

Review the following Playlist resource files using the Quality Criteria for Instructional Playlists below:

- Educator Learning Guide and Resource Playlist
- Cover Profile (About This Resource)

Do **NOT** review the individual resources included in the Playlist. They are posted in the Digital Library and have already gone through Gatekeeping and Quality Criteria reviews.

Quality Criteria for Playlists

Criteria for Instructional Playlists	Playlist Criteria Review Tips
1. The Playlist topic is aligned with the intent of the Common Core State Standards, other nationally recognized content standards (including educator learning standards), or other state specific standards	<p>Rating* 1 2 3 4 5</p>
<p>a. The Rationale section of the Educator Learning Guide is clear and well-organized. It:</p> <p>i. identifies a Playlist topic that accurately reflects the intent of the Common Core State Standards, other nationally recognized content standards, or other state specific standards.</p> <p>ii. explains why the Playlist topic is important.</p>	<p>Review the following for this criterion:</p> <ul style="list-style-type: none"> • Educator Learning Guide <ul style="list-style-type: none"> - Rationale - Playlist <p>The Rationale section of the Educator Learning Guide and the Specific Connection to the Common Core State Standards field in the Cover Profile should be the same.</p>
Criteria for Instructional Playlists	Playlist Criteria Review Tips
2. The Playlist has thoughtfully been put together with explicit links to formative assessment.	<p>Rating* 1 2 3 4 5</p>
<p>a. The Organization of Playlist section of the Educator Learning Guide includes information on how the resources build off of each other or progress from one topic to the next.</p> <p>b. The Specific Connection to the Formative Assessment Process section of the Cover Profile Guide includes information on how the formative assessment process aligns with the organization or progression of the Playlist</p>	<p>Review the following for this criterion:</p> <ul style="list-style-type: none"> • Educator Learning Guide <ul style="list-style-type: none"> - Organization of Playlist - Playlist • Cover Profile (About This Resource) <ul style="list-style-type: none"> - Specific Connection to the Formative Assessment Process

*Note: Scale is as follows:

1 – No Evidence 2 – Minimal Evidence 3 – Partial Evidence 4 – Adequate Evidence 5 – Exemplary Evidence

Make your posting recommendation:**Posting Recommendation Options***(select only one)*

- ☐ Do Not Recommend
- ☐ Recommend with Revisions
- ☐ Recommend

SNT Member Rationale for Posting Recommendation*(To be passed on to the State Leadership Team member when required by business rules)*

This field has a character limit of 1,000 characters (including spaces). Focus your comments to provide a rationale for your posting decision. If you are recommending revisions, provide **specific** actionable feedback the contributor can use to improve the quality of the resource.

The contributor may choose to revise the resource based on the feedback from all three reviewers and resubmit it. If she/he decides to do this, the resource will be sent back to you and the other original reviewers so you can determine whether the revisions sufficiently address your feedback. You will be notified in your Digital Library Notifications tab when the resource is resubmitted. You have 5 days from the time you are notified to begin reviewing the revisions. If this period expires before you start, the resource is returned to the review queue for another State Network of Educators member to pick up. Find more information about [reviewing re-submitted resources](#) on slides 27-32.

SLT Member Rationale for Posting Decision*(To be passed back to the contributor if not posted)*

This field has a character limit of 1,000 characters (including spaces).

An SLT member acts as a final arbitrator when the three SNE member recommendations are significantly different. Specifically, the following five combinations are routed to an SLT member:

- Recommend with Distinction, Recommend with Distinction, Recommend with Revisions
- Recommend with Distinction, Recommend with Distinction, Do Not Recommend
- Recommend with Distinction, Recommend, Recommend with Revisions
- Recommend with Distinction, Recommend, Do Not Recommend
- Recommend, Recommend, Do Not Recommend

For any of these cases, the SLT member reviews the resource materials and the comments and recommendations from all three SNE members, and then makes a posting decision. If the SLT member “Recommends” the resource or “Recommends with Distinction,” the software automatically posts it to the Digital Library. If the SLT member “Recommends Revisions” to the resource or “Does Not Recommend” the resource, the software returns it to the contributor along with actionable feedback. Each SNE reviewer receives feedback from the SLT member regardless of the decision, even if it is posted in the Digital Library.