



Classifying

Grouping items into definable categories based on their attributes
(2 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 things do I want to classify?
- What groups can I put things into?
- What are the rules governing membership in these groups?
- What are the defining characteristics of each group?

Steps in the Process

1. Identify the items you want to classify.
2. Select what seems to be an important item and identify other items like it based on their attributes.
3. State the rule that describes membership in this category.
4. Select another item and identify others that are like it.
5. State the rule that describes membership in this category.
6. Repeat the previous two steps until all items are classified and each category has a rule that describes it.
7. If necessary, combine categories or split them into smaller categories and state the rule for those categories.

Optional Graphic Organizers

The Gathering Grid

Topic _____

		Category		
Item 1	Item 2		Item 3	Item 4

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

Classify orchestra instruments by the categories of “wind” and “struck or plucked”