. Additional support or practice may be needed.
- F= Full Implementation**
Practice is implemented with fidelity and may serve as a model for other teachers.

NOTES:

RECOMMENDED NEXT STEPS: