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| **LECTURE NOTES RUBRIC** |
|  | **10** | **8** | **6** | **4** | **<4** | **SCORE** |
| **Group review** | * Marking up the text/notes is **always** used to identify questions and respond to important information
* Notes show student putting thought and effort into understanding the content by making **insightful c**omments, connections, questions, predictions, and inferences
* Notes showevidence of **insightful** reflection, rethinking, and revision based on class discussion
 | * Marking up the text/notes is **frequently** used to identify questions and respond to important text
* Notes show student putting thought and effort into understanding the content by making  **relevant** comments, connections, questions, predictions and inferences
* Notes show evidence of **relevant** reflection, rethinking, and revision based on class discussion
 | * Marking up the text/notes is **sometimes** used to identify questions and respond to important text
* Notes show student putting thought and effort into understanding the content by making **adequate** comments, connections, questions, predictions and inferences
* Notes show evidence of **adequate** reflection, rethinking, revision from class discussion
 | * Marking up the text/notes is **rarely** used to identify questions or respond to important text
* Notes **rarely** show student putting thought or effort into understanding the content. Comments, connections, questions weak.
* Notes **rarely** show evidence of reflection, rethinking, or revisions from class discussion
 | \* |  |
|  | **10** | **8** | **6** | **4** | **<4** |  |
| **Lecture Notes** | * Info. put into "caveman talk" (small words omitted; repetition avoided).
* Notes are recorded as keywords and phrases in student’s words.
* Several methods were used including lists, bullets, abbreviations, symbols and/or sketches.
 | * Info. was sometimes put into "caveman talk"
* Notes are primarily recorded as keywords and phrases in mostly student’s words.
* Some methods were used, which may have included lists, bullets, abbreviations, symbols and/or sketches.
 | * Information was not shortened.
* Words were unnecessarily written or repeated. Time may have been wasted copying.
* One method was used (a list, bullets, abbreviations, symbols or sketches).
 | * Info. clearly too lengthy.
* Words were constantly written or repeated unnecessarily. Time was wasted just copying.
* Methods such as lists, bullets, abbreviations, symbols and/or sketches were not used.
 | \* |  |
| **Quantity** | * More than enough notes/questions provided to adequately discuss the material, study, or create a product.
 | * A sufficient number of notes/questions provided to adequately discuss the material, study, or create a product.
 | * Barely enough notes/question provided to adequately discuss the material, study, or create a product; quality will suffer.
 | * Not enough notes/questions provided to adequately discuss the material, study, or to create a product.
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| **TIPS FOR NEXT TIME** |
| **BEFORE CLASS** |  | Scan any assigned reading | **DURING CLASS** |  | Use abbreviations (common or your own) |  | **Use a “lost” signal—“wut???”** | **AFTER CLASS** |  | Answer your Qs |
|  | Keep notes clean/orderly |  | **Write down Qs (answer if you can)** |  | Ask for clarification if needed |  | Use TV for note-taking practice |
|  | Have questions in mind |  | **Use symbols to show cause/effect** |  | Make more connections |  | Fill in any gaps (talk to others) |
|  | Ask for any clarification needed |  | Write more clearly/Write in own words |  | Need to be more engaged |  | **Go over notes w/in 24 hours** |
|  | **Look over notes from last class** |  | Use key words, pictures, diagrams. |  | **Observe and listen for cues** |  | → Clarify/Add notes, write out unclear abbreviations, add organizational symbols if needed, fix illegible words… |
|  | → What didn’t you ‘get’? What did you learn? What should you know? |  | Sit in a distraction-free location |  | →repetition, pausing, emphasis, “this is really important”, “you should know…” |  |