

Learning Log Rubric

Instructions: Refer to this rubric every time you write an entry in your learning log.

| | 4 | 3 | 2 | 1 |
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| Recording | <p>I neatly, thoroughly, and accurately record data in usable, appropriate formats, such as charts, lists, outlines, and diagrams.</p> <p>When I read about a topic or listen to information that is presented, I take notes in my own words to show the difference between important information and supporting details. I include connections, predictions, and questions about the topic.</p> | <p>I record data in appropriate formats.</p> <p>When I read about a topic or listen to information that is presented, I take notes in my own words to show the difference between important information and supporting details.</p> | <p>I try to record data accurately, but I sometimes choose a format that is not appropriate, and some of my data may be inaccurate.</p> <p>When I read about a topic or listen to information that is presented, I try to take notes in my own words, but sometimes, I just copy what I read or hear exactly without showing what information is important.</p> | <p>I often do not record data accurately.</p> <p>When I read about a topic or listen to information that is presented, I copy exactly what I read or hear without thinking about it at all.</p> |
| Exploration | <p>I can explore many different ideas in my writing without worrying about which ones are good.</p> <p>I accurately and completely describe my past, present, and future feelings about people and experiences.</p> | <p>I can explore different ideas in my writing.</p> <p>I describe my feelings accurately.</p> | <p>With help, I can explore some ideas in my writing.</p> <p>With help, I can describe my feelings.</p> | <p>I do not explore ideas in my writing.</p> <p>I cannot describe my feelings.</p> |
| Reflection | <p>I write about what I am learning from an experience by explaining how the new learning connects to what I knew and believed before, how my thoughts have changed, what questions I still have, and what is important about what I have learned.</p> | <p>I write about what I am learning from my experiences.</p> <p>I explain my working and thinking processes and write about how I could improve them.</p> | <p>I have difficulty writing about what I am learning from my experiences.</p> <p>I describe my processes in vague language, and at times, I think about how I could improve them.</p> | <p>I do not write about what I am learning from my experiences.</p> <p>I do not describe my processes or think about how I could improve them.</p> |

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| | I thoroughly explain my working and thinking processes and analyze what went well and what I could do differently and better. | | | |
| Goal Setting | <p>I use my analysis of my own learning styles and understanding of the subject to set goals for future learning.</p> <p>I use my learning log to check on how well I am progressing toward my goals and to change them if I need to.</p> | <p>I use my analysis of my past learning to set goals for the future.</p> <p>I check to see how I am doing at achieving my learning goals.</p> | <p>Sometimes, I set goals for future learning.</p> <p>Sometimes, I check on my goals, but sometimes, I forget all about them.</p> | <p>I hardly ever set learning goals for myself. I expect my teacher to set them for me.</p> <p>When I set goals, I rarely check to see if I am making progress to achieve them.</p> |
| Conventions | I write so that I can read and understand what I have written, and if someone else is going to read my learning log, I follow the conventions so the audience can understand it. | I usually write so that I and others can read and understand what I have written. | I try to write so I and others can read what I have written, but sometimes, I cannot figure out what I was trying to say. | I often cannot figure out what I was trying to say in my learning log. |