

## FINDS: Research Process Model – Score

### K-12 Scope and Sequence

#### Score presentation and search –

##### **5.1 Apply and develop evaluative criteria for information problem or product, working in groups or individually.**

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.1.1 Recognize when information problem is answered.	1.5.1.1 Recognize when information problem is answered.	2.5.1.1 Recognize when information problem is answered.	3.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.	4.5.1.1 Use teacher or librarian generated criteria to evaluate success in answering search question.	5.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	6.5.1.1 Develop and use criteria to evaluate success in answering search question with teacher or librarian assistance.	7.5.1.1 Develop and use criteria to evaluate success in answering search question.	8.5.1.1 Develop and use criteria to evaluate success in answering search question.	910.5.1.1 Develop and use criteria to evaluate success in answering search question.	1112.5.1.1 Develop and use criteria to evaluate success in answering search question.
K.5.1.2 Review information product with teacher or librarian.	1.5.1.2 Review information product with teacher or librarian.	2.5.1.2 Review information product with teacher or librarian.	3.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	4.5.1.2 Use teacher or librarian generated criteria to evaluate information product.	5.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	6.5.1.2 Develop and use criteria to evaluate information product with teacher or librarian guidance.	7.5.1.2 Develop and use criteria to evaluate information product.	8.5.1.2 Develop and use a variety of evaluative strategies to assess information product.	910.5.1.2 Develop and use a variety of evaluative strategies to assess information product.	1112.5.1.2 Develop and use a variety of evaluative strategies to assess information product.

#### Score presentation and search –

##### **5.2 Reflect on the search process, noting strengths and weaknesses, working in groups or individually.**

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.2.1 Answer teacher or librarian questions concerning search process.	1.5.2.1 Answer teacher or librarian questions concerning search process.	2.5.2.1 Reflect on search process during oral discussion.	3.5.2.1 Reflect on search process during oral discussion.	4.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	5.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	6.5.2.1 Reflect on search process through oral discussion or writing exercise, identifying strengths and weaknesses.	7.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	8.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	910.5.2.1 Reflect on search process orally, visually, or in writing, identifying strengths and weaknesses.	1112.5.2.1 Reflect on search process orally, visually, or in writing, identifying skills that require practice and refinement.

## Score presentation and search –

### 5.3 Make recommendations for improving and applying process, working in groups or individually.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth/Tenth	Eleventh/ Twelfth
K.5.3.1 Explain the process used to find the information.	1.5.3.1 Explain the process used to find the information.	2.5.3.1 Explain the process used to find information and suggest ways for improvement.	3.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.	4.5.3.1 Explain the process used for inquiry-based learning and suggest ways for improvement.	5.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	6.5.3.1 Assess the process used for inquiry-based learning and suggest ways for improvement.	7.5.3.1 Assess the process used for inquiry-based learning and recommend ways for improvement.	8.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.	910.5.3.1 Assess the process used for inquiry-based learning and recommend strategies to improve it.	1112.5.3.1 Internalize the research process, monitor for needed improvements, and apply to academic and real-world contexts.
K.5.3.2 Judge personal ability to work in teams (e.g., following directions).	1.5.3.2 Judge personal ability to work in teams (e.g., listening to opinions of others).	2.5.3.2 Judge personal ability to work in teams (e.g., listening and responding to varying opinions).	3.5.3.2 Judge personal ability to work in teams (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	4.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	5.5.3.2 Evaluate personal ability to work with others in groups (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	6.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	7.5.3.2 Reflect on personal ability to participate in group work (e.g., showing respect for varying viewpoints, contributing to discussion, solving problems).	8.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems).	910.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.	1112.5.3.2 Reflect on personal ability to participate in group work (e.g., demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.