Decision Making

Generating and applying criteria to select from among seemingly equal alternatives
(9 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.

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!

Questions the Process Helps Explore

- Is there an important decision that should be studied or made?

Steps in the Process

1. Identify a decision you wish to make.
2. Write the decision question in a number of different ways until it accurately reflects the situation.
3. Identify the different alternatives you are considering.
4. Identify the criteria you consider important to a good decision or the things you want to accomplish as a result of your decision.
5. Assign each criterion an importance score.
6. Determine extent to which each alternative possesses each criterion.
7. Multiply the criterion scores by the alternative scores.
8. Determine which alternative has the highest total points.
9. Based on your reaction to the selected alternative, determine if you want to change importance scores or add/drop criteria.

Optional Graphic Organizers

Example

It is 1969. You are on the board of TIME Magazine. Your job is to select the "Person of the Decade" for the December issue cover. Be able to justify your decision.