



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