Frames	Knowledge Practices	Accomplished	Competent	Developing
1. Authority Is Constructed and Contextual	• Define different types of authority, such as subject expertise, societal position, or special experience • Use research tools and indicators of authority to determine the credibility of sources • Recognize that authoritative content may be packaged formally or informally and may include sources of all media types • 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	• Respects intellectual property • Recognizes the value of research tools that determine the credibility of sources • Uses indicators of authority to determine the credibility of sources • Recognizes that authoritative content may be packaged in many different ways • Recognizes that authoritative content may come from different types of sources • Acknowledges significant development of their own authority in a particular area	• Knows what intellectual property is, but does not always show respect for it • Recognizes research tools that determine the credibility of sources • Sometimes uses indicators of authority to determine the credibility of sources • Recognizes that authoritative content may be packaged in several different ways • Recognizes that authoritative content may come from some different types of sources • Acknowledges development of their own authority in a particular area	• Knows what intellectual property is, but does not show respect for it • Knows there are research tools that determine the credibility of sources • Rarely uses indicators of authority to determine the credibility of sources • Recognizes that authoritative content may be packaged in few different ways • Recognizes that authoritative content may come from a few different types of sources • Acknowledges foundational development of their own authority in a particular area
2. Information Creation as a Process	• Assess the fit between an information product's creation process and a particular information need • Recognize that information may be perceived differently based on the format in which it is packaged	• Selects appropriate sources to address an information need • Differentiates between various types of sources and resources	• Sometimes selects appropriate sources to address an information need • Sometimes differentiates between various types of sources and resources	• Rarely selects appropriate sources to address an information need • Rarely differentiates between various types of sources and resources
3. Information Has Value	• Give credit to the original ideas of others through proper attribution and citation • Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information • Articulate the purpose and distinguishing characteristics, of copyright, fair use, open access, and the public domain • Recognize issues of access or lack of access to information sources	• Demonstrates mastery of citing information sources in their field • Identifies groups of individuals who may be underrepresented or systematically marginalized within systems that produce and disseminate information • Respects intellectual property • Recognizes issues of access that act as barriers to obtaining information sources	• Demonstrates knowledge of citing information sources in their field • Identifies several groups of individuals who may be underrepresented or systematically marginalized within systems that produce and disseminate information • Knows what intellectual property is, but does not always show respect for it • Recognizes several issues of access than act as barriers to obtaining information sources	• Demonstrates minimal knowledge of citing information sources in their field • Identifies few groups of individuals who may be underrepresented or systematically marginalized within systems that produce and disseminate information • Knows what intellectual property is, but does not show respect for it • Is aware there are issues of access that act as barriers to obtaining information sources

Frames	Knowledge Practices	Accomplished	Competent	Developing
4. Research as Inquiry	• Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information • Determine an appropriate scope of investigation • Deal with complex research by breaking complex questions into simple ones, limiting scope of investigations • Use various research methods, based on need, circumstance, and type of inquiry • Monitor gathered information and assess for gaps or weaknesses • Synthesize ideas gathered from multiple sources	• Recognizes when a research question fills an information gap • Determines an appropriate scope of investigation • Establishes complex research questions • Constructs simpler research questions from more complex ones • Uses various research methods to fill an information need • Assesses gathered information for gaps or weaknesses • Synthesizes ideas gathered from multiple sources • Demonstrates adaptability and flexibility in search strategies	• Occasionally recognizes when a research question fills an information gap • Occasionally determines an appropriate scope of investigation • Sometimes establishes complex research questions • Sometimes constructs simpler research questions from more complex ones • Sometimes uses an appropriate research method to fill an information need • Sometimes assesses gathered information for gaps or weaknesses • Synthesizes several ideas gathered from multiple sources • Frequently demonstrates adaptability and flexibility in search strategies	• Has difficulty recognizing when a research question fills an information gap • Has difficulty determining an appropriate scope of investigation • Rarely establishes complex research questions • Rarely constructs simpler research questions from more complex ones • Rarely uses an appropriate research method to fill an information need • Rarely assesses gathered information for gaps or weaknesses • Synthesizes few ideas gathered from multiple sources • Sometimes demonstrates adaptability and flexibility in search strategies
5. Scholarship as Conversation	• Cite the contributing work of others in their own information production • Contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session • Critically evaluate contributions made by others in participatory information environments • Recognize that a given scholarly work may not represent the only – or even the majority – perspective on the issue	• Cites information sources within their information production • Cites information sources correctly in at least one style • Contributes to scholarly conversation in the classroom and beyond • Evaluates differences between points of view in scholarly articles • Utilizes information sources that represent diverse points of view	• Frequently cites information sources within their information production • Cites several information sources correctly in at least one style • Sometimes contributes to scholarly conversation in the classroom and beyond • Sometimes evaluates differences between points of view in scholarly articles • Sometimes utilizes information sources that represent diverse points of view	• Sometimes cites information sources within their information production • Cites few information sources correctly in at least one style • Rarely contributes to scholarly conversation in the classroom and beyond • Rarely evaluates differences between points of view in scholarly articles • Rarely utilizes information sources that represent diverse points of view
6. Searching as Strategic Exploration	• Determine the initial scope of the task required to meet their information needs • Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching • Match information needs and search strategies to appropriate search tools	• Determines the initial scope of the task required to meet their information needs • Uses brainstorming as part of the search process • Recognizes which search strategies are appropriate for specific search tools	• Occasionally determines the initial scope of the task required to meet their information needs • Sometimes uses brainstorming as part of the search process • Sometimes recognizes which search strategies are appropriate for specific search tools	• Has difficulty determining the initial scope of the task required to meet their information needs • Rarely uses brainstorming as part of the search process • Rarely recognizes which search strategies are appropriate for specific search tools

