

	Emerging - 1	Developing - 2	Proficient - 3
<p>Authority is Constructed and Contextual</p> <ul style="list-style-type: none"> • Examine & compare information from various sources in order to evaluate accuracy, authority, currency, and point of view • Investigate differing viewpoints encountered in the literature and determine whether or not to incorporate or reject these ideas • Recognize the cultural, physical, or other context within which information is created and how that context impacts interpretation • Develop a self-awareness of personal bias and worldview and understand how that influences information interpretation 	<ul style="list-style-type: none"> • Does not demonstrate understanding about the difference between source types (primary/secondary; popular/scholarly), or able to assess differentiation in authority of sources • Does not consider currency • Relies on too few or inappropriate sources • Does not address potential agendas/biases of sources • Does not address cultural, physical or other context • Lacks self-awareness of personal bias in interpretation 	<ul style="list-style-type: none"> • Exhibits some understanding of difference between source types (primary/secondary; popular/scholarly) while demonstrating some differentiation in authority of sources, including peer-review • Considers currency • May over- or under-rely on the ideas of others or the work of a single author • Mostly appropriate sources but may lack variety or depth • Acknowledges potential agendas/biases of sources • Recognizes cultural, physical or other context • Developing self-awareness of the influence of personal bias on information interpretation 	<ul style="list-style-type: none"> • Exhibits understanding of difference between source types (primary/secondary; popular/scholarly) and differentiates between sources of authority, addressing role of peer-review • Critically evaluates currency, evaluating conventional knowledge and new thought • Incorporates a variety of sources and viewpoints • Addresses potential agendas/biases of sources, including scientific sources • Addresses cultural, physical or other context • Demonstrates self-awareness of the influence of personal bias on information interpretation
<p>Research as Inquiry</p> <ul style="list-style-type: none"> • Evaluate information and explore multiple perspectives while maintaining an open mind and critical stance 	<ul style="list-style-type: none"> • No variety in sources • No evidence of exploring sources with a critical lens 	<ul style="list-style-type: none"> • Explores outside sources and community of scholarship, but may focus on summary more than evaluation 	<ul style="list-style-type: none"> • Explores outside sources and community of scholarship, incorporating critical analysis of multiple perspectives
<p>Scholarship as Conversation</p> <ul style="list-style-type: none"> • Recognize that information may be perceived differently based on the format in which it is presented • Recognize that participation in a scholarly conversation is impacted by power and authority structures, prioritizing certain voices and perspectives 	<ul style="list-style-type: none"> • Relies heavily on one format for presentation of information • Does not distinguish between formats of presentation • Does not recognize differentials in power and authority structures 	<ul style="list-style-type: none"> • Uses multiple formats for presentation of information, but may not select the most appropriate format for the audience or the message • Distinguishes between formats of presentation, but does not address how format impacts the message • Recognizes how power and authority structures impact information creation, access and interpretation and acknowledges some voices may be missing 	<ul style="list-style-type: none"> • Utilizes appropriate format for presentation that fits the audience or the message • Distinguishes between formats of presentation while addressing how format impacts the message • Evidence of grappling with how power and authority structures have impacted information creation, access and interpretation, and questions what is missing

