



Name: \_\_\_\_\_ Quarter: \_\_\_\_\_

Begin Date: \_\_\_\_\_ Period: \_\_\_\_\_

## STAR Note-taking Strategy

### **S = Set Up Paper**

1. Put your name, period, class, and date in upper right-hand corner.
2. Give your notes a title.
3. Draw lines to delineate areas for the tool box, reflection/connections, study questions and notes.

### **T = Take Notes**

1. PARAPHRASE the text or lecturer in the right-hand column.
2. Listen to decide which parts of the information are most important. Notice if the lecturer seems to stray from the topic.
3. Use whatever it takes to cue your own memory system. For example, use capital printing, underlining, arrows, or even pictures.
4. Don't get hung up on spelling. If you know what you mean, that is what counts. If you use this information later for another assignment or an essay, check for proper spelling then.
5. Use abbreviations that work for you. Develop your own shorthand.

### **A = After Class**

1. Within five minutes of class, or as soon as humanly possible, edit your notes. Reread them looking for places to make additions, deletions, or clarifications.
2. Work with a partner to review your notes whenever possible.
3. Use a highlighter or underlining to emphasize important points.
4. Note any points that need to be clarified with the lecturer in the next session.
5. Finally, fill in the left-hand column with questions, icons, symbols, pictures, and memory keys.

### **R = Review Notes**

1. Review notes regularly, after class, at least once a week.
2. Cover the right-hand column with blank paper. Read aloud or rewrite the right-hand column by using the cues in the left-hand column.
3. Paraphrase the answers.
4. Reflect by summarizing the notes, relating the subject to yourself, or relating the subject to personal experiences.

# Cornell Note-taking Checklist

Name \_\_\_\_\_ Period \_\_\_\_\_

*Do your notes have the following characteristics?*

- |   |       |
|---|-------|
| 1. Consistent Cornell physical format, notes dated and titled, readable | 3 pts |
| 2. Use of abbreviations, key words/phrases, underlining, starring       | 1 pt  |
| 3. Main ideas are easily seen; correct sequencing of information        | 1 pt  |
| 4. Questions are completed on left hand side; Level 2 and 3 questions   | 3 pts |
| 5. An accurate, complete reflection follows the notes                   | 2 pts |

Characteristics	Date					
1. Consistent Cornell physical format, notes dated and titled, readable						
2. Use of abbreviations, key words/phrases, underlining, starring						
3. Main ideas are easily seen; correct sequencing of information						
4. Questions are completed on left hand side; Level 2 and 3 questions						
5. An accurate, complete reflection follows the notes						
Total Points						

## Rubric

### Consistent Cornell physical format, notes dated and titled, readable

- 3. Lines drawn to delineate areas for the tool box, reflection/connections, study questions and notes. The notes are titled.  
Notes are adequate length.
- 2. Minor problem with format
  - 1. No date or no title; short
- 0. Fails to use Cornell note-taking format or date and title are missing or notes are inadequate in length

### Use of abbreviations, key words/phrases, underlining, starring

- 1. Techniques used throughout
- 0. Too much verbiage

### Main ideas are easily seen; correct sequencing of information

- 1. Information is complete and in correct order
- 0. Notes confusing

### Questions are completed on left hand side; Level 2 and 3 questions

- 3. A substantive number of higher order thinking questions are noted in the left margin which are answered in the notes to the right
- 2. Level 1 questions are many; level 2 and 3 questions minimal
  - 1. Level 1 questions only
- 0. No questions in the left hand margin

### An accurate, complete reflection follows the notes

- 2. Detailed reflection covers the main topics of the notes
  - 1. Reflection is generic or incomplete
- 0. Reflection missing