Chapter 8

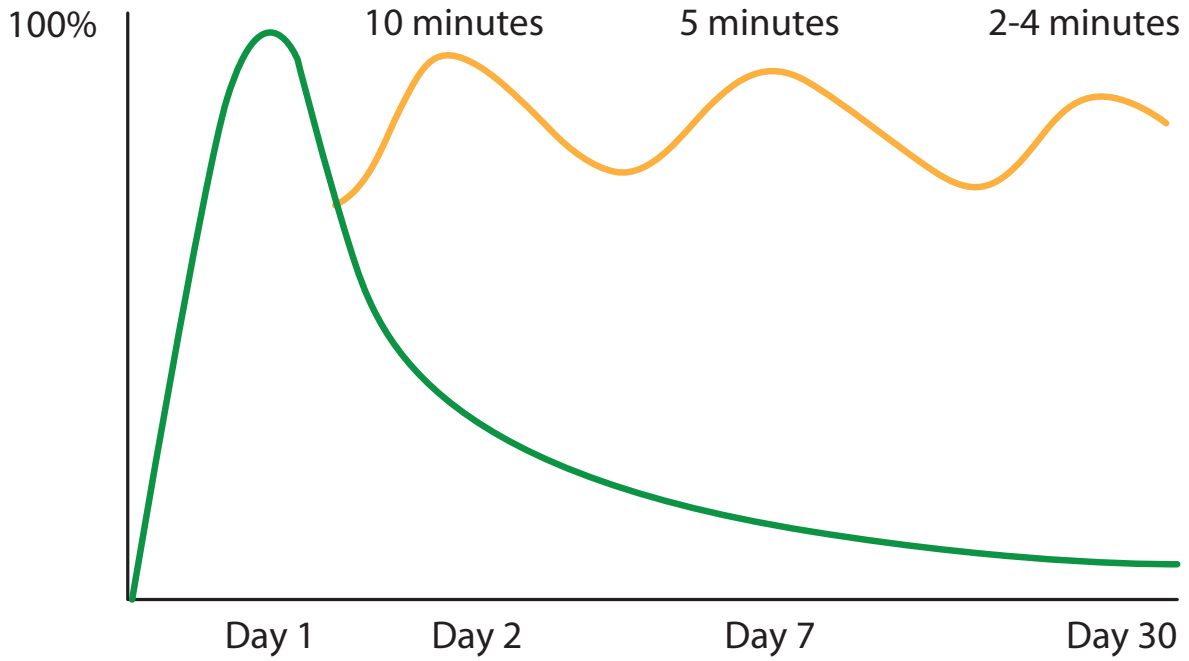
Focused Note-Taking: Cornell Notes

Introduction

In 1949, Dr. Walter Pauk realized the frustration his law students at Cornell University were having in the area of producing effective notes in his class. Despite their copious notes, they still were having difficulty in performing well on his tests. In order to help them take more focused and efficient notes, he developed Cornell Notes.

While the form and structure of the notes has evolved since then, the basic principle remains the same: When students process their notes in multiple ways, they will retain the information at a higher level. The Cornell Way focused note-taking system, which is covered in this chapter, provides a systematic process for students to take notes and then process those notes numerous times. The process also covers how students and teachers can work to make sure that students are constantly growing as note-takers.

It should be noted that, because mastery of Cornell note-taking skills does require so much time and practice, schools often implement this system as a schoolwide program. When students are using these skills throughout the school day and at home, they certainly learn quicker and better. In fact, Cornell notes can become part of a school's culture and viewed by students, teachers, and parents as an expected standard to which all students should aspire. For this reason, this chapter includes strategies that can be used in all types of learning environments, including those where student performance does not include traditional note-taking activities. As you work through the 10 steps of this process, be thinking, "What will this process look like in my classroom and my school? How can my students leave my classroom not only knowing my content, but also being better prepared and ready for college success?"



The Curve of Forgetting

The Curve of Forgetting describes how we retain or get rid of information that we take in. It's based on a one-hour lecture.

