

Before you start your Cover Profile:

1. Select a resource that supports teachers in implementing the Common Core State Standards (CCSS) or using the formative assessment process. The Smarter Balanced definition of formative assessment is: *A deliberate process utilized by teachers and students during instruction to provide actionable feedback, which is then used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning goals.*
2. To avoid duplicate resources, conduct a search in the Digital Library to make sure the materials (video, document, pdf, etc.) are not already included in a resource that is posted.

Once you have chosen a resource, complete the Cover Profile by filling in the fields in the four tabs of the Digital Library software: General; Materials; Details; and Tags. Asterisks (*) indicate required fields.

Please make sure there are no spelling or grammar mistakes in your Cover Profile. The Digital Library does not have a spell check or grammar check feature; however, newer versions of common Internet browsers (e.g., Chrome, Firefox, Internet Explorer, and Safari) do have spell check features that you can use. For example, in Chrome, spelling mistakes are underlined with a red squiggle. You can also compose the text for each Cover Profile field in Word, use the spelling and grammar checks in the application, and copy and paste the text into the Digital Library software.

An accurate Cover Profile is an important part of your resource for several reasons:

- Reviewers use it to determine whether the resource passes the Gatekeeping Criteria.
- Reviewers include it as an important part of the resource during the Quality Criteria review.
- Digital Library users read it (About This Resource) to get an overview of the resource.

After you submit a resource, you can edit it until the Gatekeeping review begins. Find out more about how to [“un-submit”](#) your resource on slides 3-11.

If your resource does not pass the Gatekeeping Criteria or the Quality Criteria, it will be returned to you with actionable feedback from the reviewer(s). You may choose to use the feedback to edit the resource and resubmit it to the Digital Library. If you resubmit, the resource will be sent back to the original reviewer(s) who will determine whether the revised materials now meet the Gatekeeping or Quality Criteria. Find more information about [editing and re-submitting](#) a resource on slides 12-26.

General Tab

The fields in the General Tab provide an overview of the resource. Below is specific guidance for each of these fields.

| General Tab Fields | Tips |
|--|---|
| <p>Title* <i>Enter a descriptive, concise name for the resource (75 characters).</i></p> | <p>Your title should be descriptive and unique so educators can quickly and easily get a sense of whether the resource might fit their needs. The best titles are often not file names. For example, a file may be saved on your computer as “Hybrid Sharks.” An effective title for the resource might be: “Citing Evidence from Informational Text about Sharks.”</p> <p>The best titles are also concise. They do not include information available in other fields. For example, because the Cover Profile includes grade-level tags, it is not necessary to include grade levels in the title of the resource. Be sure to remove unnecessary or redundant words and information from your title (e.g., the date the file was written).</p> <p>The software will determine if another resource already uses the title you entered. If your title is flagged as a duplicate, you must modify it before continuing with the submittal process.</p> <p>If your resource is a playlist, please include the word “Playlist” in your title.</p> |
| <p>Resource Type* <i>From the list, select the one choice that most closely describes the type of resource.</i></p> <p><input type="checkbox"/> Instructional Resource</p> <p><input type="checkbox"/> Professional Learning Resource</p> <p><input type="checkbox"/> Combination of Instructional and Professional Learning Resource</p> <p><input type="checkbox"/> Playlist</p> | <p>Identify the resource type accurately. Your response to this field will determine which Quality Criteria are used to review the resource.</p> <ul style="list-style-type: none"> • Select “Instructional Resource” if the resource’s primary use is for K-12 classroom instruction utilizing at least one of the four attributes of the formative assessment process to teach the Common Core State Standards. Examples of an Instructional Resource include a lesson or unit plan, a student self-assessment and reflection guide, or a writing performance task. The materials in an Instructional Resource will be used with students and will include learning goals and success criteria for students in the Cover Profile. • Select “Professional Learning Resource” if the resource builds educator understanding of at least one of the attributes of the formative assessment process, the Common Core State Standards, or any of the three components of a balanced assessment system. Examples of a Professional Learning Resource include a presentation with accompanying facilitator’s notes, a video modeling several mathematical practices, or a guide on how to provide effective feedback. The materials in a |

