Teaching Note-taking and Summarizing Skills

Educator demonstrates an understanding of how note-taking and summarizing skills contribute to curricular mastery by empowering learners to effectively distinguish, organize, and summarize important information.

**Key Method**

The educator explains, guides, and cues students to engage in note-taking and summarizing strategies to better learn and retain information.

**Method Components**

**Steps to Engage Learners in Note-taking/Summary Strategies:**

1. The educator **explains** the value of effective note-taking and summarizing strategies and then models various methods of note-taking and summarizing for the students.
2. The educator **guides** students towards practicing note-taking and summarizing methods by presenting resources that complement learning in different subject areas and under multifarious learning conditions.
3. The educator **cues** students to appropriately summarize and take notes according to the students' learning preferences with organized, effective content delivery of lessons and lectures.

**Explanation of Steps:**

Recognizing Critical Information: The educator **explains** the value of effective note-taking and summarizing strategies and then models various methods of note-taking and summarizing for the students.

   Educator demonstrates a variety of note-taking and summarizing strategies.

   Educator provides the students with practice in choosing the most fitting methods for summarizing ideas and information.

Recording Critical Information and Summarizing for Mastery: The educator **guides** students towards practicing note-taking and summarizing methods by presenting resources that complement learning in different subject areas and under multifarious learning conditions.

   Educator helps students effectively select from among adaptations of information to vary tone, style, and form (through the use of bullets, tables, flowcharts, and the like) when explaining complex or technical concepts.

   Educator provides note-taking and summarizing opportunities in various courses so that students can recognize the merits across curricula and incorporate note-taking and summarizing as routine parts of learning (e.g. "Class Teach," elevator-pitches, 30 second explanations).

Effective Assessment of Methods: The educator **cues** students to appropriately summarize and take notes according to the students' learning preferences with organized, effective content delivery of lessons and lectures.
Educator encourages students to self-assess their mastery of the content both prior to implementing note-taking and summarizing strategies and afterward.

Educator provides opportunities for students to compare different strategies, interpret the effectiveness of incorporated practices, and modify methods in order to maximize results.

**Key Elements of Effective Summarizing:**

Makes use of the ability to identify and prioritize the most important information and eliminate excess information and repetitiveness.

Composes concise, complete summaries.

Uses correct vocabulary, spelling, grammar, and punctuation.

Choses most effective means of expressing information.

Organizes and simplifies complex information to present details in a meaningful form.

Adapts form of delivery of information to direct reader to most important points.

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**Supporting Research**

**Scholarly Articles & Case Summaries: [Education Journals (ProQuest); Education Journals Online (Sage)]**


[https://rucore.libraries.rutgers.edu/rutgers-lib/51151/PDF/1/play/](https://rucore.libraries.rutgers.edu/rutgers-lib/51151/PDF/1/play/)


[https://wac.colostate.edu/journal/vol16/boch.pdf](https://wac.colostate.edu/journal/vol16/boch.pdf)

Boyle, J. (2001). Enhancing the Note-taking Skills of Students with Mild Disabilities. Intervention in School and Clinic, 36(4)


[http://journals.sagepub.com/doi/pdf/10.1080/10862969409547858](http://journals.sagepub.com/doi/pdf/10.1080/10862969409547858)


[http://journals.sagepub.com/doi/pdf/10.1080/10862967909547328](http://journals.sagepub.com/doi/pdf/10.1080/10862967909547328)

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**Resources**

Pinterest (2017). Somebody Wanted But So Then [Collection of Visual Resources].


Most appropriate for K-5.
Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a “Proficient” for Part 2.

Part 1. Overview Questions

400 word limit

Please answer each of the following questions:

What age/grade level are the students with whom you work? What are the conditions under which you teach?? (Be sure to include the approximate number of students you teach, the number of class periods you teach per day, and some demographic information about your student body and your community.)

Does your state have standards for Writing Across the Curriculum or note-taking and summarizing? If so, please provide a direct link.

- **Passing:** All questions are answered completely with enough details for the assessor to understand the context for this submission.

Part 2. Work Examples / Artifacts

To earn this micro-credential, submit the following four artifacts:

**Artifact 1: Introduction and Demonstration**

Create and submit a lesson in a presentation format (PowerPoint, Prezi, Google Slides) that introduces students to the value of note-taking and summarizing. This should include a definition and demonstration of at least four methods of note-taking and summarizing. It should also include some explanation about where and when each method is appropriate for students to utilize. Please see the rubric for specifics to include.