On Day 1, at the beginning of the lecture, you go in knowing nothing, or 0% (where the curve starts at the baseline). At the end of the lecture, you know 100% of what you learned, however well you know it (where the curve rises to its highest point). By Day 2, if you have done nothing with the information you learned in that lecture, didn't think about it again, read it again, etc., you will have lost 50%–80% of what you learned. Our brains are constantly recording information on a temporary basis: scraps of conversation heard on the sidewalk, what the person in front of you is wearing. Because the information isn't necessary, and it doesn't come up again, our brains dump it all off, along with what was learned in the lecture that you actually do want to hold on to! By Day 7, we remember even less, and by Day 30 we retain about 2%–3% of the original hour! This nicely coincides with midterm exams, and may account for feeling as if you've never seen this before in your life when you're studying for exams—you may need to actually relearn it from scratch.

You can change the shape of the curve! A big signal to your brain to hold on to a specific chunk of information is if that information comes up again. When the same thing is repeated, your brain says, "Oh, there it is again—I better keep that." When you are exposed to the same information repeatedly, it takes less and less time to "activate" the information in your long-term memory and it becomes easier for you to retrieve the information when you need it.

Here's the formula, and the case for making time to review material: Within 24 hours of getting the information, spend 10 minutes reviewing and you will raise the curve almost to 100% again. A week later (Day 7), it only takes 5 minutes to "reactivate" the same material and again raise the curve. By Day 30, your brain will only need 24 minutes to give you the feedback, "Yup, I know that. Got it."

Often students feel they can't possibly make time for a review session every day in their schedules—they have trouble keeping up as it is. However, this review is an excellent investment of time. If you don't review, you will need to spend 40–50 minutes relearning each hour of material later—do you have that kind of time? Cramming rarely plants the information in your long-term memory where you want it and can access it to do assignments during the term as well as be ready for exams.

Depending on the course load, the general recommendation is to spend half an hour or so every weekday, and 1 1/2 to 2 hours every weekend in review activity. Perhaps you only have time to review 4 or 5 days of the week, and the curve stays at about the mid range. That's OK; it's a lot better than the 2%–3% you would have retained if you hadn't reviewed at all.

Many students are amazed at the difference reviewing regularly makes in how much they understand and how well they understand and retain material. It's worth experimenting for a couple weeks, just to see what difference it makes to you!

Counseling Services, Study Skills Program

University of Waterloo

Ten Steps of the Cornell Way

I. NOTE-TAKING:

While reading or listening to information for the first time, jot down and organize key points to be used later as a learning tool.

C *Create Format*

Step 1:

Create Cornell notes format and complete heading.

Write name, class, period, date, topic, and standard/objective in heading.

- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
- Leave 2 inches on the bottom of each page for summary.
- Be prepared to actively listen and take notes.

If Cornell notepaper is provided, upon entering the classroom:

- Write name, class, period, date, topic, and standard/objective in heading.
- Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
- Be prepared to actively listen and take notes.

O *Organize Notes*

Step 2:

Organize notes on right side.

- Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, participating in tutorials, etc.
- Listen and take notes in your own words—paraphrase what you hear.
- Leave spaces for revisions by skipping lines between ideas.
- Abbreviate words and use symbols, when appropriate.
- Write in phrases (not complete sentences).
- Use bullets or lists, when possible.
- Change pen colors to indicate change in concept.
- Use indentation to show relationships between ideas.
- Know what to write—important information vs. trivial information.
- Recognize cues, "This is important…," "This may be on the next test…," and repeated information.
- Incorporate teacher's note-taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.

II. NOTE-MAKING:

Within 24 hours of taking the notes, revise these notes, generate questions, and use collaboration to create meaning.

R *Review and Revise*

Step 3:

Review and revise notes.

Use the "Cornell Note Revision Checklist" to revise notes.

- Separate main ideas from details by underlining.
- Keep important information by highlighting or color coding.
- Delete unimportant information by drawing a line through it or not highlighting.
- Add your own thinking/fill in details to clarify, complete, or create greater meaning and understanding.
- Paraphrase information.
- Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
- Add references from/to other materials as they come to mind or make connections to other concepts/content.
- Use symbols (star, checkmark, etc.) to indicate what is significant.
- Use * for information that may be used on a test, essay, tutorial day, etc.
- Create a visual or symbol to represent and help recall information.

N *Note Key Ideas*

Step 4:

Note key ideas to create questions.

- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading, or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with each main idea.
- Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3:

Lower-Level Questions: Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question, or develop additional notes adding personal meaning and details to create ownership of the material.

Higher-Level Questions: It is important for the Cornell notes to create higher-level questions by applying Bloom's or Costa's vocabulary. It is necessary to understand the meaning of the words used and how to use the terminology accurately to ask a higher-level question. Adding "How do you…" does not create a higher-level question.