| General Tab Fields | Tips |
|---|---|
| | <p>Professional Learning Resource will be used by educators to build on what they already know and can do and will include learning goals and success criteria for educators in the Cover Profile.</p> <ul style="list-style-type: none"> • Select “Combination of Instructional and Professional Learning Resource” if the resource fits both descriptions above. This type of resource can be used to enhance educator and student learning of the Common Core State Standards and the formative assessment process. The materials in a Combination Resource will include learning goals and success criteria for educators and students in the Cover Profile. |
| <p>Intended End User* <i>Individual(s) or group(s) for whom the resource was designed. Select all that apply.</i></p> | <div> <input type="checkbox"/> Administrator <input type="checkbox"/> Teacher </div> <div> <input type="checkbox"/> Family <input type="checkbox"/> (Instructional) Coach/Coordinator </div> <div> <input type="checkbox"/> Student <input type="checkbox"/> Professional Learning Community </div> |
| <p>Attributes of the Formative Assessment Process* <i>Which attributes of the formative assessment process does this resource include? Select all that apply.</i></p> <div> <input type="checkbox"/> Clarify Intended Learning <input type="checkbox"/> Elicit Evidence <input type="checkbox"/> Interpret Evidence <input type="checkbox"/> Act on Evidence </div> | <p>Determine how the resource supports educators and/or students in using at least one of the four attributes of the formative assessment process to implement the Common Core State Standards.</p> <p>A resource must include explicit references to the formative assessment process. Remember that the Cover Profile is an important part of a resource. You can include an explanation about how the resource connects to the formative assessment process in the next field.</p> <p>You may find that some resources do not actually support educators and/or students with the formative assessment process. If so, the resource is not appropriate for the Digital Library.</p> <p>If your resource is a playlist, please include any and all attributes of the formative assessment process represented in the resources within the playlist. For example, answer this question considering all of the resources within the playlist.</p> <p>For additional information about the formative assessment process:</p> <ul style="list-style-type: none"> • View the 5-minute video, <i>The Four Attributes of the Formative Assessment Process</i>. The video was produced in 2013, however, the information is still very relevant. Please note two changes since its production: <ul style="list-style-type: none"> - Some of the Smarter Balanced member states have changed. - We now use the term “learning goals” rather than “learning targets.” |

| General Tab Fields | Tips |
|--------------------|--|
| | <ul style="list-style-type: none"> Access the following two brief articles on the formative assessment process: <ul style="list-style-type: none"> - Formative assessment: An enabler of learning, by Margaret Heritage (2011). - Formative assessment: Its Aristotelian essence, by W. James Popham (2011). |

| General Tab Fields | Tips |
|--|--|
| <p>Specific Connection to the Formative Assessment Process*</p> <p><i>Identify how this includes, reflects, and addresses the formative assessment process (1,000 characters).</i></p> | <p>Review each attribute of the formative assessment process you selected in the previous field. In this field, explain how the resource connects to the formative assessment process. Including this information in the Cover Profile is particularly important if the uploaded materials do not explicitly reference the formative assessment process. Try to include an example to make your explanation concrete. You can also develop materials to include in the resource to support the formative assessment process.</p> <p>In the case of a playlist resource, please describe how the playlist as a whole is connected to the formative assessment process. For example, are there resources that focus more on certain aspects of the cycle. It could be the case that one resource focuses on how to clarify learning goals, two resources focus mainly on eliciting and interpreting evidence of student learning, and four additional resources focus on helping address student's needs at different levels of proficiency.</p> <p>For additional information about the formative assessment process:</p> <ul style="list-style-type: none"> View the 5-minute video, <i>The Four Attributes of the Formative Assessment Process</i>. The video was produced in 2013, however, |

| | |
|---|--|
| | <p>the information is still very relevant. Please note two changes since its production:</p> <ul style="list-style-type: none"> - Some of the Smarter Balanced member states have changed. - We now use the term “learning goals” rather than “learning targets.” <ul style="list-style-type: none"> • Access the following two brief articles on the formative assessment process: <ul style="list-style-type: none"> - Formative assessment: An enabler of learning, by Margaret Heritage (2011). - Formative assessment: Its Aristotelian essence, by W. James Popham (2011). |
| <p>Student Engagement in the Formative Assessment Process*</p> <p><i>Describe how this resource enables students to actively engage in the formative assessment process, if applicable (1,000 characters).</i></p> | <p>Engaging students in all aspects of the formative assessment process is important. Explain how your resource does this. For example: Describe how the resource provides opportunities for students to interpret evidence of their work. It’s helpful to provide a specific example.</p> <p>Some resources (e.g., a professional learning resource that helps educators understand key shifts in the Common Core State Standards) do not promote student engagement in the formative assessment process. Since this is a required field, explain why the resource is not designed to do this or explain in this field how students might be engaged.</p> |
| <p>Resource Summary*</p> <p><i>Enter a descriptive summary of the resource that includes the topics covered by the resource and how the resource should be used. e.g., PLCs, individual, ongoing learning, etc. (1,000 characters).</i></p> | <p>Write a descriptive summary of the resource. It is helpful to include a brief explanation of each file in the resource and how they fit together so educators can easily find resources that meet their needs. Avoid jargon specific to your school, district, or state. While the summary has a 1,000-character limit, only the first 140 characters are displayed to Digital Library users when they browse for resources. The entire 1,000-character description is only presented to users after they click the resource card. So, make sure the first 140 characters of the summary engage educators.</p> <p>In the case of a playlist resource, focus on two short paragraphs: the rationale for the topic, and the organization of the playlist. These paragraphs can be copied from the two complementary sections in the Learning Guide.</p> |

