

NOTE-TAKING METHODS PRESENTATION

Research it. Teach it. Use it. Evaluate it.

PURPOSE

Your group should become the class expert on one specific note-taking method. Research how it works, decide when it is useful, and teach a short mini-lesson in which classmates actually use the method. The goal is not prettier notes; it's to organize information so that it can be better understood, remembered, and used for studying.

NOTE-TAKING METHODS	ACADEMIC CONTENT
1. CORNELL METHOD (THE 5 R'S)	Build the mini-lesson from current material that your and your peers are actually learning and using in your block classes:
2. OUTLINE METHOD	
3. CONCEPT-MAPPING METHOD / SKETCHNOTING	
4. CHARTING METHOD	• World History • Biology • English
5. SENTENCE METHOD	
6. FLOW-BASED METHOD	
7. RAPID LOGGING / BULLET JOURNAL METHOD	(Choose content that genuinely fits your assigned method.)
8. PAPER VS. DIGITAL NOTES*	

*If assigned Paper vs. Digital Notes, divide the class so one section takes paper notes and the other takes digital notes. Compare the results, pros/cons, and best uses of each.

- ✓ **Research the method.** Define it; explain how it works, its benefits and limitations, and what kinds of content or learning it fits best. Use credible sources.
- ✓ **Show the method.** Provide a clear visual example/model so the class can see what strong notes using the method look like.
- ✓ **Teach a mini-lesson.** Teach real academic content while classmates take notes using your assigned method. Do not simply lecture about the method.
- ✓ **Show the outcome.** Reveal strong model notes after the lesson. Let classmates compare their work with the expectation, and identify what worked or needs improvement.
- ✓ **Evaluate the notes.** Give classmates a quick, clear way to check or score the notes they produced. Focus on usefulness and thinking, not handwriting nor decoration.
- ✓ **Connect notes to studying.** Explain at least one specific way these notes could be used later to review, retrieve information, or prepare for an assessment.
- ✓ **Cite your sources.** Credit information, images, and outside ideas. Include a final Works Cited / Sources slide.

PRESENTATION REMINDERS

- **4 × 4 RULE:** No more than 4 bullet points per slide AND no more than 4 words per bullet.
- **DO NOT look at the screen while presenting. DO NOT read your slides.**
- Slides support the speaker; they are not the script.
- All group members must contribute meaningfully and understand the material.

ATL NOTE-TAKING METHODS PRESENTATION – RUBRIC

Criterion	10 - Strong	8 - Proficient	6 - Developing	4 - Limited
Research & Understanding	Accurate, thorough command of the method; credible research clearly informs the presentation	Mostly accurate understanding; research is credible and supports the presentation	Basic understanding; some gaps, vagueness, or weak research	Inaccurate or very limited understanding; little credible research
Explanation of Method	Clearly teaches definition, process, benefits, limitations, and best uses	Explains most required parts clearly; minor gaps	Explains the basics but misses or weakly develops several required parts	Method remains unclear; major required parts missing
Application / Content Choice	Academic content strongly fits the method; group explains why the match makes sense	Content fits the method and is applied appropriately	Content is usable but fit/application is only partly effective	Content does not fit the method or application is unclear
Mini-Lesson	Class learns real content while successfully using the assigned method; directions are clear and purposeful	Mini-lesson works and classmates can use the method; minor clarity/pacing issues	Mini-lesson is partly effective but method use or content learning is uneven	Little meaningful mini-lesson or classmates cannot use the method
Model Notes / Outcome	Strong model clearly demonstrates effective use; comparison makes expectations obvious	Useful model shown and comparison is clear	Model is present but incomplete, weak, or insufficiently explained	No useful model/outcome for comparison
Evaluation & Study Connection	Classmates meaningfully check their notes; group explains specifically how the notes can support later studying	Includes a useful check and a reasonable study connection	Check or study connection is superficial or incomplete	Little/no evaluation and no meaningful study connection
Analysis & Reasoning	Explains why the method helps, where it works best, and where another method may be better	Gives sound reasoning about strengths, limits, and uses	Some reasoning, but relies mostly on general claims	Mostly lists claims such as 'easy' or 'helpful' without reasoning
Sources & Citations	Credible sources are used and clearly credited; final Sources/Works Cited slide is complete	Sources are credible and mostly credited; minor citation problems	Sources/citations are inconsistent, weak, or incomplete	Sources are missing, unreliable, or largely uncredited
Design / 4x4 Rule	EVERY content slide follows 4 or fewer bullets AND 4 or fewer words per bullet; visuals support teaching	One minor 4 x 4 lapse; slides remain clean and supportive	Repeated 4 x 4 problems or text-heavy slides distract from teaching	4 x 4 rule largely ignored; slides function as a script
Presentation Skills & Group Preparation	NO looking at the screen or reading slides; faces audience, speaks clearly, knows material; all members contribute smoothly	Rare glance at screen; generally prepared, clear, and balanced participation	Frequent screen-looking/reading or uneven preparation/participation	Reads or looks at screen throughout; weak preparation or major participation imbalance

Score: / 100

Group Members:

Pres. Date: