

# Alignment of the OASL Learning Goals to the Association of College and Research Libraries (ACRL) *Framework for Information Literacy in Higher Education*.

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The *Framework for Information Literacy in Higher Education* (commonly referred to as the ACRL Framework) was developed by the American Library Association in 2015, and supercedes the former *Information Literacy Competency Standards for Higher Education*. The [ACRL Framework](#) presents information literacy from a more complex, multidimensional view, incorporating threshold concepts (“Frames”), learning goals (“Knowledge Practices”) with metacognition and reflection (“Dispositions”). The document is divided into six sections, or Frames, with each Frame as important as any other. Each Frame has several Knowledge Practices and then several Dispositions as examples. This is a conceptual framework, not a set of prescriptive standards, and while widely adopted by community college through university libraries, each institution is expected to use the ACRL Framework in their own way. As a framework designed for students in higher education, some parts are at best aspirational for high school students. But the overall idea is to envision information literacy as including metaliteracies, metacognition, and work for individuals to become content generators as much as information consumers. From the introduction to the ACRL Framework:

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

## Oregon Standards

[OASL K-14 Grade Level Learning Goals](#) (database, with crosswalk to ELA for each Indicator)

[English Language Arts \(ELA\) Literacy Standard](#). Oregon Department of Education.

- [Oregon English Language Arts and Literacy. Kindergarten to 12th Grade Standards](#)
- [8th Grade Writing Pathways to Proficiency](#) (ELA) Standards and Achievement Level Descriptors (ALD)

## Frames

- [Authority is Constructed and Contextual \(K1, D1\)](#)
- [Information Creation as a Process \(K2, D2\)](#)
- [Information has Value \(K3, D3\)](#)
- [Research as Inquiry \(K4, D4\)](#)
- [Scholarship as Conversation \(K5, D5\)](#)
- [Searching as Strategic Exploration \(K6, D6\)](#)

## Authority is Constructed and Contextual - 1

Learners who are developing their information literate abilities

K1	Knowledge Practices	Learning Goal
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K1.1	define different <b>types of authority</b> , such as subject expertise (e.g., scholarship), <b>societal position</b> (e.g., public office or title), or <b>special experience</b> (e.g., participating in a historic event);	<p>1.1.E grades 11/12 Use a variety of sources with multiple perspectives, and evaluate their authority and credibility to answer a question or explore a topic, and with support be objective when searching and reading</p> <p>1.1.E grade 13 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly</p> <p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p>
K1.2	use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility;	<p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14</p>

		<p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p> <p>1.2.E grade 13</p> <p>Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis</p>
K1.3	<p>understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, <b>some scholars would challenge the authority</b> of those sources;</p>	<p>1.1.F grade 13</p> <p>With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14</p> <p>Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.G grade 13</p> <p>Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers</p> <p>1.1.G grade 14</p> <p>Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/technical focus</p>

		<p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p>
K1.4	recognize that authoritative content may be packaged formally or informally and may include sources of all media types;	<p>1.1.F grade 13 With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.H grade 13 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose</p> <p>1.1.H grade 14 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline specific or professional/technical context</p> <p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how</p>

		<p>particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14</p> <p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p>
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K1.5	<p>acknowledge they are developing their own <b>authoritative voices</b> in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;</p>	<p>1.1.G grade 13 Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers</p> <p>1.1.G grade 14 Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/technical focus</p> <p>1.2.F grade 13 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems</p> <p>1.2.F grade 14 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems</p> <p>1.3.C grades 11/12 Collaborate within digital and physical environments for a variety of needs/purposes</p> <p>1.3.C grade 13 Set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>1.3.C grade 14 Within a field of study, rhetorical or discipline specific content group, set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>2.3.B grades 9/10</p>
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	<p>With guidance and support, participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grades 11/12</p> <p>With support, participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 13</p> <p>Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14</p> <p>Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p> <p>3.1.A grade 13</p> <p>Contribute to topical conversations at the appropriate level using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.1.A grade 14</p> <p>Contribute to topical conversations at the appropriate level for the field of study, using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.3.A grade 13 - 14 (contribute to the intellectual community)</p> <p>Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
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		<p>3.3.A grade 14</p> <p>Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
K1.6	<p>understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and <b>sources develop over time.</b></p>	<p>1.1.C grade 13</p> <p>Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on the topic, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.C grade 14</p> <p>Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue</p> <p>3.3.A grade 13</p> <p>Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14</p>

		<p>Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.B grade 13</p> <p>Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14</p> <p>Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information</p>
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D1	Dispositions	Learning Goal
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D1.1	develop and maintain an open mind when encountering varied and sometimes conflicting perspectives;	<p>1.1.B grade 13 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.1.B grade 14 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge related to a new rhetorical or discipline specific problem, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>2.1.E grades 13 - 14 (historical contextualization) Identify the features of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>2.1.E grade 14 Demonstrate an understanding of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice, and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>2.1.F grades 5 - 14 (perspectives) Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F grade 14</p>
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		<p>Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p> <p>3.3.B grade 13</p> <p>Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14</p> <p>Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information</p>
D1.2	<p>motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;</p>	<p>1.1.E grade 13</p> <p>Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14</p> <p>Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>2.2.E grade 13</p> <p>Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose</p> <p>2.2.E grade 14</p> <p>Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences,</p>

		<p>and evaluate effectiveness of text to purpose within the field of study or discipline specific content</p> <p>3.2.A grade 13</p> <p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14</p> <p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p>
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D1.3	<p>develop awareness of the importance of assessing content with a <b>skeptical stance</b> and with a self-awareness of their own biases and worldview;</p>	<p>1.2.B grades 13 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias</p> <p>1.2.B grade 14 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis</p> <p>2.2.C grades 13 - 14 (critically analyze) Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p> <p>2.2.C grade 14 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content</p> <p>3.1.C grades 4 - 11/12 (bias) Accurately share and represent information, and identify both the impact of bias, and the value of sharing</p> <p>3.1.C grade 13 Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p>
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		<p>3.1.C grade 14</p> <p>Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p>
D1.4	question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;	<p>3.3.A grades 9/10 - 11/12 (diverse social and intellectual communities)</p> <p>3.3.B grades 13 - 14 (diverse ideas and worldviews)</p>
D1.5	are conscious that maintaining these attitudes and actions requires frequent self-evaluation.	<p>1.2.B grade 13</p> <p>To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias</p> <p>1.2.B grade 14</p> <p>To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis</p> <p>2.1.F grade 13</p> <p>Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F grade 14</p> <p>Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of</p>

		<p>study, or discipline specific content, affects the reader and can be empowering both personally and globally</p> <p>3.1.C grade 13</p> <p>Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14</p> <p>Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p>
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## Information Creation as a Process - 2

Learners who are developing their information literate abilities

K2	Knowledge Practices	Learning Goal
K2.1	articulate the capabilities and constraints of information developed through various creation processes;	<p>1.1.G grade 13</p> <p>Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers</p> <p>1.1.G grade 14</p> <p>Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/technical focus</p> <p>1.2.G grade 13</p> <p>Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and</p>



		<p>assumptions, locating best evidence, and considering criteria specific to a topic</p> <p>1.2.G grade 14 Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area</p> <p>1.2.H grade 13 Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14 Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>2.1.E grade 13 Identify the features of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>2.1.E grade 14 Demonstrate an understanding of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice, and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14</p>
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		Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study
K2.2	assess the fit between an information product's <b>creation process</b> and a particular information need;	<p>1.1.J grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>2.3.A 11/12 With guidance and support, apply reading strategies to text structures and standard formats found in scholarly research studies across content areas</p> <p>2.3.A 13 grade 13 Apply reading strategies to text structures and standard formats found in scholarly research studies across content areas</p> <p>2.3.A 14</p>

		Apply reading strategies to text structures and standard formats found in scholarly research studies across content areas within the field of study or academic discipline
K2.3	articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;	<p>1.2.H grade 13 Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14 Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.3.B grade 13 Select the most appropriate tools to create and share work based on purpose and audience</p> <p>1.3.B grade 14 Select the most appropriate tools to create and to share work, based on purpose and audience, for online or in-person presentation</p> <p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>2.1.C grade 13 Recognize that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p>

		<p>2.1.C grade 14</p> <p>Recognize and demonstrate an understanding that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p>
K2.4	recognize that information may be perceived differently based on the format in which it is packaged;	<p>1.1.H grade 13</p> <p>Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose</p> <p>1.1.H grade 14</p> <p>Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline specific or professional/technical context</p> <p>1.2.H grade 13</p> <p>Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p> <p>Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.3.A grade 13</p> <p>Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding</p> <p>1.3.A grade 14</p> <p>Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate demonstrate an understanding in a discipline specific or professional/technical area</p>

		<p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p>
K2.5	<p>recognize the implications of information formats that contain static or dynamic information;</p> <p>[Datasets? Datafiles? Generated results]</p>	<p>1.1.H grade 13 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose</p> <p>1.1.H grade 14 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline specific or professional/technical context</p> <p>1.3.A grade 13 Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding</p> <p>1.3.A grade 14 Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate demonstrate an understanding in a discipline specific or professional/technical area</p> <p>2.2.C grade 13 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p> <p>2.2.C grade 14</p>

		Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content
K2.6	monitor the value that is placed upon different types of information products in <b>varying contexts;</b>	<p>1.1.H grade 13 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose</p> <p>1.1.H grade 14 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline specific or professional/technical context</p> <p>1.2.B grades 13 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias</p> <p>1.2.B grade 14 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis</p> <p>2.2.C grade 13 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p>

		<p>2.2.C grade 14</p> <p>Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content</p> <p>3.3.C grade 13</p> <p>Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, and recognize that choices impact how the information will be used and by whom</p> <p>3.3.C grade 14</p> <p>Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, recognize that choices impact how the information will be used and by whom, and follow up with additional research when inconsistencies are encountered</p>
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K2.7	transfer knowledge of capabilities and constraints to new types of information products;	<p>1.1.B grade 13 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.1.B grade 14 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge related to a new rhetorical or discipline specific problem, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p>
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K2.8	<p>develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.</p>	<p>1.3.A grade 13 Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding</p> <p>1.3.A grade 14 Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate understanding in a discipline specific or professional/technical area</p> <p>1.3.C grade 13 Set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>1.3.C grade 14 Within a field of study, rhetorical or discipline specific content group, set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>3.3.C grade 13 Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, and recognize that choices impact how the information will be used and by whom</p> <p>3.3.C grade 14</p>
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		Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, recognize that choices impact how the information will be used and by whom, and follow up with additional research when inconsistencies are encountered
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D2	Dispositions	Learning Goal
D2.1	are inclined to seek out characteristics of information products that indicate the underlying <b>creation process;</b>	<p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p>
D2.2	value the process of matching an information need with an appropriate product;	<p>1.1.D grade 13 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community</p> <p>1.1.E grade 13 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p>

