Student Research Plan Handout

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

| **Research process** | **Process outcomes** | **Associated materials** | **Standards** |
| --- | --- | --- | --- |
| Part 1: Initiating Inquiry | * Generates, selects, and refines inquiry questions to explore issues * Develops areas of investigation from the research-issue exploration * Develops inquiry questions about areas of investigation * Conducts pre-searches of areas of investigation * Arrives at a research-based area of investigation by vetting areas of investigation * Generates specific inquiry questions for the selected area of investigation | * Surfacing Issues Tool (optional) * Posing Inquiry Questions Handout * Pre-Search Tool (optional) * 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 (optional) * Assessing Sources Handout * Taking Notes Tool (optional) * Research Frame (optional) * 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. |

From Student Research Plan by Odell Education, www.odelleducation.com. Copyright (2012–2013) Odell Education. Adapted with permission under an Attribution-NonCommercial 3.0 Unported license: <http://creativecommons.org/licenses/by-nc/3.0/>