

Instructional Resource Quality Criteria

Overview

All Smarter Balanced instructional resources adhere to the following set of quality criteria. Resources also go through three Full Reviews (i.e., feedback and revision), which are noted in TIMS. Reviews can come from table team members, accessibility coaches, content leads, Smarter Balanced staff or contractors, or table leads. Consider using different colors or notations as you use this check boxes sheet for your Full Reviews.

Criterion 1: TIMS

- The resource has metadata in TIMS for the Title, Subject, Grade, Claim/s, and Target/s
- The resource has an attached Resource Card Image
- Attachments in TIMS are Word or PowerPoint documents only

Criterion 2: [Formative Assessment Process](#)¹ (Clarify, Elicit, Interpret and Act on Evidence)²

- The resource has a **clear Learning Goal and Success Criteria** in the Get Started section
- The resource also **clarifies the intended** learning in the Formative Assessment section
- The resource explains how teachers will **elicit evidence** of what students know, understand, and can do (e.g., students complete a self-assessment, identify potential issues, practice something, evaluate performance, etc.).
- The resource has explicit guidance and/or tools aligned with the Success Criteria to help teachers **interpret the evidence** they elicited (e.g., look-fors of misconceptions or common errors/misunderstandings, samples, anchor chart, learning progression, rubric, etc.).
- The resource includes a clear description of the ways that students and teachers can take action to **act on evidence** and to close the gap between where students are and where they need to be. Since the appropriate instructional next steps may not be the same for all students, the resource must include multiple suggestions that take this into consideration.
- The resource includes opportunities for students to **demonstrate or affirm growth** in what they've learned.



¹ On Quick Links section of SNE website and QR code here.

² There may be similar or even repetitive clarifying learning language in the Learning Goal and Success Criteria in the Get Started section of TIMS and the Formative Assessment section of TIMS.

Criterion 3: Easy to Use

- ❑ Both a substitute, a brand-new teacher or a veteran teacher could understand and use the resource (within reason).
- ❑ The Step-By-Step section of the resource has clear directions for how to enact the activity. Specific instructional moves and things that the educator should/could be looking for from students are described at each step.
- ❑ There are [one to three formative assessment instructional strategies](#)³ (as applicable) in the Step-By-Step resource description (there may be overlap between the Step-by-Step section and the Formative Assessment section).



Criterion 4: Differentiated for Student Needs

- ❑ The resource helps move learning forward and includes learning opportunities for students with skills identified as below, near, and above the performance expectations of the grade level.
- ❑ The resource includes differentiated learning opportunities and provides scaffolding support(s) for students who have not yet achieved the grade-level performance expectations.
- ❑ The resource provides challenges or extension activities that are not limited to students ready to move beyond the grade-level performance expectations.
- ❑ The resource supports are clearly differentiated for a range of learners (e.g., student readiness, interest, learning preferences, background knowledge, or English language proficiency).

Criterion 5: Equitable and Accessible

- ❑ Any documents attached to the resource in TIMS are Microsoft Word or PowerPoint. They must be free of unnecessary barriers and meet WCAG 2.1 AA document compliance.⁴
- ❑ The resource reflects the principles of Universal Design for Learning (UDL); students have equitable opportunities to learn through flexible approaches that can be customized and adjusted.
- ❑ The resource includes [accessibility instructional strategies](#)⁵ (as applicable) in the Step-by-Step resource description.
- ❑ The resource does not contain content that angers, offends, upsets, or otherwise distracts students and educators from the intended learning outcomes.



³ In Quick Links on SNE website and QR code here.

⁴ Contact an ADEI coach for questions or help with this if necessary.

⁵ In Quick Links on SNE website and QR code here.