## 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	1.5.1.1 Recognize	2.5.1.1 Recognize	3.5.1.1 Use	4.5.1.1 Use	5.5.1.1 Develop	6.5.1.1 Develop	7.5.1.1 Develop	8.5.1.1 Develop	910.5.1.1 Develop	1112.5.1.1
when information	when information	when information	teacher or	teacher or	and use criteria to	Develop and use				
problem is	problem is	problem is	librarian generated	librarian generated	evaluate success	criteria to evaluate				
answered.	answered.	answered.	criteria to evaluate	criteria to evaluate	in answering	success in				
			success in	success in	search question	search question	search question.	search question.	search question.	answering search
			answering search	answering search	with teacher or	with teacher or				question.
			question.	question.	librarian	librarian				
					assistance.	assistance.				
K.5.1.2 Review	1.5.1.2 Review	2.5.1.2 Review	3.5.1.2 Use	4.5.1.2 Use	5.5.1.2 Develop	6.5.1.2 Develop	7.5.1.2 Develop	8.5.1.2 Develop	910.5.1.2 Develop	1112.5.1.2
information	information	information	teacher or	teacher or	and use criteria to	and use a variety	Develop and use a			
product with	product with	product with	librarian generated	librarian generated	evaluate	evaluate	evaluate	evaluate	of evaluative	variety of
teacher or	teacher or	teacher or	criteria to evaluate	criteria to evaluate	information	information	information	information	strategies to assess	evaluative
librarian.	librarian.	librarian.	information	information	product with	product with	product.	product.	information	strategies to assess
			product.	product.	teacher or	teacher or			product.	information
					librarian guidance.	librarian guidance.				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	1.5.2.1 Answer	2.5.2.1 Reflect on	3.5.2.1 Reflect on	4.5.2.1 Reflect on	5.5.2.1 Reflect on	6.5.2.1 Reflect on	7.5.2.1 Reflect on	8.5.2.1 Reflect on	910.5.2.1 Reflect	1112.5.2.1 Reflect
teacher or	teacher or	search process	on search process	on search process						
librarian questions	librarian questions	during oral	during oral	through oral	through oral	through oral	through oral	orally, visually, or	orally, visually, or	orally, visually, or
concerning search	concerning search	discussion.	discussion.	discussion or	discussion or	discussion or	discussion or	in writing,	in writing,	in writing,
process.	process.			writing exercise,	writing exercise,	writing exercise,	writing exercise,	identifying	identifying	identifying skills
				identifying	identifying	identifying	identifying	strengths and	strengths and	that require
				strengths and	strengths and	strengths and	strengths and	weaknesses.	weaknesses.	practice and
				weaknesses.	weaknesses.	weaknesses.	weaknesses.			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 ( <i>e.g.</i> , following directions).	1.5.3.2 Judge personal ability to work in teams ( <i>e.g.</i> , listening to opinions of others).	2.5.3.2 Judge personal ability to work in teams ( <i>e.g.</i> , listening and responding to varying opinions).	3.5.3.2 Judge personal ability to work in teams ( <i>e.g.</i> , listening and responding to varying opinions, solving problems).	4.5.3.2 Evaluate personal ability to work with others in groups ( <i>e.g.</i> , showing respect for varying viewpoints, contributing to discussion, solving problems).	5.5.3.2 Evaluate personal ability to work with others in groups ( <i>e.g.</i> , showing respect for varying viewpoints, contributing to discussion, solving problems).	6.5.3.2 Reflect on personal ability to participate in group work ( <i>e.g.</i> , showing respect for varying viewpoints, contributing to discussion, solving problems).	7.5.3.2 Reflect on personal ability to participate in group work ( <i>e.g.</i> , showing respect for varying viewpoints, contributing to discussion, solving problems).	8.5.3.2 Reflect on personal ability to participate in group work ( <i>e.g.</i> , showing respect for varying viewpoints, contributing to discussion, solving problems).	910.5.3.2 Reflect on personal ability to participate in group work ( <i>e.g.</i> , 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 ( <i>e.g.</i> , demonstrating respect for diverse ideas, contributing to discussion, solving problems) and transfer skills to real-world situations.

## Revised 3/18/2015