E *Exchange Ideas*

Step 5:

Exchange ideas by collaborating.

- Collaborate with a peer(s), as a small group, in your tutorial group, whole class, outside of class, etc., to compare, enhance, and revise your notes.
- Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- Brainstorm a list of key vocabulary from the lesson to be included in the summary.

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L *Linked Learning*

Step 6:

Link learning to create a ynthesized summary.

Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.

- Address the essential question of the lesson in the summary.
- Use the notes of the right side as support to write the summary.
- Synthesize, or combine main ideas together, to internalize learning from the questions/notes.
- Answer the higher-level questions from the left side in the summary to tie together the main ideas.

  Creating a summary provides the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor, or classmate.

  Leave the right side blank until this discussion has happened.

  Document the clarification in the blank space on the right side, after the discussion.

L *Learning Tool*

Step 7:

Use completed Cornell notes as a learning tool.

- Review notes taken, questions developed, and summary; this may also be done in a study group.
- Apply new learning to increase performance in content classes by using notes to study for a test, to write an essay, as a reference during tutorial, or to prepare for a presentation, Socratic Seminar, Philosophical Chairs, etc.
- Interact with material by taking notes, writing questions, and summarizing to internalize material to increase new learning.
- Using the notes as a learning tool provides the opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W *Written Feedback*

Step 8:

Provide written feedback.

- Submit Cornell notes weekly to be checked for quality using the Cornell notes rubric or checklist, and/or for quantity in a binder check.
- Review, revise, and improve notes, questions, and summary based on feedback.
- Written feedback and suggestions for improvement may be provided by a peer, tutor, or teacher.

A *Address Feedback*

Step 9:

Address written feedback.

- Address feedback by using "Cornell Note Focus Goal Activity" to create a goal for improvement in future note-taking.
- Use the feedback provided; identify an area of challenge.
- Write a focus goal to improve this area.
- Identify specific actions to address this challenge in future note-taking.

Y *Your Reflection*

Step 10:

Reflect on your learning.

- Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
- Review notes, questions, and summaries on all Cornell note pages.
- Reflect on the learning by completing a "Cornell Note Reflective Log" to show how you mastered and/or applied your new knowledge.

Dear Pamela:

So awfully nice of you to tell me about your personal initial experiece with the Cornell Note-Taking System. It lifts my heart that you found so much help in using it.

You know, Pamela, the System did not come from me in one fell-swoop. It was developed in my mind on a rather step-by-step basis.

In the beginning, in the left-hand column, I used to jot phrases extracted from the the notes themselves; that is, uttered by the lecturer. Obviously, there was, at the most, minimal personally thinking on the part of the student. But, at least, the phrases in the left-hand column provided the basis for RECITATION. But, this recitation gave the student a false sense of mastery, because the phrases in the left-hand column almost actually gave the student the answer visually, not mentally.

You know, Pamela, I think that, in this present environment people, as well as students, want a quick & easy "fix."

Step 2: Organize Notes

No, the question formulated by the student in the left-hand column is a must. The question represents the student's thinking. The words in the right-hand notes given by the lecturer have to be processed by the stueent in his or her own mind and the question is formed by the thinking thathad to take place to formulate the question.

Step 4: Note Key Ideas

Question-making is not easy! Question-making was very hard for me; but, as I battled to come forth with a question, I became better and better at the thinking process. You see, Pamela, I had to keep asking myself, "What is the lecturer trying to say?" It seems that you have to talk out-loud to to the words on tha page..."What are you getting at?" You see, too, that this "out-loudness" puts you in almost a person to person mode. You're no longer a passive reader of the notes. This goes for textbook reading, too.

(Just a comment before I forget it.) One does not learn through the eyes alone. One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but, one's thinking does.

Step 3: Review & Revise and Step 4

It is hard for me to imagine that teachers' suggest giving the stud ents the questions for them to write in the left-hand margin. It is the person who thinks and fashions the question that is the learner. The knowledge and wisdom lodges and remains with the person who reads, ponders the words (the paragraph), then goes on to formulate the question. You don't gain knowledge by reading someone else's hard work. You must do it yourself ! Very similar: you don't become a good golf player by watching Tiger Wood on the TV. You must, to become a good or better player go out on the practice range and hit the balls especially under good instruction.

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Step7: Learning Too!

