

There are two important components of clarifying intended learning: learning goals and success criteria. Learning goals state what students will know by the end of the lesson, and success criteria define the evidence that teachers and students will use to determine how students are progressing toward the learning goals. Eliciting evidence provides information that teachers and students need to determine where students are in their progress toward the intended learning goals. Teachers and students interpret the evidence that they collect to determine where students are in relation to the learning goals and success criteria, identifying what students do or do not understand. Acting on evidence occurs when teachers and students use actionable feedback to determine the next steps to move learning forward. Each resource in the Digital Library addresses one or more of the four attributes of the formative assessment.

Creating the Materials for the Digital Library

The Consortium worked with an expert panel, member states, K-12 educators, and higher education faculty to create the materials for the digital library. The expert panel helped the Consortium create a Quality Criteria Guide¹⁹ for the professional learning and instructional resources that populate the Digital Library. This guide was designed to assist educators and professionals when submitting and reviewing formative resources for the Digital Library.

Each member state formed State Leadership Teams (SLTs) of 8-12 members consisting of K-12 educators and higher education faculty. The Consortium provided the SLTs with extensive training on the digital library and on the quality criteria. The SLTs were responsible for recruiting and training educators for the State Networks of Educators (SNEs) that were formed within each member state.

The SNEs involved nearly 1,200 K-12 educators and higher education faculty who were trained on the digital library and on the quality criteria. Only educators who are part of SNEs may submit materials to the Digital Library. Once an educator submits materials to the Digital Library, they will go through three levels of review before those materials can be used. Materials that are not accepted are returned to the submitter with feedback and suggestions for improvement.



¹⁹ <https://www.k12.wa.us/SMARTER/pubdocs/quality-criteria-guide.pdf>

