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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