Now a few words about SUMMARIES. I know. You don't want to pile onto the student more and more work; but, unless the student does a summary, he or she is short-changing oneself. For example, in a test where a short essay-type question is asked. You don't answer it by making a laundry-list of facts learned individually. No, you have to synthesize! Usually, under the time pressure of an exam, you don't have a relaxed free-roving mind to think up a overall answer. This type of thinking must be done to some extent in the privacy of your own study-room.

Step6: Link Learning

To make a summary at the bottom of a page or at the end of the lecture, now that you have the full information, you must try to come up with the essence of the full lecture. And when you do, what a great pleasure that you have put your mind to work and come up with a victory. This is how you master the individual facts to get the overall meaning. This is how to go into the exam room. Now, you have some ammunition! By doing it this way, I always came in with far more than I could have time to use.

Step5: Exchange Ideas

Here is what my co-author has to say about summaries and taking notes. (My co-author is Ross Owens...how lucky can you get to have someone like Ross working along side!)

Your contention is right on target. Although the marginal questions are valuable as a tool for reciting and mastering material, the first thing of value they provide in the learning process is a handle that allows students to personally grasp the meaning of each paragraph. It allows students to make information their own. Reading a note (or paragraph), picking out the main idea from amidst the details, and then formulating a question that points to this main idea all combine to weave the information into the student's own knowledge and experience. The marginal question then becomes a cue that points to process of making that original connection.

The summary is valuable to a page of notes as a whole in much the same way that a marginal question is important to an individual key idea or paragraph. It provides students with an opportunity to pull together and synthesize all the information on a page and – just as you suggest – to do some essential reflection. Summaries provide context and connections that tie together main ideas that might otherwise exist in isolation.

Pamela, please excuse my typing errors. I still use my old typewriter. Though I respect the computer, I don't have one. I see, for me, no need.

'Twas nice talking to you. I hope that this helps.
Thanks you ever so much for valuing my Note-taking system.

Sincerely,
Walter Pauk

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CORNELL NOTES

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TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:	NOTES:

SUMMARY:

QUESTIONS:	NOTES:

SUMMARY:

CORNELL NOTES

AVID
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TOPIC/OBJECTIVE:

NAME:

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QUESTIONS:

SUMMARY:

CORNELL NOTES

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:	NOTES:

SUMMARY:

QUESTIONS:	NOTES:

SUMMARY:

CORNELL NOTES

AVID
Proven Achievement.
Lifelong Advantage.

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

SUMMARY:

QUESTIONS:	NOTES:

SUMMARY:

Creating Essential Questions

Purpose: Essential questions guide and frame the note-taking and summarization.

Directions: Read the examples of standards/objectives and essential questions.

Language Arts	**Standard/Objective:**	3.6—Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style.
	Essential Question:	How do literary devices such as metaphor, symbolism, dialect, and irony define a writer's style?
Mathematics	**Standard/Objective:**	Alg. 9.0—Students use substitution to solve a system of two linear equations in two variables algebraically.
	Essential Question:	How is a system of two linear equations solved by substitution?
Social Studies	**Standard/Objective:**	10.5.2—Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
	Essential Question:	Why is appeasement a contributing factor to the start of World War II?
Science	**Topic:**	Diffusion and Osmosis
	Essential Question:	What is the effect of solute concentration on water potential as it relates to living plant tissues?

Practice Writing Essential Questions for Your Classes

Directions: Create your own essential question based on a standard/objective/topic.

Subject	**Standard/Objective:**	
	Essential Question:	
Subject	**Standard/Objective:**	
	Essential Question:	
Subject	**Standard/Objective:**	
	Essential Question:	

Name: _____

Date: _____

Cornell Note-Taking Revision Checklist

Directions: Review and revise notes taken in the right column. Use the symbols below to revise your notes.

COMPLETED	SYMBOL	REVISION
☐	1, 2, 3... A, B, C...	1. Number the notes for each new concept or main idea.
☐	Key Word	2. Circle vocabulary/key terms in pencil.
☐	Main Idea	3. Highlight or underline main ideas in pencil.
☐	^	4. Fill in gaps of missing information and/or reword/ rephrase in red.
☐	~~Unimportant~~	5. Delete/cross out unimportant information by drawing a line through it with a red pen.
☐	?	6. Identify points of confusion to clarify by asking a partner or teacher.
☐	*	7. Identify information to be used on a test, essay, for tutorial, etc.
☐	Visual/symbol	8. Create a visual/symbol to represent important information to be remembered.

