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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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