



Teaching Note-Taking and Summarizing Skills

Competency

Educator demonstrates an understanding of how note-taking and summarizing skills contribute to curricular mastery by empowering learners to efficaciously 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.



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Explanation of Steps

1. 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.
2. 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).
3. 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.
- Chooses most effective means of expressing information.



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- 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.

Supporting Rationale and Research

Baharev, Z. (2016). The Effects of Cornell Note-Taking and Review Strategies on Recall and Comprehension of Lecture Content for Middle School Students With and Without Disabilities. The Graduate School of Education, Rutgers, The State University of New Jersey. <https://rucore.libraries.rutgers.edu/rutgers-lib/51151/>

Boch, F. and Annie Piolat. (2005). Note-taking and learning: A summary of research. The WAC Journal, 16, 101-113. Retrieved on 11/2/2017 from <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) <https://journals.sagepub.com/doi/10.1177/105345120103600405>

Loranger, A. (1994). The Study Strategies of Successful and Unsuccessful High School Students. Journal of Reading Behavior, 26(4) <https://eric.ed.gov/?id=EJ499034>

Marzano, R. (2010). The art and science of teaching: Summarizing to comprehend. Educational Leadership, 67(6), 83-84. <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Summarizing-to-Comprehend.aspx>

Minnick Santa, C., Abrams, L., Santa, J. (1979). Effects of Notetaking and Studying on the Retention of Prose. Journal of reading behavior, 11(3) <https://journals.sagepub.com/doi/abs/10.1080/10862967909547328>

Resources

Most appropriate for K-5

[52 Instructional Strategies: Summarizing and Note Taking \(34\) ideas | instructional strategies, teaching reading, school reading](#)



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Middle and High School

[Lecture Note Taking – CSB/SJU](#)

[Summarizing and Note-Taking Strategies](#)

[Marzano Summarizing & Note-taking](#)

[Summarizing and Note-Taking](#)

[Note-Taking in the College Classroom](#)

[Note-Taking and Summarising](#)

[The 6 Most Effective Note-Taking Methods](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250-300 words)

Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. What age/grade level are the students with whom you work? What are the conditions under which you teach?
2. 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. Include information about your diverse learners (English Language Learners, Special Education Students, Gifted Learners, etc.).
3. Does your state have standards for Writing Across the Curriculum or note-taking and summarizing? If so, please provide a direct link.



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

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **four** artifacts as evidence of your learning.

**Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Introduction and Demonstration

Create and submit a grade-level appropriate lesson or lessons 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.

Artifact 2: Guided Practice

Create and submit a guided practice handout, template, or lesson that guides students through the four methods presented in Artifact 1 in an authentic way. This may be completed over the course of multiple lessons or content areas in order to be used in an authentic way. Include at least one modified template for diverse learners.

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.



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Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Introduction and Demonstration	<p>Learning targets are in kid-friendly language and are clearly stated and measurable.</p> <p>Presentation includes: -An Introduction to the value of note-taking and summarizing -A Definition for each method presented -A Demonstration of each method presented -A Rationale for why each method is important -An Exemplar for each method</p> <p>Presentation: Follows a logical order</p> <p>It is easy to read.</p> <p>The content and length are appropriate for the grade level being taught.</p>	<p>Learning target may not be in kid-friendly language and/or clearly stated and/or measurable.</p> <p>The Introduction to the value of note-taking and summarizing may be missing.</p> <p>Presentation may not include: -A Definition for each method presented -A Demonstration of each method presented -A Rationale for why each method is important -An Exemplar for each method</p> <p>Presentation may not follow a logical order</p> <p>It may not be easy to read</p> <p>Presentation may not contain appropriate content or may be too long or too short for grade level being taught.</p>	<p>Learning target is missing.</p> <p>Presentation is not in a logical order.</p> <p>Presentation is hard to read and understand.</p> <p>Content is not grade level appropriate.</p> <p>Presentation does not include: -A Definition for each method presented -A Demonstration of each method presented -A Rationale for why each method is important -An Exemplar for each method</p>



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<p>Artifact 2: Guided Practice</p>	<p>Artifact includes an opportunity for students to practice note-taking and summarizing in an authentic manner.</p> <p>There are 4 different methods for note-taking and summarizing represented, but may be in multiple lessons/contents.</p>	<p>Artifact may not give students an opportunity for authentic practice of note-taking and summarizing skills.</p> <p>Only 1 or 2 methods are practiced.</p>	<p>Artifact does not give students a chance to practice note-taking or summarizing skills.</p>
<p>Artifact 3: Assessment</p>	<p>The assessment aligns directly with the learning targets presented in the lesson(s).</p> <p>The assessment provides students with opportunities to choose their own method for demonstrating their understanding of the strategies being taught.</p>	<p>The assessment may only align with part of the learning targets laid out in the lesson(s).</p> <p>The assessment provides no opportunities for students to choose their own method for demonstrating their understanding of the strategies being taught,</p> <p>OR the choices were offered but very prescribed.</p>	<p>The assessment does not align well with the learning targets laid out in the lesson(s).</p>
<p>Artifact 4: Annotated Student Assessments</p>	<p>Student assessments show annotated evidence of both understanding and possible next steps as related to the learning target identified in the lesson.</p>	<p>Annotations show only understanding OR next steps.</p> <p>Artifacts are fuzzy and/or hard to read.</p>	<p>Annotations are missing or artifacts are unreadable.</p>



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	Artifacts are easy to read.		
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Part 3 Reflection

(350-400 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

Respond to the following reflection questions:

1. Do you see your students using the skills taught without being prompted? Why or why not?
2. What next steps will you be taking to continue to help your students develop and refine their note-taking and summarizing skills?
3. What other classes or experiences do your students have outside of your classroom for which you can encourage your students to practice these skills?
4. How can you work with your colleagues to integrate these skills into other content areas?
5. How has note-taking positively impacted the diverse learners in your classroom?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work related experiences or student observations to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices. 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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