Materials Tab

Adding Materials

You will upload the files for your resource in the Materials Tab. You will also provide the author, the owner, licensing information, and assurances about personally identifiable information. In the case of a Playlist please use the Playlist Learning Guide Template to enter the links for the resources in the Playlist – only upload the Template in the case of a Playlist. Below is guidance on the three ways to include materials in a resource Cover Profile: uploading, embedding, and linking.

1. Upload Materials

- The Digital Library software allows you to upload the following file types:
 - Microsoft Office files (.DOC, .DOCX, .XLS, .XLSX, .PPT, .PPTX)
 - Open document formats (.ODT, .ODP, .ODS)
 - Video files (.MOV, .AVI, .MPG, .MP4)
 - Audio files (.MP3, .AAC)
 - Image files (.JPG, .JPEG, .PNG)
 - .PDF files
 - .TXT files
- If you are uploading scanned files, please conserve storage space by following these guidelines:
 - Scanning Resolution → If possible, keep to 300 dpi or lower.
 - Color → Use black and white instead of color and grayscale.
 - Physical Dimensions of Pages → Use letter-size scan.
 - File Format → Use a compressed file format when scanning (e.g., JPEG).
- If you created the materials you uploaded, make sure to complete a spelling and grammar check in the software program you used to create the materials (e.g., Microsoft PowerPoint, Microsoft Word).
- The software will determine if the files you uploaded are already included in resources that are posted in the Digital Library. This is to ensure the library collection is fresh and useful for educators. If a file is flagged as a duplicate, please review the resources that already contain the file and determine if your resource is distinct enough to include in the Digital Library. To continue submitting the resource, it must either include unique materials in addition to the duplicate file or it must be used for an entirely different purpose. If the resource does not meet either of these requirements, **do not** submit the resource.

2. Embed Materials

The software also allows you to embed materials hosted on the following sites: YouTube, Vimeo, SchoolTube, TeacherTube, and SlideShare. The system does not allow embedding materials from other sites. Educators will be able to watch or click through these materials in the Cover Profile's preview space.

To embed a video from TeacherTube, you must use the embed URL from the TeacherTube site. Look for it under "Embeddable Player" (screenshot below). Note that TeacherTube is independently managed, therefore the location of the embed URL is subject to change.

Embeddable Player:

```
<iframe src="/www.teachertube.com/embed/video/388099" width="560" height="315"
frameborder="0" allowfullscreen></iframe>
```

3. Link to External Materials from MARS or Teaching Channel

Smarter Balanced has agreements with two organizations, Mathematics Assessment Resource Service (MARS) and Teaching Channel, to link directly to their materials without obtaining permission each time. To include materials from either of these sources:

- Download the External Material Form by clicking on the MARS or Teaching Channel link in the dialogue box in the Materials tab (screenshot below).

Applying Angle Theorems

General

Materials

Details

Tags

Advanced

Applying Angle Theorems

Review the [Cover Profile Guide](#) and the [Links 101 Guide](#) for detailed instructions on how to

- identify the license for your materials
- upload, imbed, or link materials for your resource

Before you upload materials to the Digital Library, you must determine their copyright. You do not need to get copyright permission for materials that: 1) are public domain; 2) require only that you credit the owner; or 3) are sourced from organizations with which Smarter Balanced has agreements (see below for information on these agreements). You must obtain copyright permission for all other materials. See pages 9-14 in the Cover Profile Guide for more information on copyrights.

