Figure 5.8: Multi-Point Guiding Rubric—Learning Transfer

Name:	**Date:**	**Grade:**		**Period:**

Class:	**Teacher:**

Team members:

Start date:	**End date:**	**Check-up dates:**

Feedback is by:

- ☐ Self
- ☐ Teacher
- ☐ Peer: _____
- ☐ Other: _____

Transfer target:

- ☐ Skill: _____
- ☐ Idea
- ☐ Mindset

Below, pick the number that most represents performance for each item this week in your team. Place the score in column 1 under the criterion.

Criterion	3	2	1	0
Understanding a new idea or skill we learned for future use	Our (your) team summarized, in its own words, what we learned in this lesson, what and how we were transferring, the direction of the transfer, and the target, plus reasons for each.	We (your team) summarized the ideas and skill we learned and wanted to transfer. We noted what we would transfer and its direction as well as the target of the transfer and had one general reason.	Our summary focused on one idea or skill that we wanted to transfer and the target. No reasons given.	We (your team) could not summarize what we learned.
Projecting what we know about the new idea into the future	We (your team) brain-stormed a list of between three and five ideas of how this might be useful in future classes and this class, plus reasons for each.	We (your team) brainstormed two ideas of how this might be useful in this class or in future classes, plus one general reason.	We (your team) brainstormed one idea of how this might be useful in this class or in future classes, but no reasons.	We (your team) have no idea what we could do with what we learned.
Using a new idea or skills	We (your team) brain-stormed two or three specific ways this will help us (your team) in this and other classes and explained how.	We (your team) brain-stormed two specific ways I might use this, one for this class and one in the future, and explained one reason.	We (your team) brainstormed one possible use for this but cannot explain how or why I think so.	We (your team) do not know what we (you) can transfer— not a clue.