Steps for Better Thinking Performance Patterns

←Less Complex Performance Patterns			More Complex Performance Patterns→	
"Confused Fact-Finder" **Performance Pattern 0** **Step 1, 2, 3, & 4 skills weak**	**"Biased Jumper"** **Performance Pattern 1** **Step 2, 3, & 4 skills weak**	**"Perpetual Analyzer"** **Performance Pattern 2** **Step 3 & 4 skills weak**	**"Pragmatic Performer"** **Performance Pattern 3** **Step 4 skills weak**	**"Strategic Re-Visioner"** **Performance Pattern 4** **Strategically Integrates Step 1, 2, & 3 skills**
Overall Problem Approach: Proceeds as if goal is to find the single, "correct" answer	**Overall Problem Approach:** Proceeds as if goal is to stack up evidence and information to support conclusion	**Overall Problem Approach:** Proceeds as if goal is to establish a detached, balanced view of evidence and information from different points of view	**Overall Problem Approach:** Proceeds as if goal is to come to a well-founded conclusion based on objective comparisons of viable alternatives	**Overall Problem Approach:** Proceeds as if goal is to construct knowledge, to move toward better conclusions or greater confidence in conclusions as the problem is addressed over time
Common Weaknesses: ● Fails to realistically perceive uncertainties/ambiguities ● Does not seem to "get it"; recasts open-ended problem to one having a single "correct" answer ● Insists that professors, textbooks, or other experts should provide "correct" answer ● Expresses confusion or futility ● Uses illogical/contradictory arguments ● Cannot evaluate or appropriately apply evidence ● Inappropriately cites textbook, "facts," or definitions ● Concludes based on unexamined authorities' views or what "feels right"	**Major Improvements Over Performance Pattern 0:** ● Acknowledges existence of enduring uncertainties and the viability of multiple perspectives ● Begins to use evidence logically to support conclusions **Common Weaknesses:** ● Jumps to conclusions ● Stacks up evidence quantitatively to support own view and ignores contrary information ● Equates unsupported personal opinion with other forms of evidence ● Inept at breaking problem down and understanding multiple perspectives ● Insists that all opinions are equally valid, but ignores or discounts other opinions ● Views experts as being opinionated or as trying to subject others to their personal beliefs	**Major Improvements Over Performance Pattern 1:** ● Presents coherent and balanced description of a problem and the larger context in which it is found ● Identifies issues, assumptions, and biases associated with multiple perspectives ● Attempts to control own biases ● Logically and qualitatively evaluates evidence from different viewpoints **Common Weaknesses:** ● Unable to establish priorities for judging across alternatives ● Reluctant to select and defend a single overall solution as most viable, or provides inadequate support for solution ● Writes overly long paper in attempt to demonstrate all aspects of analysis (problems with prioritizing) ● Jeopardizes class discussions by getting stuck on issues such as definitions	**Major Improvements Over Performance Pattern 2:** ● After thorough exploration, consciously prioritizes issues and information ● Articulates well-founded support for choosing one solution while objectively considering other viable options ● Conclusion based on qualitative evaluation of experts' positions or situational pragmatics ● Effectively incorporates others in the decision process and/or implementation **Common Weaknesses:** ● Conclusion doesn't give sufficient attention to long-term, strategic issues ● Inadequately identifies and addresses solution limitations and "next steps"	**Major Improvements Over Performance Pattern 3:** ● Prioritizes and addresses limitations effectively ● Interprets and re-interprets bodies of information systematically over time as new information becomes available ● Exhibits a strategic, long-term vision ● Spontaneously considers possible ways to generate new information about the problem **Common Weaknesses:** ● Not applicable

© 2006 Susan K. Wolcott. All rights reserved. Materials herein may be reproduced within the context of educational practice or classroom education, provided that reproduced materials are not in any way directly offered for sale or profit. Please cite this source: Wolcott, S. K. (January 26, 2006). *Steps for Better Thinking Performance Patterns* [On-line]. Available: http://www.WolcottLynch.com. Based in part on information from *Reflective Judgment Scoring Manual With Examples* (1985/1996) by K. S. Kitchener & P. M. King. Grounded in dynamic skill theory (Fischer & Bidell, 1998).