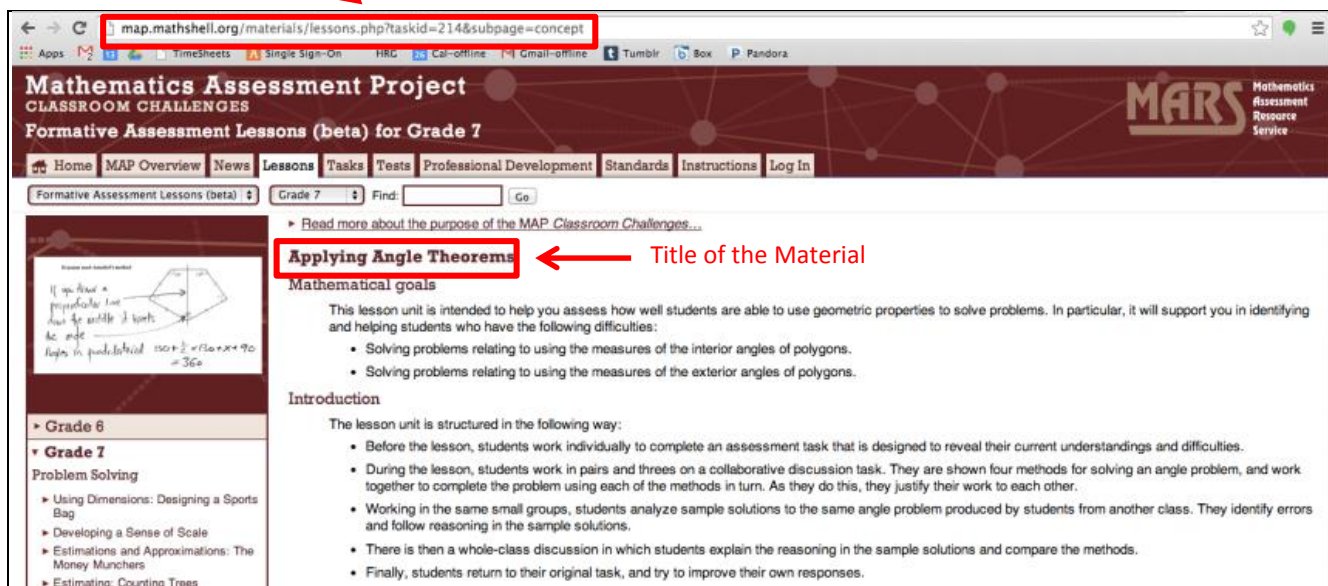
To request permission to use copyrighted materials, complete the highlighted sections of the [Suggested Email](#), then copy and paste the text into an email to the owner. Download the [Copyright Permission Form](#) and the [Digital Library Factsheet](#), complete the table at the top of the clearance form, and attach both documents to the email.

Smarter Balanced has agreements with two organizations, [Mathematics Assessment Resource Service \(MARS\)](#) and [Teaching Channel](#), to link directly to their materials without obtaining permission each time. Access the [External Material Form](#) to submit resources from these sources by clicking on the appropriate MARS or Teaching Channel link in the previous sentence.


- Open the downloaded document and complete the form by entering the title and link for the material.
 - If the material located at the link is the only material you plan to include in your resource (i.e., you will not include other primary or secondary materials), use the exact title from the site as both the title on the External Material Form and the “Resource Title” in the Cover Profile. This will help the Digital Library software detect and minimize duplicate resources.
 - If you have been given a username and password for the external websites - perhaps to access pre-release lessons - please make sure you are logged out and viewing the material in the public area of the MARS or Teaching Channel website before copying the link. This link is the web address that takes users directly to the material.
 - Copy and paste the link in the Digital Library form.
 - See the example that follows.

EXAMPLE: The link and title of a math unit from the MARS website:

Link to external material



EXAMPLE: The same link and title of the material in the completed Digital Library External Material Form:













Link to External Materials
from
The Mathematics Assessment Project's
Mathematics Assessment Resource Service (MARS)

| | |
|------------------------------|---|
| Title of the Material(s) | Applying Angle Theorems |
| Link to External Material(s) | http://map.mathshell.org/materials/lessons.php?taskid=214&subpage=concept |

- Save the completed External Material Form to your device using the following file-naming convention:
 - “External Material – [Material Title].docx.” Begin each file name with “External Material” followed by a hyphen; then add the title of the external material followed by “.docx.”
 - Example from above: “External Material – Applying Angle Theorems.docx”
 - Note: If the title is very long, drop articles (a, an, the) to save space.
- Upload the completed External Material Form as a document in the Materials Tab of the Cover Profile.
- By following the steps above, you do not have to secure copyright clearance for materials found in the External Material Form link. Instead, select the following license option: *License Available at Approved Content Site (e.g., YouTube, Slideshare).*

Primary and Secondary Materials

You can add multiple files to a single resource. Determine which is primary or most essential. Secondary materials support or extend the primary material. You can only have one primary file, however you can have multiple secondary materials. To change the order of the materials, click a box and drag it to the new position in the list.

| Material Name | Operations |
|---|------------|
| Primary Material. This is the main material with which you want users to interact. | |
|  planning_curriculum_using_score_reports_and_resources_09222015_v.3.pptx 740.25 KB  | |
| Secondary Material(s). These will be shown adjacent to the primary material. | |
|  planning_curriculum_for_my_students_using_score_reports_09222015_v.3.docx 47.17 KB  | |
|  understanding_scale_scores_and_student_growth_v.3_09222015.docx 25.07 KB  | |
|  smarterbalanced-adaptive-software.pdf 431.93 KB  | |
|  approvedcutscores_2014-11-141.pdf 217.19 KB  | |

Be sure to select the green “Apply Changes” button at the bottom of the Materials Tab page to save the new order.

