

Focused Note-Taking Peer Editing Form

CN Author's Name: _____ Editor's Name: _____ Date: _____

	Criteria:	Score:
Step 1: Format & Purpose Is the CN paper formatted correctly and completely?	Format: <input type="checkbox"/> Highlight in YELLOW the line that divides the left-hand & right-hand margins.	Rubric Score: _____ Editor's Explanation: _____
	Heading: <input type="checkbox"/> Number ALL elements of the heading ①, ②, ③: <ol style="list-style-type: none"> 1. Name (First and Last) 2. Class Title 3. Period 4. Date 5. Topic/Assignment 6. Learning Goal (Standard/Objective) 7. Essential Question EQ (If required by your teacher) 	Rubric Score: _____ Editor's Explanation: _____
	Summary: <input type="checkbox"/> Draw a BOX <input type="checkbox"/> around the space provided for the Summary/Reflection.	Rubric Score: _____ Editor's Explanation: _____
	Overall "Step 1" Score: _____	
Step 2: Relevant Note-Taking Do the notes include clear spaces between ideas, abbreviations, symbols, & a variety of organizational styles?	Abbreviations: <input type="checkbox"/> Bracket [] the abbreviations. <input type="checkbox"/> Draw a SQUIGGLY LINE under any words that should be abbreviated.	Rubric Score: _____ Editor's Explanation: _____
	Spaces Between Ideas: <input type="checkbox"/> Draw a STAR ★ in all of the spaces between ideas. <input type="checkbox"/> Draw an X near any ideas that should be separated by a space.	Rubric Score: _____ Editor's Explanation: _____
	Paraphrased Ideas: <input type="checkbox"/> Draw a CARROT < next to all of the paraphrased ideas.	Rubric Score: _____ Editor's Explanation: _____
	Symbols: <input type="checkbox"/> Draw a TRIANGLE △ around the symbols <input type="checkbox"/> Students should include a minimum of 1 symbol per chunk.	Rubric Score: _____ Editor's Explanation: _____
	Styles Used: <input type="checkbox"/> COUNT & NUMBER the different styles used. <ul style="list-style-type: none"> ○ Thinking Maps ○ Bullets ○ Numbers ○ Lists ○ Outlines <input type="checkbox"/> Students must use at least 2.	Rubric Score: _____ Editor's Explanation: _____
	Content: <input type="checkbox"/> Write a CHECK MARK ✓ next to each chunk if written in note-form, <u>not</u> in entire sentences.	Rubric Score: _____ Editor's Explanation: _____
	Overall "Note-Taking Relevancy" Score: _____	

Essential Questions:	Criteria:	Rubric Score:
Step 3: Note-Interacting *Provide evidence by annotating/editing in a different color Do the notes include mirror questions that can actually be answered by the content in the right-hand margin?	Mirror Questions: <input type="checkbox"/> Draw a CIRCLE around each of the mirrored questions.	Rubric Score: _____ Editor's Explanation:
	Level of Questions: <input type="checkbox"/> Draw an ARROW → from the question to the answer in the notes.	Rubric Score: _____ Editor's Explanation:
	Evidence of Interaction: <input type="checkbox"/> Highlight in DIFFERENT COLORS all of the following: <ul style="list-style-type: none"> ○ Annotations/supplementing notes ○ Evidence that irrelevant information was deleted (crossed-out) ○ Answers to mirror ?s underlined ○ Key words/vocabulary highlighted or circled 	Rubric Score: _____ Editor's Explanation:
	Overall "Note-Interacting" Score: _____	
Step 4: Note-Reflecting Does the summary restate the information in the notes?	Summary: <input type="checkbox"/> Underline the portion of the summary that restates the EQ <input type="checkbox"/> Draw an arrow from the answer to the EQ in the summary, up to the actual EQ at the top of the notes <input type="checkbox"/> Draw an arrow from each of the mirror questions in the left margin to the RESTATED answers in the summary. Note** Each answered mirror question must be included in the summary as evidence! <input type="checkbox"/> Draw a SMILEY FACE ☺ after the last sentence in the summary – if it is complete.	Rubric Score: _____ Editor's Explanation:
	Overall "Note-Reflecting" Score: _____	
Determine score: *Tally the numbers for each section below: 4 = _____ 3 = _____ 2 = _____ 1 = _____ OVERALL SCORE: _____	After you tally the numbers in each section, determine whether the CN author earned mostly 4s, 3s, or 2s – there should be NO 1s! *Editor must provide specific advice for any score of a 2 or 1:	