• Design and refine needs and search strategies as necessary, based on search results • Use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately • Manage searching processes and results effectively	• Recognizes which search tools are appropriate for addressing an information need • Design and refine information needs • Uses appropriate search language for the search tool being used • Selects appropriate sources to address information needs • Makes use of others expertise at appropriate times during the research process • Revises search strategies effectively during the search process	• Sometimes recognizes which search tools are appropriate for addressing an information need • Sometimes designs and refines information needs • Frequently uses appropriate search language for the search tool being used • Frequently selects appropriate sources to address information needs • Sometimes makes use of others expertise during the research process • Sometimes revises search strategies during the search process	• Rarely recognizes which search tools are appropriate for addressing an information need • Rarely designs and refines information needs • Sometimes uses appropriate search language for the search tool being used • Sometimes selects appropriate sources to address information needs • Rarely makes use of others' expertise during the research process • Rarely revises search strategies during the search process

General Education Learning Outcomes	Accomplished	Competent	Developing
1. **Identify and articulate information needs by precisely defining a question, topic of inquiry or problem**	• Identifies and articulates information needs by precisely defining a question, topic of inquiry or problem	• Occasionally identifies and articulates information needs by defining a question, topic of inquiry or problem	• Has difficulty identifying and articulating information needs by defining a question, topic of inquiry or problem
2. **Select appropriate resources for finding information and formulate effective search strategies**	• Selects appropriate tools and resources for addressing information needs • Uses appropriate tools and resources for addressing information needs • Formulates effective search strategies	• Sometimes selects appropriate tools and resources for addressing information needs • Sometimes uses appropriate tools and resources for addressing information needs • Frequently formulates effective search strategies	• Rarely selects appropriate tools and resources for addressing information needs • Rarely uses appropriate tools and resources for addressing information needs • Sometimes formulates effective search strategies
3. **Critically evaluate, analyze, and integrate relevant sources using appropriate criteria**	• Evaluates sources critically for relevance to information needs • Analyzes sources using appropriate criteria • Integrates relevant sources into their scholarly conversations and work	• Frequently evaluates sources critically for relevance to information needs • Frequently analyzes sources using appropriate criteria • Integrates several relevant sources into their scholarly conversations and work	• Sometimes evaluates sources critically for relevance to information needs • Sometimes analyzes sources using appropriate criteria • Integrates few relevant sources into their scholarly conversations and work
4. **Use and cite information sources correctly and ethically**	• Cites information sources correctly, ethically, honestly, and appropriately in at least one style • Uses information sources correctly and ethically within their own information production	• Cites several information sources correctly, ethically, honestly, and appropriately in at least one style • Frequently uses information sources correctly and ethically within their own information production	• Cites few information sources correctly, ethically, honestly, and appropriately in at least one style • Sometimes uses information sources correctly and ethically within their own information production
5. **Choose appropriate tools and technologies for addressing information needs**	• Chooses appropriate search tools for addressing information needs	• Sometimes chooses appropriate search tools for addressing information needs	• Rarely chooses appropriate search tools for addressing information needs