		<p>1.1.E grade 14</p> <p>Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p>
D2.3	accept that the <b>creation</b> of information may begin initially through communicating in a range of formats or <b>modes</b> ;	<p>3.2.A grade 13</p> <p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14</p> <p>Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p>
D2.4	accept the <b>ambiguity</b> surrounding the potential value of information creation expressed in <b>emerging formats</b> or modes;	<p>1.2.H grade 13</p> <p>Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p> <p>Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>3.3.B grade 13</p> <p>Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14</p> <p>Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange</p>

		within information ecosystems; and support public disclosure and free access to information
D2.5	<p>resist the tendency to <b>equate format with the underlying creation process</b>;</p> <p>[E.g. digital = new, video = true]</p>	<p>1.1.G grade 13 Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers</p> <p>1.1.G grade 14 Evaluate information for accuracy, validity, importance, and bias, using increasingly complex qualifiers for professional/technical focus</p> <p>1.2.H grade 13 Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14 Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p>
D2.6	<p>understand that different methods of information <b>dissemination</b> with different purposes are available for their use.</p>	<p>1.1.H grade 13 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose</p> <p>1.1.H grade 14 Compare and use sources from a variety of digital formats and select the most appropriate for a specific purpose within a discipline specific or professional/technical context</p>

## Information has Value - 3

Learners who are developing their information literate abilities

K3	Knowledge Practices	Learning Goal
K3.1	give credit to the original ideas of others through proper attribution and citation;	<p>1.2.D grade 13 Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources</p> <p>1.2.D grade 14 Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources in a discipline or professional/technical area</p> <p>3.2.C grade 13 Use strategies to avoid plagiarism, use subject-specific citation styles, and demonstrate an understanding of the rights and permissions for use of intellectual property, including public domain, and Creative Commons licenses</p> <p>3.2.C grade 14 Within a field of study, use strategies to avoid plagiarism, use subject-specific citation styles, and demonstrate an understanding of the rights and permissions for use of intellectual property, including public domain, and Creative Commons licenses</p>
K3.2	understand that intellectual property is a legal and social construct that varies by culture;	??

K3.3	<p>articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;</p>	<p>3.2.D grade 9/10          With prompting, guidance and support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2 D grade 11/12          With guidance and support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2.D grade 13          With support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2.D grade 14          Demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p>
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K3.4	<p>understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;</p>	<p>2.1.B grade 11/12 With support, identify and reflect upon multiple universal themes across multiple works, and how they exemplify the human experience</p> <p>2.1.B grade 13 Recognize universal themes and trace their development in information sources</p> <p>2.1.B grade 14 Recognize universal themes within the field of study, or discipline specific content, and trace their development in information sources</p> <p>2.1.F grade 13 Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F grade 14 Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p> <p>3.3.B grade 13 Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14 Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information</p>
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K3.5	recognize issues of access or lack of access to information sources;	<p>1.3.A grade 13 Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding</p> <p>1.3.A grade 14 Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate demonstrate an understanding in a discipline specific or professional/technical area</p>
K3.6	decide where and how their information is published;	<p>1.3.B grade 13 Select the most appropriate tools to create and share work based on purpose and audience</p> <p>1.3.B grade 14 Select the most appropriate tools to create and to share work, based on purpose and audience, for online or in-person presentation</p> <p>1.3.C grade 13 Set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>1.3.C grade 14 Within a field of study, rhetorical or discipline specific content group, set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p>
K3.7	understand how the commodification of their personal information and <b>online interactions affects the information they receive and the</b>	<p>3.1.B grade 13 As a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.1.B grade 14</p>



	information they produce or disseminate online;	In a field of study, as a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum
K3.8	make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.	<p>3.1.B grade 13 As a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.1.B grade 14 In a field of study, as a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p>

D3	Dispositions	Learning Goal
D3.1	respect the original ideas of others;	<p>3.2.D grade 13 With support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p>

		<p>3.2.D grade 14 Demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.3.A grade 13 Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14 Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
D3.2	value the skills, time, and effort needed to produce knowledge;	<p>1.1.J grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 13</p>

		Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question
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D3.3	see themselves as contributors to the information marketplace rather than only consumers of it;	<p>2.3.B grade 13 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p> <p>3.1.A grade 13 Contribute to topical conversations at the appropriate level using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.1.A grade 14 Contribute to topical conversations at the appropriate level for the field of study, using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.1.B grade 13 As a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.1.B grade 14 In a field of study, as a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.1.C grade 13</p>
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		<p>Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14</p> <p>Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p> <p>3.3.A grade 13</p> <p>Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14</p> <p>Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
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D3.4	are inclined to examine their own information <b>privilege</b> .	<p>1.2.A grade 13 Analyze subtleties, complexities, varying views, and reasoning, from multiple sources to draw conclusions</p> <p>1.2.A grade 14 Analyze subtleties, complexities, varying views, reasoning, discipline specific or professional/technical discussion, results, and evidence to draw conclusions</p> <p>1.2.B grade 13 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias</p> <p>1.2.B grade 14 To make an informed decision, evaluate information, examine multiple positions, points of view, forms of argument, and challenge one's assumptions including confirmation bias and to change a thesis when the predominance of evidence from reliable sources contradicts one's initial hypothesis</p> <p>1.2.G grade 13 Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic</p> <p>1.2.G grade 14 Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area</p> <p>2.1.F grade 13</p>
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		<p>Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1F grade 14</p> <p>Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p>
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## Research as Inquiry - 4

Learners who are developing their information literate abilities

K4	Knowledge Practices	Learning Goal
K4.1	formulate questions for research based on <b>information gaps</b> or on reexamination of existing, possibly <b>conflicting, information;</b>	<p>1.1.C grade 11/12</p> <p>Generate research questions and evaluate them for validity and purposefulness, making strategic decisions to modify, rewrite or replace where needed</p> <p>1.1.C grade 13</p> <p>Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on the topic, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.C grade 14</p> <p>Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and</p>

