

Rubric for Creating a Transfer Lesson

Does the lesson allow students to	Yes or No
• make sense of a real-world problem as opposed to a contrived word problem?	
• persevere in solving the problem?	
• apply mathematical reasoning?	
• reason abstractly and quantitatively?	
• use appropriate tools strategically?	
• work with content of the big ideas or essential questions of the topic taught?	
• construct viable arguments or critique the reasoning of others?	

Retrieved from the companion website for *The Mathematics Lesson-Planning Handbook, Grades 6–8: Your Blueprint for Building Cohesive Lessons* by Lois A. Williams, Beth McCord Kobett, and Ruth Harbin Miles. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2019 by Corwin. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.