

**5.0 COMPLEX REASONING  
AY 2006 - 2007**

**5.0 A CVU graduate effectively uses a variety of complex reasoning strategies including comparison, identifying relationships, classifying, inductive and deductive reasoning and analyzing perspectives.**

<b>Standard of Performance</b>	<b>Exceeds the Standard</b>	<b>Achieves the Standard</b>	<b>Nearly Achieves the Standard</b>	<b>Little Evidence or Below Standard</b>
<b>5.1 Comparing and Contrasting</b>	The student explains similarities and differences of key characteristics.	The student explains similarities and differences of most key characteristics.	The student excludes some critical similarities and differences key characteristics.	he student uses trivial elements to compare or contrast characteristics.
<b>5.2 Identifying Relationships</b>	The student identifies the main pattern/theme/idea running through information along with minor patterns/themes/ideas.	The student identifies the main pattern/theme/idea running through information.	The student identifies some features of the main pattern/theme/idea.	The student does not identify the main pattern/theme/idea running through information.
<b>5.3 Classifying</b>	The student organizes information/items into meaningful categories and describes the defining characteristics of each category.	The student organizes information/items into meaningful categories.	The student organizes information/items into categories that are not very meaningful but address some of the important characteristics of the items.	The student organizes information/items into categories that are illogical or trivial.
<b>5.4 Induction</b>	The student constructs a valid generalization and clearly explains the logic of this generalization based evidence.	The student constructs a valid generalization based on evidence.	The student constructs a generalization that has some relationship to the evidence; however, the evidence does not totally support the generalization.	The student does not construct a generalization or constructs one that is not at all supported by evidence.
<b>5.5 Deduction</b>	The student generates a valid prediction/conclusion/proof based on established principles and clearly explains the logic used.	The student generates a valid prediction/conclusion/proof based on established principles.	The student generates a prediction/conclusion/proof that is only partially supported by established principles.	The student does not generate a prediction/conclusion/proof or generates one that is not at all supported by established principles.

<b>5.6 Analyzing Perspectives</b>	The student identifies and evaluates multiple perspectives and the validity of the information upon which the perspectives are based.	The student identifies multiple perspectives and considers validity of data, information or logical thinking upon which the perspectives are based.	The student recognizes and identifies a range multiple perspectives.	The student does not recognize or explore a range of perspectives.
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