

I. Developing and Implementing a Research Plan: Research Process**A. Development of Questions**

- Does the student have general knowledge about the topic or issue?
- Can the student identify theories, concepts, and principles that apply to the topic?
- Can the student narrow the topic by brainstorming ideas and identifying key concepts?
- Can the student generate open-ended questions?
- Does the student understand the expectations of the research assignment?
- What does the student seek to prove, investigate, or develop?
- What are the differences between provocative, relevant, and general questions?

I. Developing and Implementing a Research Plan: Research Process**B. Research Methodology**

- Does the student understand the expectations of the research assignment?
- Can the student design an investigation to try to answer the research question(s)?
- Can the student develop a hypothesis?
- What does the student know about discipline specific research? What additional background does he/she need?

I. Developing and Implementing a Research Plan: Research Process**C. Sources of Information**

- Will the student be able to identify an adequate number of resources for the topic/issue?
- What sources of information does the student have access to?
- Does the student know how to conduct internet searches and to evaluate the reliability of websites?
- Is the source reliable, readable, and age appropriate?
- Can the student skim, scan, and analyze resources?
- Is the source relevant to the research questions? In what ways?
- Does the source provide enough information?
- What are the differences between advanced, standard, and/or basic processes

I. Developing and Implementing a Research Plan: Research Process**D. Collection of Data**

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Source: Many of the questions are from the "Suggested Scaffolding of Research Skills" document, *G/T Teacher Toolkit*

I. Developing and Implementing a Research Plan: Research Process

E. Analysis and Interpretation of Data

- Can the student synthesize and evaluate new information?
- What new ideas does the student present?
- Would this information be helpful to someone who is unfamiliar with the topic?
- How does the student record new knowledge?
- What information about the topic is most important?
- Can the student use the dimensions of depth and complexity to analyze and interpret data?
- What are the differences between advanced, standard, and/or basic processes?

I. Developing and Implementing a Research Plan: Research Process

F. Multiple Perspectives

- Does the student understand perspective?
- Has the student selected resources that represent various points of view?
- In what ways does the student know the difference between fact and opinion?
- Does the student know how authors express their points of view? Does he/she know key words or phrases associated with opinions? With facts?
- How can the student determine if an argument is valid?

II. Presentation of Learning: Product and Communication

A. Organization

- In what ways does the student select a product appropriate to the research and audience?
- Does the student create a product that is easy for the audience to understand?
- Can the student develop different types of products and performances that display learning?
- Can the student develop written reports, procedures, and explanations?
- Does the student include graphic, pictorial, oral, and/or dramatic presentations?
- How does the student display understanding of underlying principles and concepts?
- How does the student incorporate and synthesize the research in the product?
- Does the student present ideas in a logical and organized manner?

II. Presentation of Learning: Product and Communication

B. Depth of Understanding

- In what ways does the student develop a knowledge base of the topic?
- How does the student create new understandings of the topic?
- In what ways does the student communicate learning and the big ideas?
- How does the student use the dimensions of depth and complexity to demonstrate depth of learning and understandings?

II. Presentation of Learning: Product and Communication

C. Impact

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- How does the student apply knowledge in new contexts?
- How does the student apply knowledge to different situations?
- In what ways does the student’s product show connections to the real world?
- What new ideas does the student present?
- How does the student’s research answer the research question or solve the problem?

II. Presentation of Learning: Product and Communication

D. Delivery

- How does the student organize the presentation? Is planning evident?
- Does the student present information in a variety of presentation formats? Does the student choose the most appropriate presentation method for the topic?
- Is the information organized in a logical, interesting sequence? What makes the presentation interesting?
- Are findings communicated to audience in an understandable way? Who is the audience?
- What presentation methods does the student use to communicate knowledge? What written, oral, and demonstration techniques does the student use?
- What are the requirements for the presentation? How much time is allotted?

II. Presentation of Learning: Product and Communication

E. Vocabulary of Disciplinarian

- What are some of the key words and vocabulary used by the student?
- How does the student communicate relationship between discipline and self?

Other questions:

