**CAPSTONE ACTION/LEARNING LOG**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MY ESSENTIAL QUESTION:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LOG #: DATE: HOURS SPENT WORKING ON YOUR PROJECT:**  **MY PROCESS: (MINIMUM OF 6 HOURS PER LOG REQUIRED)** | |
| **QUESTIONS/GOALS THAT I WILL EXPLORE BELOW THAT WILL HELP ME START ANSWERING MY ESSENTIAL QUESTION**  **(SEE YOUR FURTHER QUESTIONS/GOALS FROM THE PREVIOUS LEARNING LOG)**  /Users/btsui/Desktop/t_orig.png../../../../Desktop/ps_1_orig.png/Users/btsui/Desktop/c_orig.png | **RESOURCES I HAVE USED**  **TO ANSWER THE QUESTION(S)**  /Users/btsui/Desktop/t_orig.png../../../../Desktop/ps_1_orig.png/Users/btsui/Desktop/c_orig.png |
|  | ***Must be properly cited. Sources could include: books, news articles, podcasts, artwork, people, songs/poetry, recorded conversations, films/documentaries, academic articles, stories, data. Use*** [***https://www.citefast.com/***](https://www.citefast.com/) ***or*** [***https://www.bibme.org/***](https://www.bibme.org/) ***for MLA, APA, or Chicago formats.***  ***1)List individuals that have helped you since your last learning log and explain who they are and why you are consulting with them.***  ***2) How have you addressed/incorporated the feedback from your teacher from the previous log?*** |

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| **WHAT HAVE I LEARNED SO FAR?**  /Users/btsui/Desktop/t_orig.png../../../../Desktop/ps_1_orig.png/Users/btsui/Desktop/c_orig.png |
| **Reporting on my LEARNING:**   1. ***What have I learned so far? (REPORT ON THE QUESTIONS/GOALS FROM THE PAGE ABOVE)***   ***Synthesize what you’ve learned from your sources/experiences to SHOW your learning. This is NOT a summary; you need to describe where you learned it from and what you think about it to show critical thinking (INCLUDE QUOTES & CITATIONS).***  ***Examples of critical thinking: analyze data, make inferences, examine, compare and contrast, consider different perspectives, make connections, sketch, infer, modify, develop, and collaborate in this area…*** |
| **YOUR ESSENTIAL QUESTION:** |
| **In a paragraph, use your findings from above and from past learning logs to answer your Essential Question.** |

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| **WHAT HAVE I LEARNED SO FAR?**  /Users/btsui/Desktop/t_orig.png../../../../Desktop/ps_1_orig.png/Users/btsui/Desktop/c_orig.png | | **WHAT HAVE I LEARNED SO FAR?**  /Users/btsui/Desktop/t_orig.png../../../../Desktop/ps_1_orig.png/Users/btsui/Desktop/c_orig.png |
| **Reflect on the Capstone PROCESS that you have chosen (refer to the processes document). Think about HOW you have tried to answer the question. Describe *what’s working and what isn’t working.* (If unsure, copy & paste the bullets you’ve been working on from the processes document here, and reflect on each one)**  **Outline the steps you took to complete the second part of your project.**  **What’s the biggest challenge you’ve faced so far? What concrete steps will/did you take to overcome this challenge?** | | **Reflecting on SELF  *What am I learning about myself? How can I use this information about myself moving forward?*** *(learning style, personality, skills, feelings, work ethic…)*  **How would you describe your work habits while working on your Capstone project (time management and effort)?**  **What can you do to make the most of your time? How can you use your time most effectively?**  **What are some of your biggest distractions while working on this project and what can you do to address them?** |
| ***FURTHER QUESTIONS/GOALS I HAVE AS A RESULT OF MY WORK… (THESE QUESTIONS/GOALS SHOULD GUIDE YOUR NEXT LEARNING LOG!)*** | | |
| **NEXT STEPS:**  (E.G. Create my next piece of artwork using feedback from my peers.)  (E.G. Read and take notes on 2 articles about X, Y, Z.) | **ON WHAT DATE WILL I COMPLETE THIS WORK:**  October 15th during PLT day  November 15th after school | |

**CAPSTONE LOG HOLISTIC RUBRIC**

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| **EXTENDING**  *Thinking is METACOGNITIVE* |
| * Student Learning Log is mindfully completed. * Demonstrates examination of the learning process, showing what learning occurred * Includes properly documented evidence/sources * Demonstrates that student has reconsidered what they already knew * Provides thorough and meaningful examples of critical thinking * Creates clear, meaningful and manageable objectives as well as a timeline for learning * Communication is clear and coherent |
| **PROFICIENT**  *Thinking is ANALYTIC* |
| * Student Learning Log is complete. * Demonstrates that student has applied learning to a broader context of personal and professional life. * Includes evidence/sources * Provides examples of critical thinking * Creates clear and meaningful objectives as well as a timeline for learning * Communication is clear and coherent |
| **DEVELOPING**  *Thinking is DESCRIPTIVE* |
| * Student Learning Log is simple yet complete * Shows an understanding of how learning could be used * Shows evidence of research; may not include documentation * Provides some limited examples of critical thinking * Creates simple objectives and may not have a clear timeline for learning * Communication although flawed at times, does not impact meaning |
| **EMERGING**  *Thinking is SUPERFICIAL* |
| * Student Learning Log is incomplete * Demonstrates acquisition of minimal new content and is limited to a description of general unfounded opinions and behaviors * Shows no evidence to support thinking and is limited to personal, prior knowledge * Student has not set any learning objectives and has no clear timeline for learning * Communication is flawed and often impacts meaning |
| **DID NOT SUBMIT** |
| * Student did not submit this assignment for assessment. |