Schoolwide AVID Training
Handouts
“The CORNELL WAY and Utilizing Focused Note-Taking”
FOUR PARTS OF THE CORNELL WAY

PART I. NOTE-TAKING:
Reading or listening to information for the first time while jotting down and organizing key points to be used later as a learning tool

C  Create Format

Step 1: Create Cornell notes format and complete heading.
If Cornell notepaper is not provided, set up paper upon entering the classroom:

☐ Write name, class, period, date, topic, standard/objective in heading.
☐ Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
☐ Leave 1/3 of the paper on the left for questions and 2/3 on the right for notes.
☐ Leave 2 inches on the bottom of each page for summary.
☐ Be prepared to actively listen and take notes.
If Cornell notepaper is provided, upon entering the classroom:

☐ Write name, class, period, date, topic, standard/objective in heading.
☐ Create an essential question based on the standard/objective to be addressed in the notes and in the summary.
☐ Be prepared to actively listen and take notes.

O  Organize Notes

Step 2: Organize notes on right side.

☐ Take notes while listening to a lecture from the teacher, reading a textbook or novel, watching a video, solving a math problem, participating in a science lab, engaging in Socratic Seminar, and while participating in tutorials, etc.
☐ Listen and take notes in own words—paraphrase what you hear.
☐ Leave spaces for revisions by skipping lines between ideas.
☐ Abbreviate words and use symbols, when appropriate.
☐ Write in phrases (not complete sentences).
☐ Use bullets or lists, when possible.
☐ Use indentation to show relationships between ideas.
☐ Know what to write: important information vs. trivial information.
☐ Recognize cues, “This is important…” “This may be on the next test…” and repeated information.
☐ Incorporate teacher’s note taking style/requirements on the right side—outline style, diagrams, graphs, illustrations, etc.
PART II. NOTE-MAKING:
Within 24 hours of taking the notes, revise these notes, generate questions, and use collaboration to create meaning.

R  Review and Revise
Step 3: Review and revise notes
- Use the “Cornell Note Revision Checklist” to revise notes.
- Separate main ideas from details by underlining.
- Keep important information by highlighting or color coding.
- Delete unimportant information by drawing a line through it or not highlighting.
- Add your own thinking/fill in details to clarify, complete, or create greater meaning and understanding.
- Paraphrase information.
- Identify information that needs clarification using a question mark to indicate the need to check with a partner or teacher.
- Add references from/to other materials as they come to mind or make connections to other concepts/content.
- Use symbols (star, checkmark, etc.) to indicate what is significant.
- Use * for information that may be used on a test, essay, tutorial day, etc.
- Create a visual or symbol to represent and help recall information.

N  Note Key Ideas
Step 4: Note key ideas to create questions.
- Use inquiry on the left side that connects to the key ideas.
- Review the main ideas highlighted on the right side.
- Determine the purpose of the lecture, reading, or activity.
- Read aloud the highlighted main ideas on the page, and create a question that is answered with this main idea.
- Develop questions on the left side that identify the main ideas on the right side by interacting with the information through the revision process in Step 3
  - Lower-Level Questions: Some material in the note section may not lend itself to generating higher-level questions. In this case, link notes to a previously learned concept to write a higher-level question or develop additional notes adding personal meaning and details to create ownership of the material.
  - Higher-Level Questions: It is important for the Cornell notes to create higher-level questions by applying Bloom’s or Costa’s vocabulary. It is necessary to understand the meaning of the word used and how to use the terminology accurately ask a higher-level question. Adding “How do you…” does not create a higher-level question.

E  Exchange Ideas
Step 5: Exchange ideas by collaborating.
- Collaborate with a peer(s), as a small group, in your tutorial group, whole class, outside of class, etc., to compare, enhance, and revise your notes.
- Using a different color pen, fill in any gaps, and clarify any points of confusion in writing to complete your notes.
- Brainstorm a list of key vocabulary from the lesson to be included in the summary.
PART III. NOTE-INTERACTING:
Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L  Link Learning

Step 6: Link learning to create a synthesized summary.
- Review notes taken, questions developed on the left, and prior knowledge to identify the main ideas to be used in the summary.
- Address the essential question of the lesson in the summary.
- Use the notes of the right side as support to write the summary.
- Synthesize, combine main ideas together, to internalize learning from the questions/notes.
- Answer the higher-level questions from the left side in the summary to tie together the main ideas.
  - Creating a summary is the opportunity to connect and make sense of the information from the lesson and identify any remaining points to be clarified.
- As the summary is written, there may be a need to address any remaining points of confusion with new questions on the left side to ask teacher, tutor, or classmate.
  - Leave the right side blank until this discussion has happened.
  - Document the clarification in the blank space on the right side, after the discussion.

