

Inquiry and Research Skills : A Checklist for Grade 11

Metaskill	Expectation							
1. Prepare for Research:	<ul style="list-style-type: none"> • Define information needs using a variety of strategies 							
	<ul style="list-style-type: none"> • Explore information using a variety of group activities 							
	<ul style="list-style-type: none"> • Identify varied ways of organizing information 							
	<ul style="list-style-type: none"> • Relate prior knowledge to information tasks; 							
	<ul style="list-style-type: none"> • Critique own questions as essential and non essential 							
	<ul style="list-style-type: none"> • Form questions into thesis and reflect on continual appropriateness of thesis 							
	<ul style="list-style-type: none"> • Select specialized atlases, such as regional and economic atlases 							
	<ul style="list-style-type: none"> • Select bibliographies 							
	<ul style="list-style-type: none"> • Analyse the validity of hypothesis of a resource by examining its primary and secondary sources 							
	<ul style="list-style-type: none"> • Construct logic statements to test the validity of argument 							
	<ul style="list-style-type: none"> • Recognize personal learning styles and their impact on research and problem solving 							
	2. Access Resources:	<ul style="list-style-type: none"> • Locate a variety of appropriate resources from a variety of sources 						
		<ul style="list-style-type: none"> • Select information appropriate to needs using a variety of strategies 						
<ul style="list-style-type: none"> • Gather information from resources using internal organizers and conventions of texts 								
<ul style="list-style-type: none"> • Collaborate with others to share findings and ideas; 								
<ul style="list-style-type: none"> • Describe different classification systems 								
<ul style="list-style-type: none"> • Use specialized indexes such as literary, legal, bibliographic, biographic and business indexes 								
<ul style="list-style-type: none"> • Create abstracts 								
<ul style="list-style-type: none"> • Use outlining and flowchart software to organize data 								
<ul style="list-style-type: none"> • Use advanced surveys 								
<ul style="list-style-type: none"> • Re-examine currency of research and modify product in light of new findings 								

Ontario Library Association, *Information Studies K-12*, 1999 (Adapted with Permission)

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3. Process Information:	<ul style="list-style-type: none"> Analyse and evaluate information using a variety of strategies 						
	<ul style="list-style-type: none"> Test ideas to adjust research and problem solving strategies 						
	<ul style="list-style-type: none"> Sort information using a variety of organizers and formats 						
	<ul style="list-style-type: none"> Synthesize findings and formulate conclusions; 						
	<ul style="list-style-type: none"> Use formal debate strategies to explore ideas during research process Use formal meeting strategies to share ideas during research 						
	<ul style="list-style-type: none"> Use abstracts in peer and teacher conferencing to check progress 						
	<ul style="list-style-type: none"> Publish information in virtual formats, such as Web pages 						
4 Transfer Learning:	<ul style="list-style-type: none"> Revise product appropriate to purpose, audience and format 						
	<ul style="list-style-type: none"> Present research findings in a variety of forms for a variety of audiences 						
	<ul style="list-style-type: none"> Reflect on and evaluate product and process 						
	<ul style="list-style-type: none"> Transfer new information skills and knowledge to solve problems and make decisions 						
	<ul style="list-style-type: none"> Examine published hypotheses for similarities and differences with own hypothesis 						
	<ul style="list-style-type: none"> Use special libraries local and virtual, for information 						
	<ul style="list-style-type: none"> Search the Internet using a range of strategies available in a variety of meta search engines 						
	<ul style="list-style-type: none"> Begin to extend insights and opinions from findings 						
	<ul style="list-style-type: none"> Relate research findings to global perspectives 						
	<ul style="list-style-type: none"> Make judgments and draw conclusions to solve problems 						
	<ul style="list-style-type: none"> Suggest areas for further research 						

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