# Learning Intentions and Success Criteria

## Focus Walk Form 2

The teacher used the following communication modes to share the learning intentions and success criteria/elements of quality:

|☐ Oral |☐ Written |☐ Displayed |☐ Demonstration/Modeling |

When did the teacher communicate the learning intentions and the success criteria?

|☐ Before instruction |☐ During instruction/ongoing |☐ At the conclusion of instruction |☐ Not communicated |

How did the teacher help the students to understand the learning intentions and the success criteria?

|☐ Conducted discussions and review |☐ Discussed criteria, rubrics, checklists |☐ Showed student work, modeled responses, think-aloud examined exemplars or anchors of quality |

☐ Helped students apply the success criteria to their own work

☐ Involved students in co-constructing success criteria

☐ Provided feedback to students that focused on the learning intention and the success criteria

In what ways did the teacher engage in making the thinking and learning visible?

|☐ Teacher provided formative assessment/opportunities to respond that made student leaning and thinking visible. (tied to success criteria) |☐ Helped students compare their work to exemplars, student work, checklists, rubrics, or anchors |☐ Teacher provided opportunities to respond that allowed students to actively engage and participate in the lesson. |☐ Provided effective feedback: Used strategic questioning. Feedback to teacher and students answers 3 questions:
• Where am I going?
• How am I going?
• Where do I go next? |

Ask 3 students the 3 critical questions and write their response.

1. What are you learning today?
2. Why are you learning it?
3. How will you know you have learned it?

Adapted from: Advancing Formative Assessment in Every Classroom. Connie Moss and Susan Brookhart (2009)