**Artifact 2: Guided Practice**

Create and submit a guided practice handout, template, or lesson that guides students through all the four methods presented in Artifact 1 in an authentic way.

**Artifact 3: Assessment**

Create and submit a student assessment that showcases the students’ ability to match the most appropriate note-taking or summarizing method with personal preference and/or type of content.

**Artifact 4: Annotated Student Assessments**

Submit at least three annotated completed student assessments. Annotations should include comments on evidence understanding and using note-taking and summarizing as well as possible next steps for mastering summarizing and note-taking skills.
All artifacts should be in one single document.

They can be submitted as links, screenshots, or other types of files.

<table>
<thead>
<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tbody>
<tr>
<td>Artifact 1: Introduction and Demonstration</td>
<td>Artifact 1: Learning targets are in kid-friendly language and are clearly stated and measurable.</td>
<td>Artifact 1: Learning target may not be in kid-friendly language and/or clearly stated and/or measurable.</td>
<td>Artifact 1: Learning target is missing.</td>
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<tr>
<td></td>
<td>Presentation includes:</td>
<td>The Introduction to the value of note-taking and summarizing may be missing.</td>
<td>Presentation is not in a logical order.</td>
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<td>An Introduction to the value of note-taking and summarizing</td>
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<td>Presentation is hard to read and understand.</td>
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<td>A Definition for each method presented</td>
<td>Presentation may not include:</td>
<td>Content is not grade level appropriate.</td>
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<td>A Demonstration of each method presented</td>
<td>A Definition for each method presented</td>
<td>Presentation does not include:</td>
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<td>A Rationale for why each method is important</td>
<td>A Demonstration of each method presented</td>
<td>A Definition for each method presented</td>
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<td>An Exemplar for each method</td>
<td>A Rationale for why each method is important</td>
<td>A Demonstration of each method presented</td>
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<td>Presentation: Follows a logical order</td>
<td>An Exemplar for each method</td>
<td>A Rationale for why each method is important</td>
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<td>It is easy to read.</td>
<td>Presentation may not follow a logical order</td>
<td>An Exemplar for each method</td>
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<td>The content and length are appropriate for the grade level being taught.</td>
<td>It may not be easy to read</td>
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<td>Artifact 2: Guided Practice</td>
<td>Artifact 2: Artifact includes an opportunity for students to practice note-taking and summarizing in an authentic manner.</td>
<td>Artifact 2: Artifact may not give students an opportunity for authentic practice of note-taking and summarizing skills.</td>
<td>Artifact 2: Artifact does not give students a chance to practice note-taking or summarizing skills.</td>
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<td>There are 4 different methods for note-taking and summarizing.</td>
<td>Only 1 or 2 methods are practiced.</td>
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<td>Artifact 3: Assessment</td>
<td>Artifact 3: Assessment aligns directly with the learning targets presented in the lesson.</td>
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<td>The assessment provides students with opportunities to choose their own method for demonstrating their understanding of the strategies being taught, think deeply about their choice, and explain it.</td>
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<td>The assessment may only align with part of the learning targets laid out in the lesson.</td>
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<td>The assessment provides no opportunities for students to choose their own method for demonstrating their understanding of the strategies being taught, OR the choices were offered but did not provide the students an opportunity to think deeply.</td>
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<td>Artifact 4: Annotated Student Assessments</td>
<td>Artifact 4: Student assessments show annotated evidence of both understanding and possible next steps as related to the learning target identified in the lesson.</td>
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<td>Artifacts are easy to read.</td>
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<td>Artifact 4: Annotations show only understandings OR next steps.</td>
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<td>Artifacts are fuzzy and/or hard to read</td>
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<td></td>
<td>Artifact 4: Annotations are missing or artifacts are unreadable</td>
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**Reflection**

500 word limit

Respond to each of the following reflection questions:

Do you see your students using the skills taught without being prompted? Why or why not?

What next steps will you be taking to continue to help your students develop and refine their note-taking and summarizing skills?

What other classes or experiences do your students have outside of your classroom for which you can encourage your students to practice these skills?

How can you work with your colleagues to integrate these skills into other content areas?

- **Passing**: Reflections are fully supported with evidence cited from classroom experiences and student observations. Next steps are realistic and authentic. Connections are made to real-world applications and the value of the skills being taught.

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