

### **DESCRIPTION**

Individual Jobs for Montana's Graduates (JMG) students will demonstrate commitment to the JMG program and his or her Montana Career Association (MCA) by showcasing critical thinking, reasoning, and decision making skills through reviewing a difficult scenario and articulating their conclusions.

### **PURPOSE**

Provide JMG students an opportunity to showcase their understanding of critical thinking, reasoning, and decision making skills by reviewing a scenario and articulating their conclusions to a judge panel.

### **KEY LEARNING OBJECTIVES**

The key learning objectives for students participating in this event are:

- Identify the possible problems outlined within the scenario.
- Identify and explore at least two possible solutions.
- Pick the best possible solution and implement it.
- Evaluate the decision you made by reviewing potential consequences or outcomes.

### **ELIGIBILITY**

JMG students in grades 11 and 12, currently enrolled in the MCA, with up-to-date Jobs for America's Graduates eNDMS roster as verified by JMG state staff.

### **ENTRIES**

Maximum of two entries per grade (11 & 12), for a total of four possible entries per chapter.

### **OBSERVERS**

Observers are not allowed for this competitive event

### **COMPETITIVE EVENT TIMELINE**

- The Critical Thinking event will begin promptly at 10:00 AM on Day 1 of IGNITE and is expected to end on Day 1 at approximately 4:00 PM.
- On Day 2, the Critical Thinking event will begin promptly at 8:00 AM and is expected to end at approximately 11:00 AM.
- Overall judging time could vary depending on the number of entries.

Each competitor will follow the time segments below:

<b>PREPARATION</b>	<b>10 MINUTES</b>
<b>PRESENTATION</b>	<b>7-10 MINUTES</b>
<b>JUDGING/FEEDBACK</b>	<b>10 MINUTES</b>

## EVENT RULES

1. Competitors will report directly to their Critical Thinking preparation room at the designated start time. Competitive event coordinator (head judge) will escort them to competition room. **Failure to report on time will result in disqualification.**
2. All materials will be provided in the Critical Thinking preparation room. Notes, cell phones, or documentation of any kind will not be allowed in the preparation room, exclusive of materials provide/required for competitive event. Materials provided are:
  - **Scenario**
  - **Scratch Paper for notes**
  - **Pencil**
  - **3x5 index cards**
3. The Competitor will be presented with the situation and allowed 10 minutes to examine and make notes using the sheets of scratch paper or index cards provided. The competitive event coordinator will not answer any questions concerning the situation.
4. At the end of the 10-minute preparation time, the competitor will be escorted to present to the judges for 7 to 10 minutes and answer their questions. The competitor may refer to his or her notes during this presentation.
5. The judges will ask competitors the Critical Thinking follow-up questions, listed on the next page. All competitors will receive the same scenario and questions.
6. Competitors are required to leave their notes and index cards with the judges at the conclusion of their presentation.
7. Competitors will be judged based on the criteria contained in the scoring sheet.
8. The “Points Possible” column on the score sheet indicates the maximum number of points available for each section. It is appropriate to record “Points Achieved” in a range from 0 to the maximum number.
9. Judges' decisions are final.

## **Critical Thinking Follow-up Questions and Scenarios**

### **Critical Thinking Follow-up Questions**

The judges will be asking each competitor the following questions regarding the situation:

1. What is the problem?
2. What facts led you to identify the problem?
3. Name one possible solution to the problem you identified.
4. Discuss preventative measures that could be taken to prevent recurrence of the problem.

### **Situation Example 1**

- Jennie was recently hired to work as a receptionist for the front lobby. As receptionist, she is responsible for making copies for the people in her office. Her son, Jason, comes in and needs some copies for a school project. He brought his own paper and needs 300 copies for his class. If he doesn't bring the copies with him, he will fail the project. The company copier does not require a security key, nor do they keep track of copies made by departments.

### **Situation Example 2**

- Marvin is an assistant in the Building Services Department. He has just received a new work computer and is excited to try it out. His supervisor has a strict policy about computer usage (for business purposes only), but Marvin wants to learn the email software. He figures one good way to do this is to send emails to his friends and relatives until he gets the hang of it. He has finished all of his work for the day and has 30 minutes left until his shift is over. His supervisor left early.

Judge # \_\_\_\_\_

<b>HIGH SCHOOL NAME</b>	
<b>STUDENT NAME</b>	
<b>STUDENT GRADE</b>	

<b>"POINTS ACHIEVED" CAN BE AWARDED IN A RANGE FROM 0 TO MAXIMUM "POINTS POSSIBLE"</b>	<b>POINTS POSSIBLE</b>	<b>POINTS ACHIEVED</b>	<b>COMMENTS</b> (Comments are very helpful for students' learning and are highly encouraged)
<b>SPEAKING TECHNIQUE</b>			
• Clear voice: pitch, tempo, and volume	<b>5</b>		
• Confident delivery: posture, gestures, eye contact, and facial expressions	<b>5</b>		
• Precise mechanics: grammar, pronunciation, diction	<b>5</b>		
• Refrained from using disfluencies: "Like, uh, uhm, right, so" to fill space	<b>5</b>		
<b>SCENARIO EVALUATION</b>			
• <u>Problem detected</u> : a problem was appropriately identified in the scenario	<b>10</b>		
• <u>Fact finding</u> : the items were identified as facts to support the decision	<b>10</b>		
• <u>Solution identification</u> : competitor suggested at least 2 possible actions	<b>10</b>		
• <u>Presentation of consequences</u> : possible effects of the two previously mentioned courses of action	<b>10</b>		
• <u>Effective conclusion</u> : student presented realistic and persuasive conclusion	<b>10</b>		
<b>EFFECTIVENESS</b>			
• Competitor impressed, informed and persuaded the audience	<b>5</b>		
• Relevance established with audience immediately – purpose is clear	<b>5</b>		
• Language used is appropriate for topic and audience	<b>5</b>		
• Competitor demonstrated rational, clear analysis of his / her presentation	<b>5</b>		
<b>ORGANIZATION</b>			
• Information presented in logical, engaging sequence	<b>5</b>		
• Speaker transitions smoothly between points to link information clearly	<b>5</b>		
<b>LENGTH PENALTY</b>			
• Deduct 2 points for every 30 seconds under 7 minutes or over 10 minutes			
<b>To provide additional comments, please use the back of this page.</b>			