Close
Apply Changes

The software will display an image of the primary material in the preview pane in the Digital Library once users access the resource (see below for an example). It will also be the first in the “View All Materials” list.

Preview of
Primary
Material
for Digital
Library
users.

Place Value Rumble

INSTRUCTIONAL RESOURCE

Author: [Kim Lies](#) | Owner: [Kim Lies](#)

Contributor: [Kim Lies](#)

[Add to Favorites](#)

Kansas Formative Assessment Lesson Title: Place Value Rumble!

CCSS Math Content 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Grade Level: Grade 2 Lesson Materials: music, worksheets, # cards provided and booklets Lesson Duration: 1-2 days

| SBAC Formative Assessment Attribute | Dimension | Description |
|-------------------------------------|--------------------------------------|--|
| Clarify Intended Learning | Learning Goals/Targets (Common Core) | TSW: 1. Explain a process for determining whether a three-digit number is greater than, less than or equal to another three-digit number. 2. Determine when a three-digit number is greater than, less than or equal to another three-digit number, and record the comparison using the symbols $>$, $<$, and $=$. |
| | Success Criteria | I can... 1. Explain how a digit's position can affect its value. 2. Line up with my classmates from least to greatest with a 3-digit number card in hand. Once lined up, I can use the correct comparison terminology to compare my number to other classmates' numbers. 3. Record correct inequality symbols ($>$, $<$ and $=$) when asked to compare numbers with up to 3-digits on paper. |
| Elicit Evidence With Evidence- | Tasks and Activities | TSW: Task 1: First compare 1-digit numbers, then 2-digit numbers and 3-digit numbers using Worksheet 1. Connect their understanding of one-digit |

[View All Materials](#) Place Value Rumble.pdf [Download](#)

Resource Card Image

Upload an image to include on the resource card that is displayed on the Digital Library Resources page of the library. This image provides a visual representation of the resource for Digital Library users, so be sure to choose one that accurately reflects the content. Examples of resource card images are shown below. There are three acceptable file types: .JPG, .JPEG, and .PNG.

To MagLev or Not to MagLev?



This resource is a Performance Task for classroom use. It is designed to be in alignment with the Smarter Balanced Assessment (SBA) performance tasks that integrate content standards of Science or Social Studies with Reading and Writing ELA anchor...


Subjects: ELA - Reading Informational Text, ELA - Writing, Science and Technical - Reading, Science and Technical - Writing

Grades: Grade 10, Grade 11, Grade 12

Media Types: Document

169 22 (0)

Engaging Students in Questioning (Question Formulation Technique)



The Question Formulation Technique (QFT) is a simple step-by-step process designed to engage students to produce and improve their questions and strategize on how to use those questions. This technique can be used by teacher of any grade level...


Subjects: Not Subject Specific

Grades: Not Grade Specific

Media Types: Document, Presentation

115 23 (0)

Understanding and Accelerating Achievement Growth for Students with Disabilities



In this Research-to-Practice Brief and associated webinar, the authors discuss achievement gaps and growth for students with disabilities, as well as several aspects of instruction that can be modified to accelerate achievement growth. Many...

Subjects: Not Subject Specific

Grades: Not Grade Specific

Media Types: Document, Presentation

1648 103 (1)

Using a Meter Stick as a Hands-On Model for Subtraction on a Number Line



The resource presents a mid-unit 2nd grade lesson that uses a meter stick and markers to scaffold students as they draw open number line representations for a missing subtrahend problem. The steps and processes embedded within it are adaptable...

Subjects: Math - Practice - 3. Construct viable arguments and critique the reasoning of others, Math - Practice - 4. Model with mathematics, Math - Practice - 5. Use appropriate tools strategically, Math - Measurement & Data - Content

Grades: Grade 2

Media Types: Image, Document

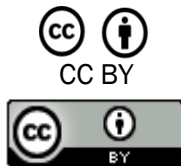
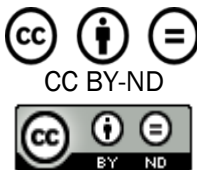

341 41 (0)

Identify and Select Licenses

Once you have added materials and uploaded the resource card image, your next steps are to identify and select the license for your primary and secondary materials.

