

Inquiry Research Project Outline

Present your starting question and learning journey. The final package should include:

1. Guided-brainstorming chart
 - a. Key points / most interesting ideas on the topic
 - b. Main idea of interest
 - c. “Wonder” / starting question / new idea
2. First Source
 - a. Citation
 - b. Summary of main ideas
 - c. What did you learn?
 - d. How did your “driving question” change? Did it make you want to dive deeper into the topic or go off in another direction?
3. Second and Third Sources
 - a. Citations
 - b. Summaries of main ideas
 - c. What did you learn from each?
4. Summary of learning journey - **This part will be shared with the class out loud.**
 - a. Write a paragraph summarizing your whole research path: from key points of interest, how you developed your starting question, what the sources you found taught you, how your question changed as you found answers to your question, and finally what you learned overall.
5. References on a separate page, APA formatted.

Assessment:

A = Excellent or Sophisticated for grade level. Thorough and thoughtful.

B = Well done. A few issues. Proficient for grade level.

C+ = Good start, lacks depth and has issues. Meeting minimum expectations at grade level.

C- = Developing.

Can assess process and final product separately, or make the final product a process summary (like an annotated bibliography). Rubric on the following page.

Rubric:

- 5, 4, 3, 2 maps to A, B, C, I or F.
- 9/8, 7, 6, 5, <4 maps to high A, low A, B, C+, C-, I or F.

Evaluation /20

Category	Extending (5)	Proficient (4)	Developing (3)	Emerging (2)
Questioning (question development) /5	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a good understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
Communicating (Content) and Thinking /5 x2 = /10	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a good understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
Evaluating Sources and Formatting Citations/References /5	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a good understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

Creating a Research Proposal – Graphic Organizer

Idea:

Idea:

Idea:

Idea:

Idea:

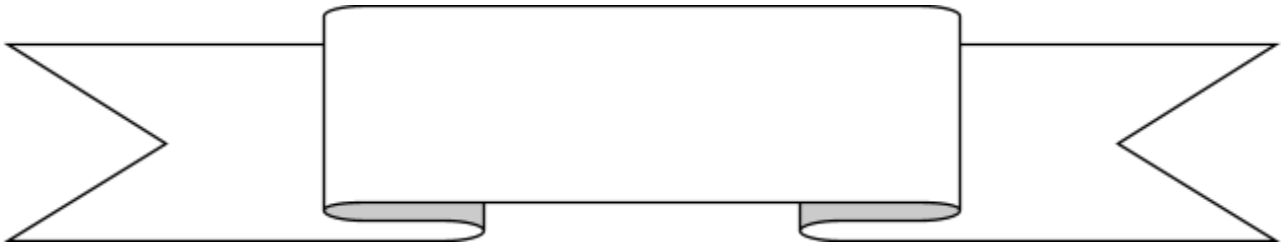
Which ideas are of most interest to me:

New idea:

New idea:

New idea:

Considering time, resources and my goals, I choose...



Name:

Research Notes

As you read through your sources, take notes on the main ideas you come across.

Try to *paraphrase* by putting the main ideas into your own words, and using fewer words to shorten a passage down to a main idea or point. Remember, that paraphrased ideas are still someone else's ideas, so you do need to give them credit in your sentences for written work. (That's a whole other lesson!)

If you want to use some phrases, word for word, put *quotation marks* around the words and make note of the page it was found on (if it is a book.)

Source 1:

Title:

Link:

APA in-text Citation:

APA reference:

Main Topic(s)	Notes
Short summary of the whole source:	

Source 2:

Title:

Link:

APA in-text Citation:

APA reference:

Main Topic(s)	Notes
Short summary of the whole source:	

Source 3:

Title:

Link:

APA in-text Citation:

APA reference:

Main Topic(s)	Notes
Short summary of the whole source:	

We are going to create a references list in APA formatting for your sources. We will do this together, below, during a lesson.

References

O'Brien-Fehr, K. (2012). Medical drug abuse. In The Canadian Encyclopedia. Retrieved from <http://www.thecanadianencyclopedia.com>