Student Research Plan Handout

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| **Name:** |  | **Class:** |  | **Date:** |  |

| **Research Process** | **Process Outcomes** | **Associated Materials** | **Standards** |
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| Part 1: Initiating Inquiry | * Generates, selects, and refines inquiry questions to explore topics. * Develops two to three research topics/areas of investigation from the research topic exploration. * Develops inquiry questions about areas of investigation. * Conducts pre-searches of areas of investigation. * Arrives at a research-based topic by vetting areas of investigation. * Generates specific inquiry questions for the research topic/area of investigation. | * Surfacing Issues Tool * Posing Inquiry Questions Handout * Exploring a Topic Tool * Pre-Search Tool * Area Evaluation Checklist * Specific Inquiry Questions Checklist | W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| Part 2: Gathering Information | * Plans for searches by determining key words/phrases and finding credible and relevant sources. * Assesses sources for how credible, relevant, and accessible they are. * Annotates sources and records notes that help answer the inquiry questions. * Evaluates arguments using an evidence-based arguments checklist. * Builds an initial Research Frame with a problem-based question to guide independent searches. * Conducts searches independently. | * Potential Sources Tool * Assessing Sources Handout * Taking Notes Tool * Research Frame * Conducting Independent Searches Checklist * Evidence-Based Arguments Checklist | W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| Part 3: Organizing and Synthesizing Inquiry | * Organizes, connects, and synthesizes evidence to develop evidence-based claims about inquiry questions and inquiry paths. * Further organizes, connects, and synthesizes evidence-based claims about inquiry paths and the problem-based question. * Reviews and synthesizes the research to develop a written evidence-based perspective. | * Forming Evidence-Based Claims Tool * Organizing Evidence-Based Claims Tool * Evidence-Based Claims Criteria Checklist * Forming Counterclaims Tool * Evidence-Based Perspective Rubric | W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |

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