

APPENDIX F

KEY POINTS

1. Help students understand how important it is to generate clear criteria that accurately identify the conditions that the selected alternatives need to meet.
2. Hold students accountable for rigorously applying criteria to alternatives.
3. Vary the way that you use decision making to maximize its potential for encouraging students to use the knowledge they are gaining in a unit of study.

DEFINITION OF DECISION MAKING:

The process of generating and applying criteria to select from, among seemingly equal alternatives.

Using the table on the following page:

1. Identify a decision you wish to make and the alternatives you are considering.
2. Identify the criteria you consider important.
3. Assign each criterion an importance score.
4. Determine the extent to which each alternative possesses criterion.
5. Multiply the criterion scores by the alternative scores to determine which alternative has the highest total points.
6. Based on your reaction to the selected alternative, determine if you want to change importance scores or add or drop criteria.

REFERENCE:

Klinger & Vaughn (1999) *Promoting Reading Comprehension, Learning, and English Acquisition through Collaborative Strategic Reading (CSR)*.

Marzano, Pickering, et. al. (2001) *Dimensions of Learning Teacher's Manual (2nd Edition)* Association for Supervision and Curriculum Development (ASCD) Alexandria, VA.

Swanson & De La Paz (1998) *Teaching Effective Comprehension Strategies to Students with Learning and Reading Disabilities*.

	Alternatives					
Criteria						
TOTALS						