

## Inquiry and Research Skills : A Checklist for Grade 11

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

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

Supporting Grade 11 Curriculum Implementation in the School Library Information Centre (OSLA, MOE, OTF 2001)

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