



## Focus Learning Walk Rubric

Component	Not Met	Met	Observed during instruction
<b>Review/Intro to Lesson:</b>			
<b>Review/Intro to Lesson:</b>	A review/intro was not a part of the lesson.	A review/intro <i>is developed</i> for the lesson that prompts students to think about how they learn, is engaging and relevant, and activates prior knowledge.	<i>Lesson begins by prompting</i> students to think about how they learn, develops focused learning, is engaging and relevant, and activates prior knowledge.
<b>Objective/Learning Goal</b>			
<b>Objective/Learning Goal</b>	Objective/Learning Goal do not connect with content standards.	Objective/learning goal <i>is aligned</i> with content standards and written in student-friendly terms.	Objective/learning goal <i>is posted, aligned</i> with content standards and written in student-friendly terms.
<b>Gradual Release of Instruction*</b> * The gradual release cycle may be repeated and adjusted throughout the lesson to ensure mastery of content through multiple re-teaching opportunities.			
<p><b><u>Modeling:</u></b> Learning goals are discussed followed by demonstration/direct instruction.</p> <p><b><u>Guided Instruction:</u></b> Leveled performance groups, rotating stations or cooperative learning/group work occur with descriptive feedback.</p> <p><b><u>Independent Practice:</u></b> Students working independently applying what they learned from the lesson.</p>	Lesson does not address learning through Gradual Release of Instruction.	<ul style="list-style-type: none"> <li>- Modeling is interactive with <b><i>demonstration of the learning strategy.</i></b></li> <li>- Guided instruction is <b><i>planned and specific</i></b> to student needs.</li> <li>-Productive Group Work is <b><i>planned with new applications</i></b> of content.</li> </ul>	<ul style="list-style-type: none"> <li>- Modeling is interactive with <b><i>demonstration of the learning strategy.</i></b></li> <li>- Guided instruction is <b><i>evident and specific</i></b> to student needs.</li> <li>- Formative Assessment Strategies are <b><i>embedded and used throughout the lesson.</i></b></li> <li>- Productive Group Work <b><i>is observed with new applications</i></b> of content.</li> </ul>



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Component	Not Met	Met	Observed during instruction
<p><b>Literacy Strategies and Procedures and Routines</b></p> <p>(These should be embedded into Modeling or Shared or Guided or Independent components of the lesson.)</p>	<p>Lesson did not use engagement strategies, differentiation, literacy strategies, procedures and routines and/or assessments embedded in the lesson.</p>	<ul style="list-style-type: none"> <li>- Lesson utilizes engagement strategies and differentiation.</li> <li>- Appropriate literacy strategies are <i>selected and identified</i>.</li> <li>- Procedures and routines are <i>clearly identified</i>.</li> <li>- Informal and/or formative and/or summative assessments are embedded throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson utilizes engagement strategies and differentiation.</li> <li>- Appropriate literacy strategies are <i>selected and observed</i>.</li> <li>- Procedures and routines are <i>clearly observed</i>.</li> <li>- Informal and/or formative and/or summative assessments are embedded throughout the lesson.</li> </ul>
<p style="text-align: center;"><b>Summary</b></p>	<p>Lesson ends without an opportunity for students to summarize or reflect on new or previous learning objectives.</p>	<p>The lesson includes an opportunity for students to summarize or reflect on new or previous learning objectives.</p>	<p>The lesson includes an opportunity for students to summarize or reflect on new or previous learning objectives.</p>