If you are the owner of all the primary and secondary materials in the resource, then select **“I own all the uploaded materials in this resource and license those materials for use in the Digital Library under the Smarter Balanced Terms of Service (Section 6).”** Access a copy of the Smarter Balanced Terms of Service at the bottom of the Digital Library site.

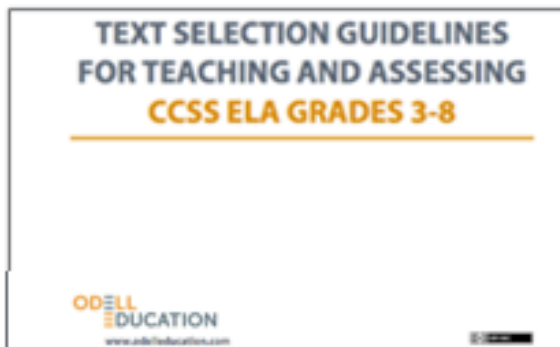
If you are not the owner of all the primary and secondary materials in the resource, select **“I do not own all the uploaded materials in this resource.”** You will be prompted to select one of the following six options for the primary material:

| License Option | When To Use | Visual Markers |
|---|--|---|
| Smarter Balanced Copyright Clearance Form (signed by the owner) | When you need and have obtained a completed and signed Copyright Clearance Form from the owner of the primary material in the resource. | None |
| Creative Commons Attribution | When the primary material is identified as being licensed for use under the Creative Commons Attribution license. This license allows you to distribute, remix, tweak, and build upon the materials, as long as you credit the owner for the original creation. More information about this license is available here: http://creativecommons.org/licenses/by/3.0 . |  |
| Creative Commons Attribution No Derivatives | When the primary material is identified as being licensed for use under the Creative Commons Attribution No Derivatives license. This license allows you to redistribute the material unchanged and in whole, as long as you credit the owner. More information about this license is available here: http://creativecommons.org/licenses/by-nc-nd/3.0 . |  |
| Public Domain (free of copyright restrictions) | When the primary material is identified as being free of copyright restrictions and in the public domain. This includes works made by federal government employees, any work that was published in the U.S. before 1923, and any work identified as “public domain” with an icon. More information about this license is available here: http://creativecommons.org/about/pdm . |  |
| Smarter Balanced Terms of Service (owned by the contributor) | When you are the owner of the primary material. You can access the Terms of Service at the bottom of the Digital Library site. | None |

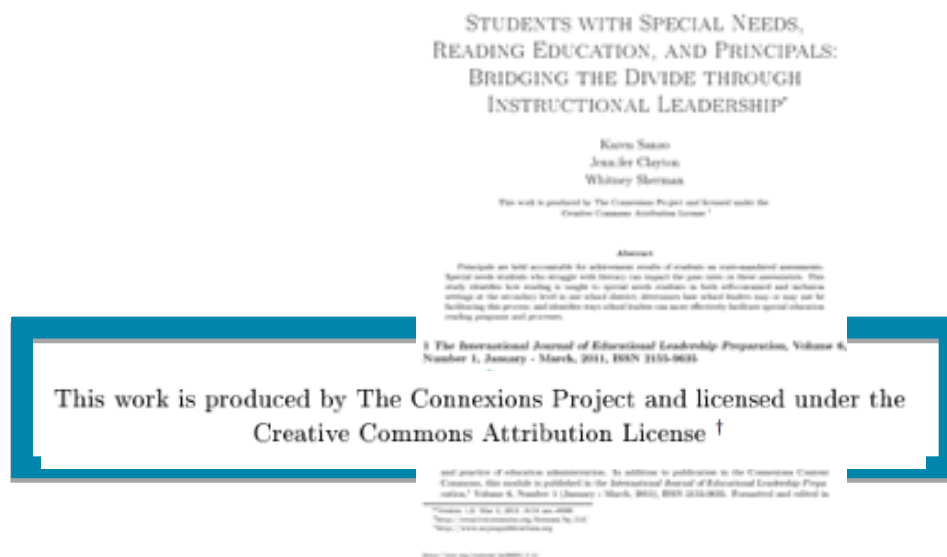
| | | |
|--|---|------|
| License Available at Approved Content Site (e.g., YouTube, Slideshare) | When the primary material was provided using an embedded or external link from an approved content site (YouTube, Vimeo, SchoolTube, TeacherTube, SlideShare, MARS, or Teaching Channel). Note that materials linked from approved content sites do not require a Copyright Clearance Form. | None |
|--|---|------|

You can usually find license information as:

- A label at the bottom of the first page on a document.



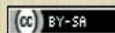
- Text within the first few pages of a document.



- A label at the bottom of the webpage.