L  Learning Tool

Step 7: Use completed Cornell notes as a learning tool.
- Review notes taken, questions developed and summary; this may also be done in a study group.
- Apply new learning to increase performance in content class by using notes to study for a test, to write an essay, as a reference during tutorial, to prepare for a presentation or Socratic Seminar, Philosophical Chairs, etc.
- Interact with material by taking notes, writing questions, and summarizing to internalize material to increase new learning.
- Using the notes as a learning tool provides opportunity for students to transfer knowledge to long-term memory by making meaning of the notes and forming connections.
PART IV. NOTE-REFLECTING:
Use written feedback to address areas of challenge by setting focus goals to improve future notes.

W  Written Feedback
Step 8: Provide written feedback.
☐ Submit Cornell notes weekly to be checked for quality using the Cornell notes rubric or checklist and/or quantity in binder check.
☐ Review, revise, and improve notes, questions, and summary based on feedback.
☐ Written feedback and suggestions for improvement may be provided by a peer, a tutor, or teacher.

A  Address Feedback
Step 9: Address written feedback.
☐ Address feedback by using “Cornell Note Focus Goal Activity” to create a goal for improvement on future note-taking.
☐ Use the feedback provided, identify an area of challenge.
☐ Write a focus goal to improve this area.
☐ Identify specific actions to address this challenge in future note-taking.

Y  Your Reflection
Step 10: Reflect on your learning.
☐ Gather all Cornell notes on the topic, concept, standard, objective, essay, etc.
☐ Review notes, questions, and summaries on all Cornell note pages.
☐ Reflect on the learning by completing a “Cornell Note Reflective Log” to show how you mastered and/or applied your new knowledge.
Step 3: Cornell Note-Taking Revision List

Name: __________________________ Date: __________________________

Step 3: Review and revise notes taken on right side by Cornell Note Revision Checklist

**Directions:** Review and revise notes taken in the right column. Use the symbols below to revise your notes.

<table>
<thead>
<tr>
<th>Completed</th>
<th>Symbol</th>
<th>Revision</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1, 2, 3…. A, B, C…</td>
<td>1. Number the notes each time a new concept or main idea</td>
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<tr>
<td></td>
<td>Key word</td>
<td>2. Circle vocabulary/ key terms in pencil</td>
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<tr>
<td></td>
<td>Main idea</td>
<td>3. Highlight or underline main ideas in pencil</td>
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<td></td>
<td>^</td>
<td>4. Fill in gaps of missing information and/ or reword/ paraphrase in red</td>
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<td></td>
<td>Unimportant</td>
<td>5. Delete/ cross out unimportant information by drawing a line through it with a red pen</td>
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<tr>
<td></td>
<td>?</td>
<td>6. Identify points of confusion to clarify by asking a partner or teacher</td>
</tr>
<tr>
<td></td>
<td>*</td>
<td>7. Identify information to be used on a test, essay, for tutorial, etc.</td>
</tr>
<tr>
<td></td>
<td>Visual/symbol</td>
<td>8. Create a visual/ symbol to represent important information to be remembered</td>
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</tbody>
</table>
### Step 4: Cornell Note Questions