		<p>evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses</p> <p>1.1.J grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p>
K4.2	determine an appropriate <b>scope of investigation</b> ;	<p>1.1.A grade 13 Develop a researchable question which demonstrates curiosity about a topic</p> <p>1.1.A grade 14 Develop a research question for inquiry within a particular discipline or professional/technical area</p> <p>1.1.C grade 11/12 Generate research questions and evaluate them for validity and purposefulness, making strategic decisions to modify, rewrite or replace where needed</p> <p>1.1.C grade 13 Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on the topic, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.C grade 14</p>



		<p>Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.J grade 13</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p>
K4.3	<p>deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;</p>	<p>1.1.J grade 13</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p>

K4.4	<p>use various <b>research methods</b>, based on need, circumstance, and <b>type of inquiry</b>;</p>	<p>1.2.F grade 13 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems</p> <p>1.2.F grade 14 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems</p> <p>1.2.G grade 13 Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic</p> <p>1.2.G grade 14 Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area</p>
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K4.5	monitor gathered information and assess for <b>gaps</b> or weaknesses;	<p>1.1.E grade 13 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>1.1.J grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>1.2.F grade 13 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems</p> <p>1.2.F grade 14 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems</p> <p>1.2.H grade 13 Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p>
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		Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process
K4.6	organize information in meaningful ways;	<p>1.2.C grade 13 Use tools to concurrently organize, analyze, and synthesize information</p> <p>1.2.C grade 14 Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or professional/technical context</p>
K4.7	synthesize ideas gathered from multiple sources;	<p>1.2.C grade 13 Use tools to concurrently organize, analyze, and synthesize information</p> <p>1.2.C grade 14 Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or professional/technical context</p> <p>1.2.E grade 13 Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis</p> <p>1.2.E grade 14 Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from more than one discipline specific or professional/technical level source , to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis</p>

		<p>2.1.C grade 13 Recognize that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p> <p>2.1.C grade 14 Recognize and demonstrate an understanding that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p>
K4.8	draw reasonable conclusions based on the analysis and interpretation of information.	<p>1.2.G grade 13 Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic</p> <p>1.2.G grade 14 Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area</p> <p>2.2.C grade 13 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p> <p>2.2.C grade 14</p>

		<p>Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content</p> <p>3.3.C grade 13</p> <p>Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, and recognize that choices impact how the information will be used and by whom</p> <p>3.3.C grade 14</p> <p>Demonstrate an understanding that responsible information users draw reasonable conclusions based on analysis and interpretation of information, follow policies when using shared resources, take the initiative to suggest improvements, recognize that choices impact how the information will be used and by whom, and follow up with additional research when inconsistencies are encountered</p>
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D4	Dispositions	Learning Goal
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D4.1	consider research as open-ended exploration and engagement with information;	<p>1.1.A grade 13 Develop a researchable question which demonstrates curiosity about a topic</p> <p>1.1.A grade 14 Develop a research question for inquiry within a particular discipline or professional/technical area</p> <p>2.2.C grade 13 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p> <p>2.2.C grade 14 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content</p> <p>2.1.F grade 13 Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F grade 14 Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p>
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		<p>2.3.B grade 13 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p>
D4.2	<p>appreciate that a question may appear to be simple but still disruptive and important to research;</p>	??
D4.3	<p>value intellectual curiosity in developing questions and learning new investigative methods;</p>	<p>1.1.A grade 13 Develop a researchable question which demonstrates curiosity about a topic</p> <p>1.1.J grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>1.2.E grade 13 Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible</p>



		<p>sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis</p> <p>1.2.E grade 14</p> <p>Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from more than one discipline specific or professional/technical level source , to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis</p> <p>2.3.D grade 13</p> <p>Make connections from a wide variety of texts to personal, academic, or professional experience and knowledge</p> <p>2.3.D grade 14</p> <p>Make connections from a wide variety of texts within a discipline specific or professional/technical context to personal, academic, or professional experience and knowledge</p>
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D4.4	maintain an open mind and a critical stance;	<p>2.2.C grade 13 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting comprehension of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge</p> <p>2.2.C grade 14 Critically analyze and evaluate the information presented in an information source, to locate evidence for building and supporting demonstrate an understandings of texts, use comparisons to identify similarities or differences, ask inquiry questions when something from the text inspires seeking new knowledge within the field of study or discipline specific content</p> <p>3.1.C grade 13 Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14 Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p>
D4.5	value <b>persistence</b> , adaptability, and <b>flexibility</b> and recognize that <b>ambiguity</b> can benefit the research process;	<p>2.3.E grade 8 Strengthen self-identified habits and techniques that build personal reading resiliency, perseverance, and stamina</p> <p>2.3.E grade 13 Set a reading purpose applicable to the reading task and type of genre Use metacognition to track changes and development in one's reading identity</p> <p>2.3.E grade 14</p>

		Set a reading purpose applicable to the reading task and type of genre in materials specific to the field of study or academic discipline Use metacognition to track changes and development in one's reading identity
D4.6	seek multiple perspectives during information gathering and assessment;	<p>1.1.B grade 13 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.1.B grade 14 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge related to a new rhetorical or discipline specific problem, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>2.1.F grade 13 Identify the features of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>2.1.F grade 14 Demonstrate an understanding of the author's craft including language choices, or scientific names and labels, that shape meaning, and identify the narrative voice, and the authorial voice (including historical contextualization where relevant), which shape the relationship between author and reader</p> <p>3.1.C grade 13</p>

