

Criteria for a “Good” Generative Problem (Low Floor - High Ceiling)

Adapted from *The Differentiated Mathematics Classroom* by Miki Murray and Jenny Jorgenson:

1. Able to be approached at different developmental levels;
2. Is open-ended and able to be approached multiple ways using multiple content domains;
3. Lends itself to satisfying the various types of learners (kinesthetic, audio, visual, etc.);
4. Incorporates mathematical practices that demand critical thinking, problem solving, perseverance, extensions and generalizations.
5. Connects to a real world application relevant to multiple developmental stages.
6. Leads to significant mathematics, higher-ordered thinking and discourse.
7. Is interesting and engaging to a wide range of ages and students.
8. Has various solutions that require justification or comparison.
9. Allows opportunities to practice key skills.
10. Provides direction without limiting thinking and exploration.