

Learning Log Responses

A Learning Log is like a "travel journal."

You record your progress over the course of your *quest* for information.

You reflect on your research and learning *quest*: where you have been and what has happened, the good things and the not-so-good.

You gather your thoughts, knowledge, and experiences in order to describe how your "personal landscape" shapes the way you understand the story, imposes obstacles to your learning, or changes as you read and learn.

You let the journal reader know how the *research quest* learning experience has changed or adjusted the "frame" of your understanding.

You write because writing is a way of connecting your feelings, your thoughts and new ideas.

You write to try out and play with new meanings and interpretations.

You understand that writing is a way of connecting intellectually with new information, making it your own.

You write to let your teacher know where you are and how you are doing.

The following are suggestions for writing only. If you have something more pressing or interesting to convey, consult with the teacher and "write on" ...

Learning Log Guidelines:

Submit a *minimum* of half a page for each entry. Make sure you put your name, the date and block at the top of the page.

Check over the "mechanics" of spelling, punctuation, and sentence structure.

Make sure you have said something! Reflect on what you have learned about the subject being studied or about various information skills and processes.

Check the Learning Log Evaluation rubric for criteria for an **exemplary** result.

Ask your teacher whether to hand in each one as you complete it before you move on to the next step or on a regular basis.

Rubric for Evaluating Learning Log Entries

It is expected you will:	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Think deeply and understand what lies behind the text (story or source information)	Little evidence of understanding project concepts; little reflection	Some attempt to display understanding of project concepts; some reflection	Understands concepts and connections between story and research findings; reflects on meaning	Insightful; connects to personal life; sees connections between story and research finding; sensitive; sees more than one perspective; reflective and able to construct new meaning
Think critically about your learning processes (* See metacognition)	Little evidence of attention to own learning processes; does not analyze, question, or use reasoning independently	Some attempts to articulate learning processes, to respond to key questions, and to find ways to improve learning skills	Understands connection between inquiry and development of metacognitive skills; working hard to improve	Entries are analytical; questioning; reasoned; reasonable; entries reflect on learning processes and show high level of awareness of "personal landscape"
Use Appropriate Mechanics and Format (grammar, spelling, sentence structure, length)	Errors make entries difficult to read; needs support to edit work; less than half a page	Errors detract from content; some attempt to edit work; about half a page	Few if any errors; revises to make ideas and entries clearer; entries are more than half a page	Good grammar, sentence structure, and spelling; one-page entries
Evaluator's Comments:				

* **METACOGNITION** (or metacognitive strategies): Thinking about how you think and how you learn with a goal of improving these skills

