**DECISION MAKING MATRIX**

A decision-making matrix is a useful tool to assist in thoughtful decision making. It uses a systematic approach to narrow down and compare two or more options by using a combination of weighted voting and ranking. This sample with guiding statements can familiarize you with the process. This template has been provided for schools or districts to customize for their own use when making decisions about assessments.

# **Purpose of the Assessment:**

Explain whether the assessment will be used for accountability, evaluation, curriculum or instructional programs, resource allocation or another purpose.

|  |  |
| --- | --- |
| **Purpose of the Assessment Statement :** |  |

# **Criteria and Descriptors for Review:**

Review the criteria and descriptors below for a more clarified understanding of each.

|  |  |
| --- | --- |
| **Established Selection Criteria** | **Description** |
| A: Purpose | Alignment with accountability, evaluation, curriculum or instructional programs or resource allocation |
| B. Technical Manuals | Provides purpose and use, assessment development information, skills measured, item types and data to support validity and reliability |
| C: Content/Skill Alignment | Aligns with designated standards and content and curriculum being taught |
| D: Rigor Alignment | Alignment of cognitive complexity of items and balance of representation shown in a test blueprint or guidance document |
| E: Usability of Reports | Reports provide purposeful, accurate information that is manageable to download, share, and manipulate. Reports provide directions for specific action, are of varied types related to the types of reports, and appropriate for intended audiences. Costs, if applicable, are clarified. |
| F: Administration/Implementation | Covers details related to costs, administering the assessment, scoring, directions given and professional learning needed. |

# **Weighting the Criterion:**

Weighting each criterion helps a group to decide what is most important among the criteria they are considering and helps to narrow down the assessment options. Districts should determine their own weighting scale such as 0-3, 0-5, or another scale.

Weight is NOT a ranking. Consider each criterion on its own merits. Once the weighting factors have been determined they can be entered in the table below.

|  |  |
| --- | --- |
| **Criteria** | **Weighting Factor** |
| **A: Purpose** |  |
| **B: Technical Manuals** |  |
| **C: Content/Skill Alignment** |  |
| **D: Rigor Alignment** |  |
| **E: Usability of Reports** |  |
| **F: Administration/Implementation** |  |
| 1. **Cost** |  |

# **Criteria Rating and Weighting across Three Assessments**

After the weighting factors have been determined above, place them in the left column of the table below. Next, the decision for the rating scale that indicates to what degree the criterion meets each description should be determined and entered in the table. (For example, a rating scale of 1-3 or 1-4.) The rating scale x the weighted factor should be determined for each cell and totals tabulated for each assessment choice when finished.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria and Weighting Factor** | **Assessment # 1**  Rating Scale ( ) | **Assessment # 2**  Rating Scale ( ) | **Assessment # 3**  Rating Scale ( ) |
| **Criterion A: Purpose**  **Weight:** |  |  |  |
| **Criterion B: Technical Manuals**  **Weight:** |  |  |  |
| **Criterion C : Content/Skill Alignment**  **Weight:** |  |  |  |
| **Criterion D: Rigor Alignment**  **Weight:** |  |  |  |
| **Criterion E: Usability of Report**  **Weight:** |  |  |  |
| **Criterion F: Administration/Implementation**  **Weight:** |  |  |  |
| **Cost**  **Weight:** |  |  |  |
| **Total Weight** |  |  |  |

**The option that scores the highest indicates your top priority choice.**

**TIP**: If others who are involved in the development of the criteria feel that the top scoring option isn’t the best option, then reflect on the scores and weightings that you have applied. This may be a sign that certain factors are more important than you initially thought.