



Step 8: Cornell Note-Taking Checklist

Name: _____ Evaluator: _____ Date: _____

Step 8: Use *Written* feedback provided by peer, tutor, or teacher to improve the quality of notes, questions, and summaries

Directions: Use a \checkmark mark in the appropriate column based on the Cornell Notes collected.

STEP	Indicators	Yes (2 pts. each)	Inconsistent/ Incomplete (1 pt. each)	No (0 pt. each)
Step 1: Create Format	<ul style="list-style-type: none"> • Heading in ink: (Name/ Class/ Topic/ Period/ Date) • Standard/ Objective/ Essential Question recorded 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Step 2: Organize Notes	<ul style="list-style-type: none"> • Only main ideas, key words, and phrases recorded • Sufficient space/indentation is used to show relationships between main ideas • Abbreviations/ symbols used appropriately • Bullets are used to create lists and organize notes • Paraphrasing of notes is evident 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 3: Revise Notes/ Step 5: Exchange Ideas	<ul style="list-style-type: none"> • Notes are numbered to indicate a new concept, main idea, or topic • Vocabulary/ key terms are circled and main ideas are highlighted or underlined in pencil • Missing/paraphrased information is added in red 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Step 4: Note Key Idea	<ul style="list-style-type: none"> • Questions on left are developed to reflect main ideas in notes on the right side • Questions on left are mostly higher-level (Bloom's Levels 3-6 or Costa's Levels 2 and 3) 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Step 6: Link Learning	<ul style="list-style-type: none"> • Summary reflects the questions/ notes • Summary addresses all aspects of the essential question and is based on the standard/objective of the lesson 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Step 7: Learning Tool	<ul style="list-style-type: none"> • Information to be used on a test, essay, for tutorial, etc., is noted using an asterisk 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:				

Yes	_____ x 2 points	=
Inconsistent/ Incomplete	_____ x 1 point	=
No	_____ x 0 points	=
Total		

Grading Scale: Count the number of checkmarks in the “yes” and “inconsistent/incomplete” column to calculate grade.

					Your Grade	
A 30-27	B 26-24	C 23-21	D 20-18	F 17-0	_____	_____
					Total	Grade

Student Handout 3.5

Cornell Notes Rubric

	5	4	3	2	1
Page set-up	<ul style="list-style-type: none"> All parts (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> All parts but one (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> Some parts (name, date, class, and topic) are labeled in the correct place. 	<ul style="list-style-type: none"> Missing 2 parts (name, date, class, and topic) but are correctly labeled. 	<ul style="list-style-type: none"> Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.
Legibility	<ul style="list-style-type: none"> Neat and completely legible 	<ul style="list-style-type: none"> Completely legible 	<ul style="list-style-type: none"> Mostly legible 	<ul style="list-style-type: none"> Mostly non-legible 	<ul style="list-style-type: none"> Not legible
Notes	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Notes have been edited. Key word have been highlighted and/or underlined. Revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes may/may not be accurate, information not always paraphrased. Some use of abbreviations. No highlighting or underlining evident. No revisions made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. 	<ul style="list-style-type: none"> Notes do not reflect Cornell Note format
Questions	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Questions also include Bloom's level 3–6 or Costa's level 2 & 3 as appropriate. 	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Shows learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Shows learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary is re-stating of notes but is connected to some learning. 	<ul style="list-style-type: none"> Summary is a re-stating of the notes and is not connected to learning. 	<ul style="list-style-type: none"> No summary

Cornell Notes Rubric (using the Cornell Way)

PART 1: NOTE-TAKING	
<p>Create Format</p>	<ul style="list-style-type: none"> ◇ Notes are set up in the Cornell Way (name, class/period, date, topic)
<p>Organize Notes</p>	<ul style="list-style-type: none"> ◇ Notes are on the right side of the page ◇ There is a line or a space between "chunks" / main ideas of information. ◇ Bullets are used for lists of information to help organize notes.
PART 2: NOTE-MAKING	
<p>Revise & Edit Notes <i>(Done in another color)</i></p>	<ul style="list-style-type: none"> ◇ All "chunks" are numbered in a different color ◇ All vocabulary/key words are circled in a different color ◇ All main ideas are highlighted ◇ Added / paraphrased information is added in another color
<p>Note Key Idea</p>	<ul style="list-style-type: none"> ◇ All questions on the left are developed to reflect main ideas in notes ◇ Most questions are higher level (Costa's Level 2 and 3)
PART 3: NOTE-INTERACTING	
<p>Link Learning</p>	<ul style="list-style-type: none"> ◇ Summary answers essential question and questions on the left.
<p>Learning Tool</p>	<ul style="list-style-type: none"> ◇ Possible test questions are noted with an asterisk (*). ◇ Student studies notes (i.e. fold-over method, or any other study method)

Note-Taking
(in class)

Note-Making

10

24

Note-Interacting

7

Costa's Levels of Questioning: Science

LEVEL 1	LEVEL 2	LEVEL 3
What information is given?	What additional information is needed to solve this problem?	Design a lab to show...
What are you being asked to find?	Can you see other relationships that will help you find this information?	Predict what will happen to _____ as _____ is changed.
What formula would you use in this problem?	How can you put your data in graphic form?	Using a science principle, how can we find...?
What does _____ mean?	How would you change your procedures to get better results?	Describe the events that might occur if...
What is the formula for...?	What method would you use to...?	Design a scenario for...
List the...	Compare and contrast _____ to _____.	Pretend you are...
Name the...	Which errors most affected your results?	What would the world be like if...?
Where did...?	What were some sources of variability?	What would happen to _____ if _____ (variable) were increased/decreased?
What is...?	How do your conclusions support your hypothesis?	How would repeated trials affect your data?
When did...?	What prior research/formulas support your conclusions?	What significance is this experiment to the subject you're learning?
Describe in your own words what _____ means.	How else could you account for...?	What type of evidence is most compelling to you?
What science concepts does this problem connect to?	Explain the concept of...	Do you feel _____ (experiment) is ethical?
Draw a diagram of...	Give me an example of...	Are your results biased?
Illustrate how _____ works.		