

The Gallery Walk Planner

ElevateTheNorm.com

One page to plan the walk, one page to run it. Everything here comes from the guide at ElevateTheNorm.com/gallery-walk-activity/ — no new claims, no email required.

Before the period: four decisions

Decision	Your answer
1. What work goes up? Mid-draft, not finished. Never personal or narrative writing.	
2. The ONE focus Content accuracy, evidence quality, or argument structure. One, not three.	
3. Three success criteria In students' hands BEFORE they walk, not after.	
4. Stations & timing 2–3 min each. Posted rotation order.	Stations: _____ Minutes each: _____ Rotation signal:

The three sentence stems — post these where students can see them

I notice... · I wonder... · One thing that would strengthen this is...

These force the comment to describe the work rather than judge the person. That distinction is the whole reason they are here.

Access check — plan it, do not improvise it

- A student who reads well below grade level cannot absorb six drafts in three minutes — let them speak feedback to a partner who writes it.
- A student newer to English may be able to judge the work and not write the note quickly — give a sentence frame with the technical words already in it.
- Neither reduces the demand. The judgment is still theirs.

Two rules that keep it fair

- **Everyone's work goes up, every time.** A wall of selected work tells the room exactly who was selected.
- **A student may display work unnamed if they ask.** Anonymity was not a significant moderator in the peer assessment research, so you lose nothing you need.

The six steps in order, the student slip, and the four failure modes. Step 6 is the one that gets cut.

#	Step	What it looks like
0	Model it once	One piece of work on the projector. Whole class writes one note. Read three aloud, say which is useful and why. ~8 min, first time only.
1	Name the one focus	Say it, write it on the board. Open-ended walks produce “good job.”
2	Criteria in hand first	Rubric or three success criteria, before they stand up.
3	Written, not spoken	Sticky notes, slips or a shared doc. It has to survive the bell.
4	Stems posted	I notice / I wonder / One thing that would strengthen this.
5	Clock on each station	2–3 minutes, rotate on a signal, posted order.
6	Revise — do not cut this	10 minutes. Read the notes, pick ONE change, make it, be ready to say what and why.

Student slip — one per student

One note I acted on, and what I changed — *or* one note I decided NOT to act on, and why:

Either answer is a good answer. You are not required to take advice you think is wrong. You are required to be able to say why.

Four ways it goes wrong — all structure, not students

Failure	The fix
No focus, so no substance	Name one thing to judge. Students default to the safest comment when nobody tells them what to look at.
Feedback lands on the person	Require the stems; every note must name a specific part of the work.
Nobody revises anything	Protect the 10 minutes. Notes in a backpack taught judgment to nobody.
Run too early in the year	Critique needs a room that already treats each other decently. Build up from partner feedback at desks.

Afterwards, look at the revisions, not the sticky notes. The notes tell you how well you set up the protocol. The changes tell you whether anyone learned anything.