**GE SLO 1.6**Reason inductively and deductively and from a variety of perspectives.

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|  | Initial 1 | Emerging 2 | Developing 3 | Highly Developed 4 |
| **Reasoning** Fact from opinion | Attempts to distinguish between fact and opinion but confuses them; shows problems selecting relevant evidence.  | Shows limited understanding of relevant facts, opinions and evidence; begins to recognize fallacies of reasoning. | Identifies facts, opinions, and relevant evidence correctly, and recognizes some fallacies of reasoning. | Consistently identifies facts and relevant information correctly, and recognizes most fallacies of reasoning. |
| **Reasoning** Logical reasoning | Makes unexplained, unsupported, or unreasonable inferences regarding arguments or solutions.  | Uses limited reasoning to make inferences regarding arguments or solutions. | Uses logical reasoning to make inferences regarding arguments or solutions. | Consistently uses inductive or deductive reasoning to make well-founded inferences regarding nuanced arguments or solutions. |
| **Reasoning** Conclusions | Conclusions are inconsistently tied to the information discussed; related outcomes (implications and consequences) are oversimplified. | Conclusions are tied to information but may reflect limited interpretations of information, or identifies consequences of generalizations or principles but with gaps in logic.  | Conclusions are logically tied to a range of information, including opposing viewpoints. Identifies implications and consequences with few gaps in logic. | Conclusions reflect analysis of multiple perspectives, clear and logical links between information or observations and subsequent interpretations. |
| **Student’s Position**(perspective, thesis/hypothesis) | States a vague perspective, thesis, or hypothesis that does not acknowledge different sides of an issue.  | States a perspective, thesis, or hypothesis that acknowledges different sides of an issue. | States a relevant perspective, thesis or hypothesis that takes into account the complexities of an issue.  Others’ points of view are acknowledged and articulated fairly within position. | States a perspective, thesis or hypothesis that is innovative, taking into account the complexities of an issue. Limits of position are acknowledged and others’ points of view are synthesized. |

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