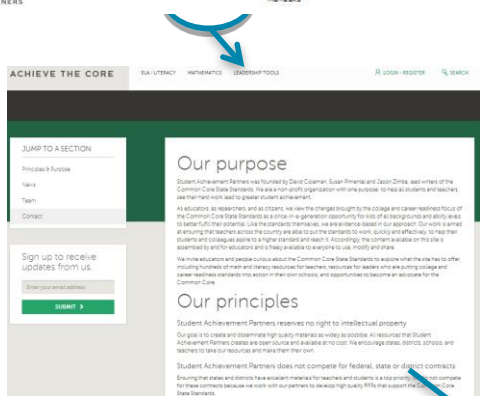
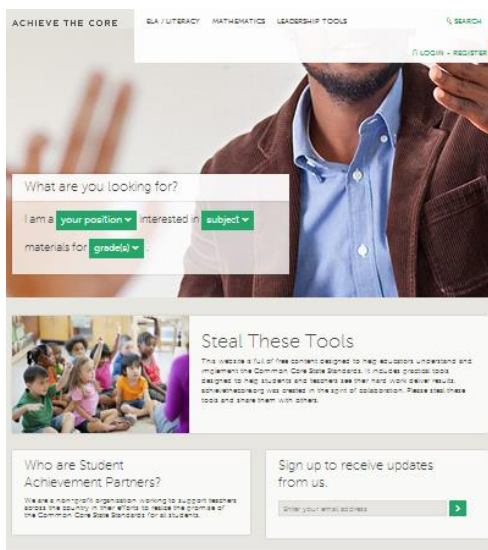
[Help](#) · [About](#) · [Blog](#) · [Pricing](#) · [Privacy](#) · [Terms](#) · [Support](#) · [Upgrade](#)

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- Text in the “Term of Use” or “About Us” section of a website.







Student Achievement Partners reserves no right to intellectual property

Our goal is to create and disseminate high quality materials as widely as possible. All resources that Student Achievement Partners creates are open source and available at no cost. We encourage states, districts, schools, and teachers to take our resources and make them their own.

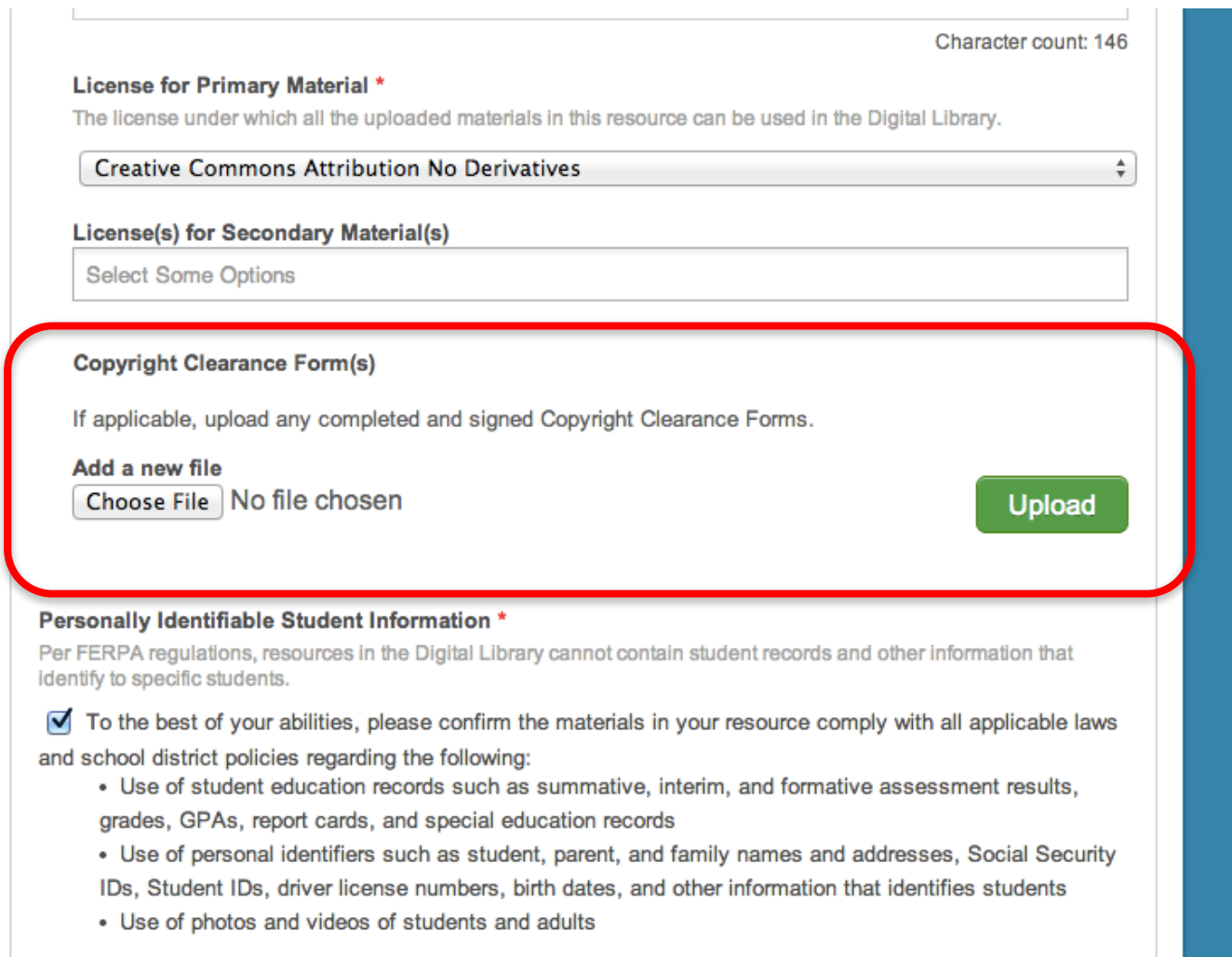
- If you find a document has license information that conflicts with the rest of the site, use the license information on the resource.

