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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. | | | | \* |  |
| **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…” | |  |