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| **Level** | **Goals** | **Skills** | **Identifying Criteria** | **Task Prompts** |
| **Foundation**  ***Basic Knowledge*** Lowest cognitive complexity | **T**o find the single, 'correct' answer | \***R**epeat or paraphrase  information from texts,  notes, etc.  \*Reason to single  'correct' solution, perform  computations, etc. | \***E**xpects a single, correct' answer to be provided  by the experts  \*Fails to perceive uncertainties and ambiguities  \*Cannot evaluate evidence  \*Uses illogical arguments | \***C**alculate\_\_\_\_\_  \*Define\_\_\_\_\_  \*List the elements of\_\_\_  \*List the pieces of information  contained in \_\_\_\_\_ |
| **Level 1**  ***Problem Identification*** Low cognitive complexity | **T**o stack up evidence and information to support conclusion | \***I**dentify problem and  acknowledge reasons  for enduring uncertainty  and absence of single  correct answer  \*Identify relevant  information and  uncertainties embedded  within | \***A**cknowledges existing uncertainties and  multiple perspectives  \*Reaches own conclusion without relying  exclusively on authority  \*Jumps to conclusions  \*Confuses evidence and unsupported personal  opinion  \*Insists that all opinions are equally valid, but  discounts other opinions | \***E**xplain why people disagree  computations, etc  \*Identify aspects of\_\_\_\_\_ in which  uncertainty is a major factor  \*Create list of information useful for  thinking about\_\_\_\_\_  \*Sort pieces of information to identify  supporting evidence |
| **Level 2**  ***Exploration*** Moderate cognitive complexity | **T**o establish a detached, balanced view of evidence and information from different points of view | \***I**nterpret information  \*Recognise and control  for our own biases  \*Articulate assumptions  and reasoning associated  with alternative points of  view  \*Organise information in  meaningful ways that  encompasses problem  complexities | \***P**resents coherent and balanced description of a  problem and its context  \*Identifies issues, assumptions and biases in  multiple perspectives  \*Logically evaluates evidence from differing  points of view  \*Reluctant to select and defend an overall  solution as most viable  \*Unable to express adequate support for  superiority of selected solution  \*Writes overly long paper to demonstrate all  aspects of analysis  \*Jeopardizes discussions by obsessing over issues  such as definitions | \***D**iscuss strengths and weaknesses of  particular evidence  \*Interpret and evaluate quality of  evidence related to\_\_\_from different  points of view  \*Compare and contrast arguments relate  to 2 or more solutions  \*Develop ways to organise information  and analyses to help you think more  thoroughly about\_\_\_\_\_ |
| **Level** | **Goals** | **Skills** | **Identifying Criteria** | **Task Prompts** |
| **Level 3**  ***Prioritisation & Communication*** High cognitive complexity | **T**o come to a well founded conclusion based on objective comparisons of alternatives | \***D**evelop & use  reasonable guidelines  for prioritising factors  to consider when  choosing among  options  \*Communicate  appropriately for a given  audience and setting | \***C**onsciously prioritises issues &  information  \*Articulates well founded support for  choosing one solution  \*Objectively considers other viable options  \*Conclusion based on qualitative evaluation  of expert's positions  \*Conclusion does not give sufficient attention  to long-term issues  \*Inadequately addresses solution limitations  and 'next steps' | \***P**repare and defend a solution  \*Explain how you prioritised issues in  reaching a solution  \*identify the most important  information needs of the audience  \*Describe how the solution to\_\_\_\_\_  might change |
| **Level 4**  Integration, Monitoring & Refinement Highest cognitive complexity | **T**o construct knowledge and move toward better conclusion over time | \***A**cknowledge and  explain limitations of  endorsed solution  \*Integrate skills into on-  going process for  generating and using  information to monitor  strategies and make  reasonable modifications | \***P**rioritises and addresses limitations  effectively  \*Interprets bodies of information  systematically over time  \*Exhibits a practical, long-term vision  \*Considers possible ways to generate new  evidence about the problem | \***D**escribe limitations of your proposed  solution  \*Explain implications of limitations  \*Develop strategies for generating  information  \*Establish plan for addressing problem  strategically over time |

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