

CAREER READY PRACTICE



#7 Employ Valid and Reliable Research Strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices, or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information, and practices in their workplace situation.

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	Points Given
Evaluate information critically and competently.	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation.	Thoroughly evaluates information researched, using internal and external validation.	Evaluates information researched, but not thoroughly.	Does not evaluate information.	Creating ideas	
Use technology as a tool to research, organize, evaluate, and communicate information.	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating.	When collecting, organizing, evaluating, and communicating research, technology is effectively utilized.	Uses technology to collect, organize, evaluate, and/or communicate information, but does not do so on a consistent basis.	Does not use technology effectively to collect, organize, evaluate, and/or communicate information.	Collecting data through technology	
Access information efficiently (time) and effectively (sources).	Identifies key concepts of research conducted, acts on informed decisions to revise the search, and selects information based on reliability of resource efficiently and effectively.	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective.	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results.	Completes simple research strategies and sources, often not retrieving accurate or complete information.	Accessing diverse sources	

Effectively analyze and evaluate evidence, arguments, claims, and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims, and beliefs.	Is effective in analyzing and evaluating evidence, arguments, claims, and beliefs.	Is not thorough at analyzing and/or evaluating evidence, arguments, claims, and beliefs.	Does not complete analysis or evaluation of evidence, arguments, claims, or beliefs.	Analyzing source bias	
Effectively analyze and evaluate major alternative points of view.	Embraces learning about material from different points of view and is unbiased in analyzing the material.	When analyzing and evaluating material is unbiased.	Believes they are able to analyze and evaluate material from a different point of view without being biased, but is not successful.	Does not respect the view point of others while analyzing and evaluating material from a different point of view.	Analyzing one's own bias	
Effectively synthesize and make connections between information and arguments.	Is able to apply the connections between information and arguments in order to support a perspective.	Is able to understand and make the connections between information and arguments.	Is able to understand there is a connection between information and arguments, but is not able to determine what it is on their own.	Does not attempt to understand the connection between information and arguments.	Connecting data to argument	
Effectively interpret information and draw conclusions based on the best analysis.	Is able to look at complex information and successfully draw conclusions and apply to situation.	Is able to look at information and successfully draw conclusions.	Looks at information and sometimes is able to draw conclusions.	Looks at information and rarely is able to draw a conclusion.	Drawing conclusions	
Reflect critically on learning experiences and processes.	Thoroughly reflects critically on learning experiences and processes and applies to future work.	Reflects critically on learning experiences and processes.	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes.	Reflecting on research	

TOTAL POINTS GIVEN: ____/8=____SCORE