		<p>Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14</p> <p>Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p> <p>3.2.A grade 11/12</p> <p>Use a variety of sources with multiple perspectives, and evaluate their authority and credibility to answer a question or explore a topic, and with support be objective when searching and reading</p>
D4.7	<p>seek appropriate help when needed;</p> <p>[tools?]</p>	<p>1.1.F grade 13</p> <p>With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14</p> <p>Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>3.3.A grade 13</p> <p>Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek</p> <p>3.3.A grade 14</p> <p>Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a</p>

		group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts
D4.8	follow ethical and legal guidelines in gathering and using information;	<p>3.2.C grade 13 Use strategies to avoid plagiarism, use subject-specific citation styles, and demonstrate an understanding of the rights and permissions for use of intellectual property, including public domain, and Creative Commons licenses</p> <p>3.2.C grade 14 Within a field of study, use strategies to avoid plagiarism, use subject-specific citation styles, and demonstrate an understanding of the rights and permissions for use of intellectual property, including public domain, and Creative Commons licenses</p> <p>3.2.D grade 13 With support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2.D grade 14 Demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative</p>

		Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context
D4.9	demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations).	<p>3.2.D grade 9/10 With prompting, guidance and support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2 D grade 11/12 With guidance and support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2.D grade 13 With support, demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.2.D grade 14 Demonstrate an understanding of the concepts of intellectual property and originality, and use sources within the limitations of copyright law, the allowances of public domain, copyleft (open public copyright), or Creative</p>

		<p>Commons licenses, and read sources closely to understand the context for the given information to accurately represent the ideas in context</p> <p>3.3.A grade 11/12</p> <p>With support, collaborate with diverse social and intellectual communities to gain new understanding of complex topics using group-established norms</p> <p>3.3.A grade 13</p> <p>Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14</p> <p>Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
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## Scholarship as Conversation - 5

### Knowledge Practices

Learners who are developing their information literate abilities

K5	Knowledge Practices	Learning Goal
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K5.1	cite the contributing work of others in their own information production;	<p>1.2.D grade 13 Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources</p> <p>1.2.D grade 14 Answer questions using information (quoted or paraphrased correctly) in proper context, providing attribution using varied and multiple sources in a discipline or professional/technical area</p> <p>3.2.B grade 13 With support provide proper attribution and citations for sources, including identifying all necessary components for a complete citation within each source used, as required by the citation style for the field of study, constructing citations in proper format, using citation generators, and checking for accuracy</p> <p>3.2.B grade 14 Provide proper attribution and citations for sources, including identifying all necessary components for a complete citation within each source used, as required by the citation style for the field of study, constructing citations in proper format, differentiating between citation styles, using citation generators, and checking for accuracy</p>
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K5.2	<p>contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;</p>	<p>1.1.F grade 13 With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.I grade 13 Collaborate with others within digital and physical environments to build and improve content, develop new knowledge, and improve metaliteracies</p> <p>1.1.I grade 14 Collaborate with others within digital and physical environments to create content, developing discipline specific or professional/technical knowledge by working through threshold concepts and metaliteracies</p> <p>1.2.F grade 13 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems</p> <p>1.2.F grade 14 Share experiences, participate in decision-making, and collaboratively identify methods of assessing the usefulness of ideas and sources, to build new knowledge, create new works, and solve problems, informed by the norms and expectations of a discipline or professional/technical area, in order to build new knowledge and solve problems</p> <p>1.3.C grades 11/12 Collaborate within digital and physical environments for a variety of needs/purposes</p> <p>1.3.C grade 13</p>
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		<p>Set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>1.3.C grade 14</p> <p>Within a field of study, rhetorical or discipline specific content group, set up a shared plan, use project management skills to equitably share new understandings, and create and share content in collaborative groups</p> <p>2.3.B grade 13</p> <p>Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14</p> <p>Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p> <p>3.1.A grade 13</p> <p>Contribute to topical conversations at the appropriate level using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.1.A grade 14</p> <p>Contribute to topical conversations at the appropriate level for the field of study, using accepted vocabulary and discourse; monitor reactions, and adjust participation as necessary</p> <p>3.1.B grade 13</p> <p>As a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.1.B grade 14</p> <p>In a field of study, as a contributor of information, decide how and where best to contribute; demonstrate an understanding of the safety and ethics</p>
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		<p>involved with commodification of personal information and tracking of online interactions, and share content and interests appropriate to the forum</p> <p>3.3.A grade 13 Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14 Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
K5.3	identify <b>barriers</b> to entering scholarly conversation via various venues;	<p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>3.3.B grade 13 Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14 Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange</p>

		within information ecosystems; and support public disclosure and free access to information
K5.4	critically evaluate contributions made by others in participatory information environments;	<p>1.3.D grade 13 Identify and use specific criteria to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>1.3.D grade 14 Use a discipline specific or professional/technical framework to track the acquisition of new understanding and to evaluate the effectiveness of a created product</p> <p>3.1.C grade 13 Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14 Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p>