Name: _____

Date: _____

Note Key Ideas to Create Questions

Directions: Follow these steps as you create questions during Step 4 of the note-taking process.

Steps for Creating Questions

Step 1:	Read the essential question/standard/objective at the top of the Cornell notes
Step 2:	Review the first chunk of notes on the right side. A chunk is defined as a section of notes with the same main idea.
Step 3:	Identify the main idea of this first chunk.
Step 4:	Write a question for the first chunk that can be answered by the main idea.
Step 5:	Repeat this process until all the main ideas in each chunk of notes are incorporated into questions.
Step 6:	Reread your questions. Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.
Step 7:	Create an additional higher-level question that incorporates two of the lower-level questions. For example: • **Lower-level question #1:** What is the definition of perimeter? • **Lower-level question #2:** What is the definition of area? • **New higher-level question added to notes:** How does perimeter compare/contrast to area?
Step 8:	Create notes to address the new higher-level question created from lower-level questions.
Step 9:	Review your questions/notes to ensure the essential question/standard/objective at the top of the Cornell notes is addressed.
Step 10:	Review your questions/notes to study for tests/quizzes, write essays, or use for a tutorial question.

Name: _____

Date: _____

Link Learning to Create a Synthesized Summary

Steps for Writing a Complete Summary

Step 1:	Read the essential question/standard/objective at the top of the Cornell notes.
Step 2:	Respond to the essential question/standard/objective in one sentence—this is the introductory sentence to the summary. Use your own words in writing your summary.
Step 3:	Review the first chunk of notes on the right side.
Step 4:	Reread the first question written for t he first chunk.
Step 5:	Write a one-sentence response to this question incorporating content-based vocabulary.
Step 6:	Repeat this process until all your questions are incorporated in the summary, accounting for all the main ideas in your notes.
Step 7:	Reread your summary for clarity and accuracy, adding transitions, when possible.
Step 8:	Review your summary to study for tests/quizzes, when writing essays, while completing the "Cornell Note Reflection Log," etc.

Summary Paragraph Template:

Essential question/standard/objective introductory sentence: _____

_____

Response to the question for the first chunk of notes: _____

_____

Response tot he question for the seond chunk of notes:_____

_____

Response to the questions for all additional chunks of notes:_____

_____

Tips for Studying With Notes

Make Use of the Format

- Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand section as an answer key.
- Engage in an oral quiz with others using study questions from the left-hand column.
- Cover the right-hand column with blank paper; write out answers to the left-hand study questions and explanations of main ideas.

Write

- Write summaries of the most important material in the summary/reflection section.
- Write a quiz for others using the notes; exchange and co rrect.
- Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.

Review

- Look over notes frequently to keep information and questions still unanswered fresh in mind.
- Recite information from notes.

Study With a Group

- Exchange notes with others to flesh out information and understanding.
- Use notes in study groups to provide a common ground of material for reference and review. Rewrite notes if necessary.

STUDENT HANDOUT 8.13

Name: _____

Evaluator: _____

Date: _____

Step 8: Cornell Note-Taking Checklist

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

Directions: Use a √ mark in the appropriate column based on the Cornell notes collected.

Step	Indicators	Yes (2 pts. ea.)	Inconsistent/ Incomplete (1 pt. ea.)	No (0 pts. ea.)
Step 1: Create Format	• Heading in ink: Name/Class/Topic/Period/Date	☐	☐	☐
	• Standard/Objective/Essential Question recorded.	☐	☐	☐
Step 2: Organize Notes	• Only main ideas, key words, and phrases recorded.	☐	☐	☐
	• Sufficient space/indentation is used to show relationships among main ideas.	☐	☐	☐
	• Abbreviations/symbols used appropriately.	☐	☐	☐
	• Bullets are used to create lists and organize notes.	☐	☐	☐
	• Paraphrasing of notes is evident.	☐	☐	☐
Step 3: Revise Notes	• 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.	☐	☐	☐
Step 4: Note Key Ideas	• Questions on left are developed to reflect main ideas in notes on the right side.	☐	☐	☐
	• Questions on left are mostly higher-level (Bloom's Level 3-6 or Costa's Levels 2 and 3).	☐	☐	☐
Step 5: Exchange Ideas	• Evidence that information has been added from peer or teacher discussion, tutorials, or book.	☐	☐	☐
Step 6: Link Learning	• Summary reflects the questions/notes.	☐	☐	☐
	• Summary address all aspects of the essential question and is based on the standard/objective of the lesson.	☐	☐	☐
Step 7: Learning Tool	• Information to be used on a test, essay, tutorial, etc., is noted using an asterisk.	☐	☐	☐
Total				

Grading Scale:
Count the number of check marks in the "yes" and "inconsistent/incomplete" columns to calculate grade.

