

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

- Does the student have working knowledge about the topic or issue?
- Can the student identify theories, concepts, and principles that apply to the topic?
- Can the student analyze the topic?
- Can the student narrow the topic by brainstorming ideas and identifying key concepts?
- What are the parameters of the topic?
- Is the topic too narrow or too broad?
- Does the student develop open-ended questions for investigation?
- What are the differences between provocative, interesting, and and/or pertinent questions?
- How does the student use creative thinking and problem-solving skills to generate additional questions about the topic?

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

- Does the student understand the expectations of the research assignment?
- How does the student design an investigation to try to answer the research question(s)?
- What does the student know about discipline specific research?
- What additional background does he/she need?
- Can the student identify tools and methods a practitioner in the field of study might use?
- How does the student hypothesize what the study might yield?
- Does the student note any issues, problems, controversies, or dilemmas that may arise?
- Can the student describe the product that might be developed?
- Can the student “work backwards” from the product idea to the overall research design?

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

- Is the student able to identify an adequate number of primary and secondary resources for the topic/issue?
- What sources of information does the student have access to?
- Does the student use key words and questions to evaluate and review possible resources?
- 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 bibliography provide links to other sources?
- Does the source provide enough information?
- What is the difference between advanced, standard, and/or basic processes?

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**D. Collection of Data**

- How will the student keep track of sources used?
- Does the student disregard extraneous information and summarize main points?
- How will the student take notes and record information?
- How will the student review, organize, and evaluate information?
- Does the student sort information into categories that relate to the research question(s)?
- Is the student aware of the discipline specific tools/techniques available?
- Does the student have access to these tools/techniques?
- Can the student identify and learn how to use the necessary tools?
- Can the student identify more sources of information, if necessary?

I. Developing and Implementing a Research Plan: Research Process**E. Analysis and Interpretation of Data**

- How does the student synthesize and evaluate new information?
- In what ways does the student predict, draw conclusions, and evaluate new information?
- How does the student provide an in-depth view of the topic?
- How does the student use the dimensions of depth and complexity to analyze and interpret data?
- In what ways does the student represent different points of view?
- In what ways does the evidence gathered support the student's hypothesis?
- How does the student support new understanding and generalizations?
- In what ways does the student use prior knowledge to create new ideas?
- What are the differences between advanced, standard, and/or basic processes?

I. Developing and Implementing a Research Plan: Research Process**F. Multiple Perspectives**

- Can the student determine if something is a point of view?
- How does the student select and interpret resources that represent various points of view?
- In what ways can the student examine an author's language to determine the point of view?
- How does the student examine methods of determining an author's bias, opinion, direction, and points of view?
- What evidence – stated or unstated- does an author provide to support his/her assertions?
- How does the student determine if information is relevant or irrelevant?
- How does the student determine if an argument is valid?

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



II. Presentation of Learning: Product and Communication**A. Organization**

- Has the student selected a product appropriate to the research and audience?
- In what ways does the student strive for a product of professional quality?
- How does the student create a product that is easy for the audience to understand?
- Does the student have the skills to develop advanced level products and performances?
- In what ways does the student use a variety of resources in developing the final product?
- Does 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?
- Does the student discuss and debate conclusions?

II. Presentation of Learning: Product and Communication**B. Depth of Understanding**

- In what ways does the student develop a deep understanding of the topic?
- How does the student create new understandings?
- In what ways does the product show evidence of new ideas, connections, and flexibility in thinking about a topic?
- How does the student use the dimensions of depth and complexity to demonstrate depth of learning and understandings?
- What is a sophisticated insight?

II. Presentation of Learning: Product and Communication**C. Impact**

- How does the student transfer new knowledge to other contexts?
- How does the student's product show connections to the real world?
- How does the student communicate new understandings?
- In what ways does the student's research answer the research question or solve the problem?
- In what ways does the student express awareness of connections to his/her own life and the lives of others?

II. Presentation of Learning: Product and Communication**D. Delivery**

- How does the student organize the presentation? Is planning evident?
- What presentation methods does the student use to communicate knowledge?
- What written, oral, and demonstration techniques does the student use?
- What presentation methods will most facilitate audience learning? Who is the audience?
- What are the requirements for the presentation? How much time is allotted?
- What makes the presentation interesting? How does the student organize the information in a logical, comprehensive, and interesting way?
- How does the presentation mimic the work of professionals in the field?

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: