

Science 7 Interactive Learning Log

In an effort to maximize learning, each student will need to keep an individual, personal learning log or interactive notebook, which will be a way for you to measure your day-by-day progress. Hopefully, by completing this each class period, you will be able to: 1) process and retain science concepts more easily, 2) use it to review for quizzes and tests, 3) keep track of the assignments, homework and class progress on a daily basis, 4) have a study tool for the MSL test at the end of 7th grade, and 5) personalize your learning experience in science by having a means to reflect thoughtfully, creatively, and individually.

The interactive learning log should be kept in a spiral notebook and each entry should be written in ink or pencil. You will write in it with your own words and personal style. You will need a glue stick to glue in entries, and from time to time, you will be asked to underline, circle, or add art work to your entries, so colored pencils will be used instead of markers (markers bleed through the paper).

Structure:

The structure of the interactive learning log will generally be:

1. A date for each entry
2. A page number for each entry (as assigned by the teacher)
3. Notes, classwork, worksheets, and handouts providing content will always go on the right page of the spiral
4. Processing activities such as letters, artwork, stories, speeches, scripts, concepts maps, outlines, etc., will always go on the left page of the spiral notebook (always use color...it helps the brain learn and organize information)

Grading:

1. The interactive learning log will be checked periodically in its entirety or in parts.
2. The grade will be based on:
 - a. Presence of all required assignments
 - b. Evidence of reflective thinking/thoughtful connections
 - c. Quality of the processing activities—mastering objectives is an observable goal/demonstrates growth & improvement throughout the year
 - d. Validity/appropriateness of the work assigned
 - e. Variety of processing activities
3. If absent, you need to determine what you missed from your lab partner/"what did you miss" book/Weebly, and arrange to make up the work within a week's time. If the assignment was checked by the teacher, you are responsible for following up with the teacher once the work is completed. Being absent does **NOT** excuse you from completing the work...you must get it done on your own time.
4. If you forget your spiral notebook one day, you may use regular notebook paper to complete the entry, and then glue it into your notebook later. If you are forgetting often, then your parents will be notified and demerits may be issued.

Rubric for Grading Interactive Learning Log

Requirement	Point Value
Processing activities (left side) demonstrate reflective thinking and make thoughtful connections to the information on the right side.	30
Processing activities represent a variety of different ways to process...many from p. 0 have been incorporated and some I thought of on my own.	20
Mastery is observed; growth & improvement is noticeable.	20
Information in the activities is valid/correct/appropriate.	15
All notes and activities are present and complete (<u>even if I was absent</u>)	15
Total	100

Rubric for Grading Class Assignments/Labs

What your grade demonstrates:

Some assignments will just be based on Accuracy/Answer Appropriateness (A) or both Accuracy/Answer Appropriateness (A) and Level of Understanding (L). If you get an assignment back, the area that is problematic will be labeled with either an A or L or AL along with a number for each so you know what the issue was.

Accuracy/ Appropriateness

Meets Expectations (4)	Mostly Meets Expectations (3)	Minimally Meets Expectations (2)	Does Not Meet Expectations (1)	Not Acceptable (0)
<ul style="list-style-type: none"> - Correct in its entirety. - Appropriate explanations, using good support, thoughtful conclusions with details, and organized information showing a logical train of thought. 	<ul style="list-style-type: none"> - Has all components completed, but may have a few incorrect parts. - Mostly appropriate but is lacking some support and details, has basic conclusions, and mostly well organized information that mostly follows a good train of thought. 	<ul style="list-style-type: none"> - Some parts which are correct and some that are not or missing important components. - Somewhat appropriate but lacks details, has little support, poor conclusions, and is not organized well, showing a scattered train of thought. 	<ul style="list-style-type: none"> - Many incorrect or incomplete components. - Not appropriate or has no support or details, no conclusions, and is very unorganized and hard to follow. 	<ul style="list-style-type: none"> - Not complete or content unrelated to topic. - Responses make no connection to content.

Level of Understanding (As levels of understanding advance, they include the previous levels' criteria, as well.)

Advanced (Evaluation/Synthesis) (4)	Intermediate (Application/Analysis) (3)	Basic (Knowledge/Comprehension) (2)	Pre-Learning (1)	Not Acceptable (0)
<ul style="list-style-type: none"> - Demonstrates a high level of understanding, demonstrating both the intermediate and basic levels of understanding but additionally able to go further with the information; an ability to evaluate information and use it for creation of information; thoughtful connections are made to new situations and viable predications are made; judgments are argued with proper support. 	<ul style="list-style-type: none"> - Demonstrates a moderate level of understanding, demonstrating a basic level of understanding as well as the ability to apply information to situations and analyze information given; shows information being used in new situations not previously discussed and shows that ability to look at a situation and use the information to find answers to further questions; goes further than the question to make connections between information learned and new information. 	<ul style="list-style-type: none"> - Demonstrates a beginning level of understanding; terminology is used appropriately, who-what-where-why information is answered, and basic connections between concepts are made; identification of already learned information are present. 	<ul style="list-style-type: none"> - Demonstrates a need for more practice. - Attempt at terminology but out of context, limited connections to subject matter and concepts, minimal reflection to information already learned. 	<ul style="list-style-type: none"> - Demonstrates no evidence of understanding the material.