Yes ..... _____ x 2 points = _____

Inconsistent/ Incomplete. _____ x 1 point = _____

No ..... _____ x 0 points = _____

TOTAL ..... _____

A: 30-27 **B:** 26-24 **C:** 23-21 **D:** 20-18 **F:** 17-0

Your Grade: Total _____ Grade _____

Cornell Note-Taking Rubric

Steps	Advanced	Satisfactory	Developing	Unsatisfactory
Step 1: Create Format	• All parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Most parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Some parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.	• Few parts (name, class, topic, period, date, standard/objective, essential question) are properly written in the correct place.
Step 2: Organize Notes	• All main ideas, key words, and phrases are recorded. • Sufficient space is provided between main ideas. • All abbreviations/symbols are used appropriately. • Indentation is used consistently to show the relationship between ideas. • Many bullets are used to create lists to organize notes. • Effective use of paraphrasing is evident.	• Most main ideas, key words, and phrases are recorded. • Some space is provided between main ideas. • Many abbreviations/symbols are used appropriately. • Some indentation is used to show the relationship between ideas. • Some bullets are used to create lists to organize notes. • Some paraphrasing is evident.	• Some main ideas, key words, and phrases are recorded. • Inadequate space is provided between main ideas. • Some abbreviations/symbols are used. • Limited indentation is used to show the relationship between ideas. • Few bullets are used to create lists to organize notes. • Limited paraphrasing is used.	• Few main ideas, key words, and phrases are recorded. • There is no space between ideas. • Few or no abbreviation symbols are used. • No indentation is used to show relationship between ideas. • No bullets are used—complete sentences are recorded. • Paraphrasing is not used—notes are copied word for word.
Step 3: Revise Notes **Step 5: Exchange Ideas**	• All notes are numbered to indicate a new concept, main idea, or topic. • All vocabulary/key terms are circled. • All main ideas are underlined in pencil/highlighted • All missing/paraphrased information is added in red. • All unimportant information is deleted deleted by drawing a line through it.	• Some notes are numbered to indicate a new concept, main idea, or topic. • Some vocabulary/key terms are circled. • Some main ideas are underlined in pencil/highlighted. • Some missing/paraphrased information is added in red. • Most unimportant information is deleted by drawing a line through it.	• Few notes are numbered to indicate a new concept, main idea, or topic. • Few vocabulary/key terms are circled. • Few main ideas are underlined in pencil/highlighted. • Limited missing/paraphrased information is added in red. • Some unimportant information or important information is deleted by drawing a line through it.	• No notes are numbered to indicate a new concept, main idea, or topic. • No vocabulary/key terms are circled. • No main ideas are underlined in pencil/highlighted. • No missing/paraphrased information is added in red. • No unimportant information or important information is deleted by drawing a line through it.
Step 4: Note Key Ideas	• All questions on left are developed to reflect main ideas in notes. • Most questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Most questions on left are developed to reflect main ideas in notes. • Some questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Some questions on left are developed to reflect main ideas in notes. • Few questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).	• Few/no questions on left are developed to reflect main ideas in notes. • No questions are higher level (Bloom's Levels 3–6 or Costa's Levels 2 and 3).
Step 6: Link Learning	• Synthesized summary reflects the questions/notes. • Summary addresses all aspects of the essential question based on the standard/objective of the lesson.	• Summary reflects most questions/ notes. • Summary addresses most aspects of the essential question based on the standard/objective of the lesson.	• Summary reflects some questions/ notes. • Summary addresses some aspects of the essential question based on the standard/objective of the lesson.	• Summary does not reflect the questions/notes. • Summary does not reflect the essential question of the lesson.
Step 7: Learning Tool	• Detailed information to be used on test, essay, tutorial, etc., is clearly noted/identified with an asterisk.	• Information to be used on test, essay, tutorial, etc., is clearly noted/identified with an asterisk.	• Some information to be used on test, essay, tutorial, etc., is clearly noted/ identified with an asterisk.	• No information to be used on test, essay, tutorial, etc., is noted.