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