

Name _____

Note Taking Rubric for Cornell Format

5		4	3		2	
100	94	85	76	65	55	44
<ul style="list-style-type: none"> Use of space strongly shows hierarchical organization of ideas. Main ideas are distinct from supporting details using symbols and location on the page. Student may use webbing or graphic representations. All information is sufficiently elaborated, including information not displayed in presenter's visual aid. Good questions at various levels cover all of the material for study. There may be evidence that notes have been revised. 		<ul style="list-style-type: none"> Use of space shows organization of ideas, but may be inconsistent. May be minor omissions Some incomplete ideas Good questions at various levels cover most of the material. There is no evidence notes have been revised. 	<ul style="list-style-type: none"> Use of space does not support hierarchical organization of ideas, but some basic effort to organize is evident. Notes appear as lists or blocks of text. Notes may be limited to elements copied from presenter's visual aid. May be serious omissions Important ideas are not elaborated enough. Questions / abstract are weak or insufficient. 		<p>Notes appear as lists or blocks of text. No obvious organization.</p> <p>Notes may be limited to elements copied from presenter's visual aid.</p> <p>Serious omissions, may be inaccuracies.</p> <p>Few or no questions</p> <p>There is enough information recorded to award up to half credit, but one could not pass a test from these notes.</p> <p>May not be in Cornell format.</p>	

In *Cornell Format*, students set up their page with a wide column for notes and a narrow column for questions. Questions are added during or after lecture and should be written at a variety of levels of Bloom's Taxonomy with a preference for higher order questions such as analysis and evaluation.

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