**Directions:** Follow these steps as you create questions during Step 4 of the note-taking process.

<table>
<thead>
<tr>
<th>Steps for Creating Questions</th>
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<tbody>
<tr>
<td><strong>Step 1:</strong> Read the essential question/standard/objective at the top of the Cornell notes.</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Review the first chunk of notes on the right side. A chunk is defined as a section of notes with the same main idea.</td>
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<tr>
<td><strong>Step 3:</strong> Identify the main idea of this first chunk.</td>
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<tr>
<td><strong>Step 4:</strong> Write a question for the first chunk that can be answered by the main idea.</td>
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<tr>
<td><strong>Step 5:</strong> Repeat this process until all the main ideas in each chunk of notes are incorporated into questions.</td>
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<tr>
<td><strong>Step 6:</strong> Reread your questions. Are there any lower-level questions? At times, lower-level questions are necessary to create context for more advanced material to come.</td>
</tr>
</tbody>
</table>
| **Step 7:** Create an additional higher-level question that incorporates two of the lower-level questions.  
*For example:*  
**Lower-level question #1:** What is the definition of perimeter?  
**Lower-level question #2:** What is the definition of area?  
**New higher-level question added to notes:** How does perimeter compare/contrast to area? |
| **Step 8:** Create notes to address the new higher-level question created from lower-level questions. |
| **Step 9:** Review your questions/notes to ensure the essential question/standard/objective at the top of the Cornell notes is addressed. |
| **Step 10:** Review your questions/notes to study for tests/quizzes, write essays, or use for a tutorial question. |
## Step 6: Cornell Note Summary Template

### Steps for Writing a Complete Summary

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Read the essential question/standard/objective at the top of the Cornell notes.</td>
</tr>
<tr>
<td>2</td>
<td>Respond to the essential question/standard/objective in one sentence—this is the introductory sentence to the summary. Use your own words in writing your summary.</td>
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<tr>
<td>3</td>
<td>Review the first chunk of notes on the right side.</td>
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<tr>
<td>4</td>
<td>Reread the first question written for the 1st chunk.</td>
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<tr>
<td>5</td>
<td>Write a one-sentence response to this question incorporating content-based vocabulary.</td>
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<tr>
<td>6</td>
<td>Repeat this process until all your questions are incorporated in the summary—accounting for all the main ideas in your notes.</td>
</tr>
<tr>
<td>7</td>
<td>Reread your summary for clarity and accuracy, adding transitions, when possible.</td>
</tr>
<tr>
<td>8</td>
<td>Review your summary to study for tests/quizzes, writing essays, completing the “Cornell Note Reflection Log,” etc.</td>
</tr>
</tbody>
</table>

### Summary Paragraph Template:

**Essential question/standard/objective introductory sentence:**

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

**Response to the question for the 1st chunk of notes:**

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

**Response to the question for the 2nd chunk of notes:**

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

**Response to questions for all additional chunks of notes:**

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________
Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.

How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

RATIONALE:
- Hermann Ebbinghaus-Ger (1886)
- COF
  - retain or get rid of info
  - 1 hour lecture
  - 100% imm after
  - Lose 50–80% w/in 1 day
  - Lose 97% w/in 1 month
  - shows us we must do s/t with info or we lose it

  - 10-24-7 model
    - 10 min—review notes
    - 24 hrs—revisit notes
    - 7 days later—revisit notes (5 min)
    - days 7 to 30—revisit for 2–4 min and retain 80–100% of info

- 1949
  - Dr. Pauk—Cornell Univ reading center—frustrated with stts. grades
  - Believed taking notes ^ memory
    - No notes? Retain only 59% of info for short time
    - Some notes? Retain 59%
    - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps?
      - Retain 90–100%
    - takes less time to activate brain for test prep

SUMMARY:
**QUESTIONS:**

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<th>QUESTIONS:</th>
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**NOTES:**

- We learn by processing info in brain
- Our thinking is more important than words
- Key: make here in left-hand column
- Need summ to maximize learning
  - Synthesize info
  - Not just a list of facts

**4 Stages to The CORNELL WAY**

1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

1. Reflection
2. Student Revision
3. Teacher Feedback

**SUMMARY:**

<table>
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<th>SUMMARY:</th>
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</tbody>
</table>
### Model Cornell Notes Steps 1-3