K5.5	<p>identify the <b>contribution that particular</b> articles, books, and other scholarly pieces make to disciplinary knowledge;</p> <p>[context?]</p>	<p>1.1.E grade 13 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>1.2.G grade 13 Make and defend informed conclusions based on complex criteria, including exploring multiple points of view, setting aside personal prejudices and assumptions, locating best evidence, and considering criteria specific to a topic</p> <p>1.2.G grade 14 Make and defend informed conclusions based on complex criteria including rigorous research methods, locating corroborative and tested evidence, and considering criteria specific to a discipline or professional/technical area</p> <p>2.1.D grade 13 Reflect in discussions, and in writing, personal growth as a reader, and recognize how information sources may incorporate or promote social, historical, economic, political, and cultural commentary</p> <p>2.1.D grade 14 Reflect in discussions, and in writing, personal growth as a reader within a discipline specific or professional/technical context, and demonstrate an understanding of how information sources may incorporate or promote social, historical, economic, political and cultural commentary</p> <p>2.2.E grade 13 Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose</p>
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		<p>2.2.E grade 14</p> <p>Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose within the field of study or discipline specific content</p>
K5.6	summarize the changes in <b>scholarly perspective</b> over time on a particular topic within a specific discipline;	??
K5.7	recognize that a given scholarly work <b>may not represent the only or even the majority</b> perspective on the issue.	<p>1.1.E grade 13</p> <p>Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14</p> <p>Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>2.2.E grade 13</p> <p>Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose</p> <p>2.2.E grade 14</p> <p>Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose within the field of study or discipline specific content</p>

D5	Dispositions	Learning Goal
D5.1	recognize they are often <b>entering into an ongoing scholarly conversation</b> and not a finished conversation;	<p>2.3.B Grade 13 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B Grade14 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p>
D5.2	seek out conversations taking place in their research area;	<p>2.1.A grade 13 Select and read increasingly complex text from a variety of genres and formats, and develop a reading literacy agenda (increase range of selection, self-challenge to stretch abilities)</p> <p>2.1.A grade 14 Select and read increasingly complex text within the field of study, or discipline specific content, and develop a reading literacy agenda</p> <p>2.3.B grade 13 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p>

D5.3	see themselves as contributors to scholarship rather than only consumers of it;	<p>2.3.B grade 13 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry</p> <p>2.3.B grade 14 Participate in reading and learning communities, to develop skills for increased academic conversations, and to further research and inquiry within the field of study or discipline specific content</p> <p>3.1.C grade 13 Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14 Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p> <p>3.3.A grade 13 Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14 Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
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D5.4	recognize that scholarly conversations take place in various venues;	<p>1.1.C grade 13 Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on the topic, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.C grade 14 Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.F grade 13 With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p>
D5.5	suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood;	<p>1.2.E grade 13 Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis</p> <p>1.2.E grade 14</p>

		<p>Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from more than one discipline specific or professional/technical level source , to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis</p> <p>2.1.D grade 13</p> <p>Reflect in discussions, and in writing, personal growth as a reader, and recognize how information sources may incorporate or promote social, historical, economic, political, and cultural commentary</p> <p>2.1.D grade 14</p> <p>Reflect in discussions, and in writing, personal growth as a reader within a discipline specific or professional/technical context, and demonstrate an understanding of how information sources may incorporate or promote social, historical, economic, political and cultural commentary</p> <p>2.1.F</p> <p>Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F</p> <p>Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p>
D5.6	Understand the responsibility that comes with entering the	

	conversation through participatory channels	
D5.7	value user-generated content and evaluate contributions made by others;	<p>3.1.C grade 13 Critically evaluate contributions made (including one's own) in a variety of information environments, identifying biases, and evaluating the value of various perspectives</p> <p>3.1.C grade 14 Critically evaluate contributions made (including one's own) in a variety of information environments within a field of study, identifying biases, and evaluating the value of various perspectives</p> <p>3.2.A grade 13 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to general knowledge</p> <p>3.2.A grade 14 Seek accuracy, legitimacy, and reliability in sources, and be objective when searching and reading, and demonstrate an understanding of how particular sources, including crowd sourced, contribute to knowledge within a field of study</p> <p>3.3.A grade 13 Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14</p>

		Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts
D5.8	recognize that <b>systems privilege authorities</b> and that not having a <b>fluency in the language and process of a discipline</b> disempowers their ability to participate and engage.	<p>3.3.B grade 13 Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14 Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information</p>

## Searching as Strategic Exploration - 6

Learners who are developing their information literate abilities

K6	Knowledge Practices	Learning Goal
K6.1	determine the initial <b>scope</b> of the task required to meet their information needs;	<p>1.1.C grade 13 Generate questions related to as well as embedded within a focused topic statement, evaluate those questions for perspective and point of view, identify research questions that practitioners or scholars are studying on</p>

		<p>the topic, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.C grade 14</p> <p>Generate questions related to as well as embedded within a focused topic statement, relevant to a particular discourse community or discipline, and evaluate those questions for perspective and point of view, and synthesize to a researchable question which addresses a problem or issue</p> <p>1.1.J grade 13</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p>
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K6.2	<p>identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;</p>	<p>1.1.E grade 13 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance,</p> <p>1.1.E grade 14 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>1.1.F grade 13 With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>2.2.E grade 13 Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose</p> <p>2.2.E grade 14 Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose within the field of study or discipline specific content</p>
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K6.3	utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;	<p>1.1.B grade 13 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.1.B grade 14 Use divergent thinking (brainstorming, lateral thinking) and metacognitive reflection to surface prior knowledge related to a new rhetorical or discipline specific problem, identify points of personal connection to apply to new knowledge, consider accuracy of prior knowledge, and to extend perceptions to include additional perspectives for next steps in research</p> <p>1.1.D grade 13 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community</p> <p>1.2.E grade 13 Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from credible sources, to extend complexity in thinking about a current event, social issue or other real-world problem, and to generate solutions with insight and synthesis</p> <p>1.2.E grade 14</p>
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		<p>Make personal connections to topics of interest (personal experience, expertise, interest in new ideas and for academic or personal development) in order to locate and use information from more than one discipline specific or professional/technical level source , to extend complexity in thinking about a current event, social issue or other real-world problem, to generate solutions with insight and synthesis</p>
K6.4	match information needs and search strategies to appropriate search tools;	<p>1.1.F grade 13 With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14 Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.2.H grade 13 Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14 Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p>
K6.5	design and refine needs and search strategies as necessary, based on search results;	<p>1.1.D grade 13 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14 Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for</p>



