

**Content Area: Complex Reasoning Processes**

**Measurement Topic: Constructing Support**

**Developmental Level: All Levels**

**Learning Target: CR.01.CS.01.01**

<b>Proficiency Level</b>	<b>Proficiency Level Description</b>	<b>Taxonomy Level</b>	<b>Assessment Items</b>
4.0			
3.0	<p>Constructing Support according to process guidelines*</p> <p>Is skilled at: Taking and defending a position on a controversial issue</p>		
2.0	<p>Knows the following: <b>Term(s):</b> controversy, opinion, issue</p> <p><b>Detail(s):</b> There are times that it is important to take and defend a position or opinion</p>		
1.0			

**Content Area: Complex Reasoning Processes**

**Measurement Topic: Constructing Support**

**Developmental Level: All Levels**

**Learning Target: CR.02.CS.01.01**

<b>Proficiency Level</b>	<b>Proficiency Level Description</b>	<b>Taxonomy Level</b>	<b>Assessment Items</b>
4.0			
3.0	<p><b>Constructing Support according to process guidelines*</b></p> <p>Is skilled at: Identifying an opinion statement that warrants support</p> <p>For an opinion statement, stating a clear position and constructing arguments that includes specific reasons</p>		
2.0	<p>Knows the following:</p> <p><b>Term(s):</b> constructing support, fact, opinion, reasons, position</p> <p><b>Detail(s):</b> Constructing support involves using information to provide reasons for supporting an opinion statement</p>		
1.0			

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**Measurement Topic: Constructing Support**

**Developmental Level: All Levels**

**Learning Target: CR.03.CS.01.01**

<b>Proficiency Level</b>	<b>Proficiency Level Description</b>	<b>Taxonomy Level</b>	<b>Assessment Items</b>
4.0			
3.0	<p><b>Constructing Support according to process guidelines*</b></p> <p>Is skilled at: For an opinion statement, using a variety of information and techniques and devices to support that position (e.g. evidence, appeals, facts, logical reasoning)</p> <p>Seeking out and citing text support to build the arguments for the position</p>		
2.0	<p>Knows the following: <b>Term(s):</b> text support, appeals, reasoning</p> <p><b>Detail(s):</b> We can construct arguments with both solid <i>reasoning</i> and verifiable information that provides <i>reasons</i></p>		
1.0			

**Content Area: Complex Reasoning Processes**

**Measurement Topic: Constructing Support**

**Developmental Level: All Levels**

**Learning Target: CR.04.CS.01.01**

<b>Proficiency Level</b>	<b>Proficiency Level Description</b>	<b>Taxonomy Level</b>	<b>Assessment Items</b>
4.0			
3.0	<p><b>Constructing Support according to process guidelines*</b></p> <p>Is skilled at: Selecting and then applying Constructing Support to deepen understanding of, and use, targeted knowledge</p> <p>Monitoring to insure that the support avoids the use of fallacies or invalid reasoning</p> <p>Assessing quality of arguments and continuing to modify until confident the support is well-constructed</p>		
2.0	<p>Knows the following: <b>Term(s):</b> valid vs. invalid</p> <p><b>Detail(s):</b> Although there are other approaches to persuasion, it is important to be able to be persuasive through the use of strong reasons and reasoning</p>		
1.0			