**TOPIC/OBJECTIVE:**
Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.

**NAME:** Diego Lopez

**CLASS/PERIOD:** ELCR, Period 4

**DATE:** Sep. 9, 20XX

**ESSENTIAL QUESTION:** How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

**QUESTIONS:**

**NOTES:**

**RATIONALE:** the reason we take notes
- Hermann Ebbinghaus (1886)
- COF (Curve of Forgetting)
  - retain or get rid of info
  - 1 hour lecture
  - 100% imm after
  - Lose 50–80% w/in 1 day
  - Lose 97% w/in 1 month
  - shows us we must do s/t with info or we lose it
- 10-24-7 model
- 10 min—review notes (after lecture)
- 24 hrs—revisit notes
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- days 7 to 30—revisit for 2–4 min and retain 80–100% of info
- 1949 (60 years later)
- Dr. Pauk—Cornell Univ reading center—frustrated with stts. grades
- Believed taking notes improves memory
  - No notes? Retain only 59% of info for short time
  - Some notes? Retain 59%
  - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps?
    - Retain 90–100%
  - takes less time to activate brain for test prep

**SUMMARY:**

---

**Curve of Forgetting**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 7</th>
<th>Day 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>5 minutes</td>
<td>2-4 minutes</td>
<td></td>
</tr>
</tbody>
</table>
We learn by processing info in brain – not just memorizing words.
Our thinking is more important than words.
Key: make questions in left-hand column.
Need summary to maximize learning.
-Synthesize info
-Not just a list of facts
-More than 1 sent long.

4 Stages to The CORNELL WAY
1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

CORNELL WAY added elements:
1. Reflection
2. Student Revision
3. Teacher Feedback
Model Cornell Notes Steps 1-4

**TOPIC/OBJECTIVE:** Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.

**NAME:** Diego Lopez

**CLASS/PERIOD:** ELCR, Period 4

**DATE:** Sep. 9, 20XX

**ESSENTIAL QUESTION:** How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| What does the COF teach us? | **RATIONALE:** the reason we take notes  
  - Hermann Ebbinghaus-Ger (1886)  
  - COF (Curve of Forgetting)  
    - retain or get rid of info  
    - 1 hour lecture  
    - 100% imm after  
    - Lose 50–80% w/in 1 day  
    - Lose 97% w/in 1 month  
    - shows us we must do s/t with info or we lose it |
| How does a student use the 10-24-7 model? |  
  - 10-24-7 model  
    - 10 min—review notes (after lecture)  
    - 24 hrs—revisit notes  
    - 7 days later—revisit notes (5 min)  
    - days 7 to 30—revisit for 2–4 min and retain 80–100% of info |
| How does Dr. Pauk’s note-taking system build on Ebbinghaus’ research? |  
  - 1949 (60 years later)  
  - Dr. Pauk-Cornell Univ reading center—frustrated with sts. grades  
  - Believed taking notes ^ memory  
    - No notes? Retain only 59% of info for short time  
    - Some notes? Retain 59%  
    - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps?  
    - Retain 90–100%  
    - takes less time to activate brain for test prep |
| How do we retain 90-100% of the information we receive? |  |

**SUMMARY:**
### Questions:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| How does learning occur? | - We learn by processing info in brain – not just memorizing words  
- Our thinking is more important than words  
- Key: make questions in left-hand column  
- Need summary to maximize learning  
  - Synthesize info  
  - Not just a list of facts  
  - More than 1 sent long |
| What does CORNELL WAY stand for? | |
| What does each stage encompass? | |
| Why are these elements necessary? | |

### Notes:

1. **Note-Taking**
2. **Note-Making**
3. **Note-Interacting**
4. **Note-Reflecting**

**CORNELL WAY added elements:**
1. Reflection
2. Student Revision
3. Teacher Feedback

### Summary:

<table>
<thead>
<tr>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
### Model Cornell Notes Steps 1-5

**TOPIC/OBJECTIVE:**
Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.

**ESSENTIAL QUESTION:**
How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

**QUESTIONS:**
- What does the COF teach us?
- How does a student use the 10-24-7 model?
- How does Dr. Pauk’s note-taking system build on Ebbinghaus’ research?
- How do we retain 90-100% of the information we receive?