		<p>different applications in discipline specific, technical area, or discourse community</p> <p>1.1.J grade 11/12</p> <p>With support, evaluate the effectiveness of various research strategies and processes, and select strategies that best support each research need</p> <p>1.1.J grade 13</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>1.2.H grade 13</p> <p>Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p> <p>Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p>
K6.6	<p>understand how <b>information systems</b> (i.e., collections of recorded information) are <b>organized</b> in order to access relevant information;</p>	<p>1.1.F grade 13</p> <p>With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14</p>

		<p>Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.2.C grade 13</p> <p>Use tools to concurrently organize, analyze, and synthesize information</p> <p>1.2.C grade 14</p> <p>Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or profession</p>
K6.7	use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;	<p>1.1.D grade 13</p> <p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14</p> <p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community</p>
K6.8	manage searching processes and results effectively	<p>1.1.D grade 13</p> <p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14</p> <p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community</p> <p>1.1.J grade 13</p>

		<p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>1.2.C grade 13</p> <p>Use tools to concurrently organize, analyze, and synthesize information</p> <p>1.2.C grade 14</p> <p>Use tools to concurrently organize, analyze, and synthesize information in a discipline specific or professional/technical context</p> <p>1.2.H grade 13</p> <p>Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p> <p>Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p>
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D6	Dispositions	Learning Goal
D6.1	exhibit mental flexibility and creativity	<p>2.1.C grade 13</p> <p>Recognize that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p>

		<p>2.1.C grade 14 Recognize and demonstrate an understanding that information sources invite inference and interpretation within and across texts and experiences, to consider others' evidence-based inferences and interpretations, and to synthesize relationships among personal ideas, ideas from texts, and ideas from discussions</p> <p>2.1.F grade 13 Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F grade 14 Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p> <p>2.2.B grade 13 Monitor reading processes and identify problems, ask questions about the author's ideas, use strategies to repair comprehension, summarize key points and reflect on important information in the text</p> <p>2.2.B grade 14 Monitor reading processes and identify problems, ask questions about the author's ideas, use strategies to repair comprehension, summarize key points and reflect on important information in the text, within the field of study or discipline specific content</p>
D6.2	understand that first attempts at searching do not always produce adequate results	1.1.D grade 13

		<p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications</p> <p>1.1.D grade 14</p> <p>Use advanced search strategies and different types of search language (controlled vocabulary, natural or colloquial language, keywords) for different applications in discipline specific, technical area, or discourse community</p> <p>1.1.J grade 13</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J grade 14</p> <p>Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p>
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D6.3	realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search	<p>1.1.E Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, relevance, author's expertise</p> <p>1.1.E grade 14 Read laterally to evaluate the reliability of information, and evaluate sources for usefulness, reliability, author's expertise, frequency of citation, and position within the scholarly conversation</p> <p>1.3.A grade 13 Analyze delivery formats for clarity of communication, accessibility, audience, purpose, ease of use, and modes of learning to select the most appropriate format for sharing understanding</p> <p>1.3.A grade 14 Analyze delivery formats for usefulness, adaptability, and appropriate format to communicate demonstrate an understanding in a discipline specific or professional</p> <p>1.3.B grade 13 Select the most appropriate tools to create and share work based on purpose and audience</p> <p>1.3.B grade 14 Select the most appropriate tools to create and to share work, based on purpose and audience, for online or in-person presentation</p> <p>2.2.E grade 13 Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences, and evaluate effectiveness of text to purpose</p> <p>2.2.E grade 14 Identify how an author or authors, including organizations and companies as authors, write with a variety of purposes and for particular audiences,</p>
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		and evaluate effectiveness of text to purpose within the field of study or discipline specific content
D6.4	seek guidance from experts, such as librarians, researchers, and professionals	<p>3.3.A grade 13 Set and use normative behavior agreements with ground rules and roles when working in groups, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p> <p>3.3.A grade 14 Demonstrate an understanding of and use the normative behavior agreements of the particular discourse community when working in a group for a certain field of study, using more formal parliamentary procedure where required; demonstrate intellectual humility; contribute to the intellectual community rather than remaining only a consumer of information; value and evaluate others' contributions; and seek guidance from experts</p>
D6.5	recognize the value of browsing and other serendipitous methods of information gathering	<p>1.1.J Grade 13 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a researchable question</p> <p>1.1.J Grade 14 Reflect on the effectiveness of a research process including problem solving, and progress through developing a topic into a disciplinary or professional/technical researchable question</p> <p>2.1.F Grade 13</p>

		<p>Seek multiple perspectives, be open to new ideas, recognize how selection of reading material affects the reader and can be empowering both personally and globally</p> <p>2.1.F Grade 14</p> <p>Seek multiple perspectives, be open to new ideas, demonstrate an understanding of how selection of reading material within the field of study, or discipline specific content, affects the reader and can be empowering both personally and globally</p>
D6.6	<p>persist in the face of search challenges, and <b>know when they have enough information</b> to complete the information task</p>	<p>1.1F grade 13</p> <p>With support, select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.1.F grade 14</p> <p>Select and use effective tools and source types with specific conventions, to access information, including specialized, subject-specific, and scholarly sources</p> <p>1.2 H grade 13</p> <p>Reflect on the development of new knowledge in a topic, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>1.2.H grade 14</p> <p>Reflect on the development of new knowledge in a topic from a discipline specific, or professional/technical area, and evaluate the effectiveness of the strategies and tools used in a research process</p> <p>3.3.B grade 13</p>



