

Inductive Reasoning

Inferring unknown generalizations or principles from observation or analysis
(3 of 13 thinking/reasoning skill processes)

Creating a Performance Task

Step 1: Identify a content standard to be taught.

Step 2: Select thinking/reasoning skill processes.

Step 3: Write a 1st draft of the task incorporating steps 1 and 2.

Step 4: Identify standards from Learner Performance goals (LLL) to be included and revise task to make these standards explicit.

Step 5: Identify what kind of product/performance will be produced, add it to the performance task description.

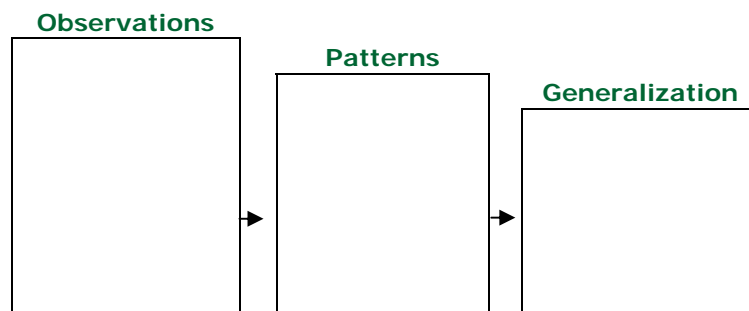
Questions the Process Helps Explore

- What specific information do I have?
- What connections or patterns can I find?
- What general conclusions or predictions can I make?
- When I get more information, do I need to change my general conclusions or predictions?
- Concluding/generalizing what can be drawn from this. Identifying what is the probability for it and what is the support for the conclusion?

Steps in the Process

1. Focus on specific pieces of information or observations. Try not to assume anything.
2. Look for patterns or connections in the information you have identified.
3. Make a general statement that explains the patterns or connections you have observed.
4. Make more observations to see if your generalization or principle holds u; if it does not, change it as necessary.

Optional Graphic Organizers



Teaching a Thinking Skill

- Introduce skill, give several examples, and discuss its performance (when, where, how to use it).
- Explain mental processes to do the thinking, model the process.
- Let students practice the skill several times using personal, easy to understand content.
- Put the skill into the context of your academic content.
- Model, model, model!

Example

Draw conclusions about three different types of art.