**NOTES:**

**RATIONALE:**

- **the reason we take notes**
- **Hermann Ebbinghaus (1886)**
- **COF (Curve of Forgetting)**
  - retain or get rid of info
  - 1 hour lecture
  - 100% imm after
  - Lose 50–80% w/in 1 day
  - Lose 97% w/in 1 month
  - shows us we must do s/t with info or we lose it

- **10-24-7 model**
  - 10 min—review notes (after lecture)
  - 24 hrs—revisit notes
  - 7 days later—revisit notes (5 min)
  - days 7 to 30—revisit for 2–4 min and retain 80–100% of info

- **1949 (60 years later)**
- Dr. Pauk—Cornell Univ reading center—frustrated with stts. grades
- Believed taking notes up memory
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**QUESTIONS:**

<table>
<thead>
<tr>
<th>How does learning occur?</th>
</tr>
</thead>
</table>

**NOTES:**

- We learn by processing info in brain – not just memorizing words
- Our thinking is more important than words
- Key: make questions in left-hand column
- Need sum to maximize learning
  - Synthesize info
  - Not just a list of facts
  - More than 1 sent long

* 4 Stages to The CORNELL WAY ?

1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

**CORNELL WAY added elements:**

1. Reflection
2. Student Revision
3. Teacher Feedback

allows stud to think deeply about the note-taking exp, set goal to improve, and receive feedback from peers and tchr
**Model Cornell Notes** Steps 1-6

<table>
<thead>
<tr>
<th>CORNELL NOTES</th>
<th>TOPIC/OBJECTIVE:</th>
<th>NAME: Diego Lopez</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each student will develop strategies for taking Cornell notes during lecture, discussion, and video.</td>
<td>CLASS/PERIOD: ELCR, Period 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DATE: Sep. 9, 20XX</td>
</tr>
</tbody>
</table>

**ESSENTIAL QUESTION:** How do ELCR students use Cornell notes to record, revise, question, review, and summarize new information they are learning?

**QUESTIONS:**

- What does the COF teach us?
- How does a student use the 10-24-7 model?
- How does Dr. Pauk’s note-taking system build on Ebbinghaus’ research?
- How do we retain 90-100% of the information we receive?

**NOTES:**

**RATIONALE:** the reason we take notes

- Hermann Ebbinghaus (1886)
- COF (Curve of Forgetting)
- 10-24-7 model
  - 10 min—review notes (after lecture)
  - 24 hrs—revisit notes
  - 7 days later—revisit notes (5 min)
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  - Took notes, reviewed, wrote ?s, wrote summ, revisited notes to fill in gaps?
  - Retain 90–100%
  - takes less time to activate brain for test prep

- Curve of Forgetting

**SUMMARY:**

```markdown
Day 1     Day 2              Day 7                 Day 30
10 minutes    5 minutes     2-4 minutes
```

100% retention

Accounted for.
We learn from Ebbinghaus’ Curve of Forgetting and Pauk’s research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we PROCESS it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions, and summaries for 2–4 minutes during days 7–30 to best prepare for our tests. The CORNELL WAY has 4 stages of note-taking that will help us do that.

**QUESTIONS:**
- How does learning occur?

**NOTES:**
- We learn by processing info in brain – not just memorizing words
- Our thinking is more important than words
- Key: make questions in left-hand column
- Need summary to maximize learning
  - Synthesize info
  - Not just a list of facts
  - More than 1 sent long

**4 Stages to The CORNELL WAY?**
1. Note-Taking
2. Note-Making
3. Note-Interacting
4. Note-Reflecting

*CORNELL WAY* added elements:
1. Reflection
2. Student Revision
3. Teacher Feedback

Note-Taking: Steps 1-2
Note-Making: Steps 3-5
Note-Interacting: Steps 6-7
Note-Reflecting: Steps 8-10

allows stud to think deeply about the note-taking exp, set goal to improve, and receive feedback from peers and tchr

**SUMMARY:**
We learn from Ebbinghaus’ Curve of Forgetting and Pauk’s research the rationale for taking notes, writing questions, and writing summaries. We will retain the information we receive if we PROCESS it by reviewing our notes within 10 minutes, 24 hours, and 7 days of learning it. We should review our notes, questions, and summaries for 2–4 minutes during days 7–30 to best prepare for our tests. The CORNELL WAY has 4 stages of note-taking that will help us do that.
A
How will you apply it?

L
What have you learned?

W
What do you want to know?

K
What do you know?
## Cornell Notes

<table>
<thead>
<tr>
<th>Topic/Objective:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Period:</td>
<td></td>
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<td>Date:</td>
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### Essential Question:

### Questions:

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<th>Notes:</th>
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### Summary:

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**Summary:**

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