		<p>Demonstrate an understanding that diverse ideas and world views which challenge a researcher are necessary for informed participation in the social interchange within information ecosystems</p> <p>3.3.B grade 14</p> <p>Pursue diverse ideas and world views which challenge a researcher, and which are necessary for informed participation in the social interchange within information ecosystems; and support public disclosure and free access to information</p>
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### Learning Goals not included in this document

#### 2.2.A

Grade 13: Surface background knowledge that will connect to new information, in order to revise schema, and develop a clearer understanding

Grade 14: Surface background knowledge that will connect to new information, in order to revise schema, develop a clearer understanding, and build reading fluency within the field of study or discipline specific content

#### 2.2.D

Grade 13: Set a reading purpose for reading a particular text, and vary the reading strategies to fit the purpose

Grade 14: Set a reading purpose for reading a particular text, and vary the reading strategies to fit the purpose within the field of study or discipline specific content

#### 2.3.C

Grade 13: Recognize one's identity as a reader, and extend reading experiences through a variety of genres and formats

Grade 14: Recognize one's identity as a reader, and extend reading experiences through a variety of genres and formats within the field of study or academic discipline

## Knowledge Practices (ACRL Frames) not included in the Learning Goals

### Authority is Constructed and Contextual

K 1.1. define different **types of authority**, such as subject expertise (e.g., scholarship), **societal position** (e.g., public office or title), or **special experience** (e.g., participating in a historic event);

K 1.3. understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, **some scholars would challenge the authority** of those sources;

K 1.4. recognize that authoritative content may be **packaged formally or informally** and may include sources of all media types;

K 1.5 acknowledge they are developing their own **authoritative voices** in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice;

K 1.6 understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and **sources develop over time.**

### Information Creation as a Process

K 2.1 articulate the capabilities and constraints of information developed through various **creation processes**;

K 2.2 assess the fit between an information product’s **creation process** and a particular information need

K 2.3 articulate the traditional and **emerging processes** of information creation and **dissemination** in a particular discipline

K 2.5 recognize the implications of information formats that contain **static or dynamic information**; [Datasets? Datafiles?

### Generated results

K 2.6 monitor the value that is placed upon different types of information products in **varying contexts**

K 2.7 transfer knowledge of **capabilities and constraints** to new types of information products;

### Information Has Value

K 3.2 understand that **intellectual property is a legal and social construct that varies by culture**;

K 3.4 understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information

K 3.7 understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online

#### Research as Inquiry

K 4.1 formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;

K 4.2 determine an appropriate scope of investigation

K 4.3 deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations

K 4.4 use various research methods, based on need, circumstance, and type of inquiry

K 4.5 monitor gathered information and assess for gaps or weaknesses

#### Scholarship as Conversation

K 5.3 identify barriers to entering scholarly conversation via various venues

K 5.5 identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge; [context?]

K 5.6 summarize the changes in scholarly perspective over time on a particular topic within a specific discipline

K 5.7 recognize that a given scholarly work may not represent the only or even the majority perspective on the issue

#### Searching as Strategic Exploration

K 6.1 determine the initial scope of the task required to meet their information needs

K 6.5 design and refine needs and search strategies as necessary, based on search results

K 6.6 understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information

K 6.8 manage searching processes and results effectively

Dispositions (ACRL Frames) not addressed by Learning Goals

## Authority is Constructed and Contextual

D 1.2 motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways;

D 1.3. develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview;

D 1.5 are conscious that maintaining these attitudes and actions requires frequent self-evaluation.

## Information Creation as a Process

D 2.1 are inclined to seek out characteristics of information products that indicate the underlying creation process;

D 2.3 accept that the creation of information may begin initially through communicating in a range of formats or modes

D 2.4 accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes;

D 2.5 resist the tendency to equate format with the underlying creation process; [E.g. digital = new, video = true]

D 2.6 understand that different methods of information dissemination with different purposes are available for their use.

## Information Has Value

D 3.2 value the skills, time, and effort needed to produce knowledge

D 3.4 are inclined to examine their own information privilege.

## Research as Inquiry

D 4.2 appreciate that a question may appear to be simple but still disruptive and important to research

D 4.3 value intellectual curiosity in developing questions and learning new investigative methods;

D 4.5 value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process

D 4.7 [appropriate help = tools? AI?]

## Scholarship as Conversation

D 5.1 recognize they are often **entering into an ongoing scholarly conversation** and not a finished conversation;

D 5.4 recognize that scholarly conversations take place in **various venues**;

D 5.5 **suspend judgment** on the **value of a particular** piece of scholarship until the **larger context** for the scholarly conversation is better understood

D 5.7 recognize that **systems privilege authorities** and that not having a **fluency in the language and process of a discipline** disempowers their ability to participate and engage

## Searching as Strategic Exploration

D 6.1 exhibit mental **flexibility** and creativity

D 6.4 seek guidance from experts, such as **librarians**, researchers, and professionals

D 6.5 recognize the value of **browsing** and other **serendipitous** methods of information gathering

D 6.6 persist in the face of search challenges, and **know when they have enough information** to complete the information task