

## Learning Intention and Success Criteria Focus Walk Document

### 1. Grade

- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth

### 2. The teacher used the following ways of communicating learning targets and success criteria in the following ways:

- Oral
- Written
- Displays
- Demonstrations/modeling
- Not observed
- Learning target only
- Success criteria only

### 3. The teacher used the following formats to share the learning targets and success criteria:

- Rubric
- Checklist of expectations and requirements
- Anchor papers, models, or other exemplars of quality
- Not observed
- Learning targets only
- Success criteria only

### 4. When did the teacher communicate the learning targets and success criteria?

- Before instruction
- During instruction
- At the conclusion of instruction
- During instruction and ongoing throughout
- Not observed
- Learning targets only
- Success criteria only

**5. How did the teacher help the students to understand the learning targets and the criteria for success?**

- Conducted oral discussion and review
- Discussed written success criteria via rubrics, checklists, etc.
- Showed student work, modeled responses, examined exemplars or anchors of quality
- Involved students in generating success criteria
- Provided feedback to students that focused on the learning target and success criteria
- Other-
- Not observed
- Learning targets only
- Success criteria only

**6. In what ways did the teacher engage the students in applying the success criteria?**

- Helped students compare their work to anchors or exemplars
- Helped students identify anchors or models based on the criteria
- Helped student apply the criteria to their own work or to a model
- Used rubrics, checklists, or other tools to assist in assessment of quality
- Helped students develop criteria for success
- Not observed

**7. In what ways did the teacher engage the students in developing/identifying success criteria**

- Brainstormed/discussed criteria
- Discussed elements of quality related to the learning target and performance task/product requirements
- Discussed elements of a quality answer, paper, response
- Not observed

**8. What are you learning today?**

- Student does not know what they are learning
- Student can communicate what they are doing, but does not match the learning target
- Student is able to communicate a basic understanding of the learning target
- Student is able to communicate in detail and understand the learning target

**9. Why are you learning the information today?**

- Student does not know why they are learning
- Student can communicate why they are doing, but it does not match the learning target
- Student is able to communicate a basic understanding of the learning target
- Student is able to communicate a detailed understanding of the learning target

**10. How will you know if you have learned what the teacher is teaching?**

- Student does not have an answer
- Student is able to communicate basic understanding of success criteria
- Student is able to communicate a detailed understanding of the success criteria

**11. The activity conducted in the classroom matched the success criteria**

- No, Work session does not match the criteria
- Yes. Work session does match the criteria
- There were no success criteria posted to determine implementation

**12. What are you learning today?**

**13. Why are you learning it?**

**14. How will you know when you are successful at learning it?**

**15. Notes**

Source: *Advancing Formative Assessment in Every Classroom. Connie Moss and Susan Brookhart. Clarity for Learning. John Almarode and Kara Vandas*