- Note there are six different Creative Commons Licenses, but only two are approved for automatic use in the Digital Library. If you're the copyright of your resources is one of the four non-approved Creative Commons Licenses below, you will need to have the owner sign the Copyright Clearance Form to add the material to the Digital Library.

| License Name | Visual Markers | Requires Copyright Clearance Form? |
|---|---|------------------------------------|
| Creative Commons Attribution Share-Alike | CC BY-SA  | Yes |
| Creative Commons Attribution Non-Commercial | CC BY-NC  | Yes |
| Creative Commons Attribution Non-Commercial Share-Alike | CC BY-NC-SA  | Yes |
| Creative Commons Attribution Non-Commercial NoDerivs | CC BY-NC-ND  | Yes |

- If you are not sure whether you have permission to include material in the Digital Library, review it for licenses. If you are still unsure, obtain a signed Copyright Clearance Form from the owner.

- You can download a sample email to send to the owner from the dialogue box at the top of the Materials Tab page. You can also download the Smarter Balanced Copyright Clearance Form and the Digital Library factsheet to include as attachments with the email. It is common for an owner to take several weeks to return the signed form, so you will have to wait to submit your resource. Once the owner provides the documentation, select the appropriate license for the primary material. Upload a scanned copy of the signed Copyright Clearance Form (see screenshot below).



Character count: 146

License for Primary Material *
The license under which all the uploaded materials in this resource can be used in the Digital Library.

Creative Commons Attribution No Derivatives

License(s) for Secondary Material(s)
Select Some Options

Copyright Clearance Form(s)
If applicable, upload any completed and signed Copyright Clearance Forms.

Add a new file
Choose File No file chosen **Upload**

Personally Identifiable Student Information *
Per FERPA regulations, resources in the Digital Library cannot contain student records and other information that identify to specific students.

☒ To the best of your abilities, please confirm the materials in your resource comply with all applicable laws and school district policies regarding the following:

- Use of student education records such as summative, interim, and formative assessment results, grades, GPAs, report cards, and special education records
- Use of personal identifiers such as student, parent, and family names and addresses, Social Security IDs, Student IDs, driver license numbers, birth dates, and other information that identifies students
- Use of photos and videos of students and adults

- Please note the Copyright Clearance Form cannot be revised. Owners cannot attach conditions or modifications to the legal terms in the document. If they do, you cannot include the material in your resource.
- Once you have completed this process for the primary material, use the guidance for the primary material to identify licenses for any secondary material(s) in your file.

Authors, Owners

Once you select your licenses, enter the name(s) of the Author(s) and Owner(s) of the resource.

- **Author***: Identify the person, people, organization, etc. that wrote or developed the resource. List the first and last name of each author.
- **Owner***: Identify the person, persons, organization, or publisher that owns the copyright for the resource. List the first and last name of each owner.
- **Note**: In some cases, the owner and author may be the same; in some cases they may be different.

Personally Identifiable Information

Per FERPA regulations, resources in the Digital Library cannot contain student records or other information that identifies specific students. Confirm the materials in your resource comply with all applicable laws and school district policies regarding personally identifiable information.

- **Note**: If you own any materials in the resource that include images of students (e.g., a picture or a video of students), confirm you have permission to include the images in the Smarter Balanced Digital Library.
- Determine whether the images are necessary for educators to benefit from the resource. For example, static pictures used to enliven a presentation may not be absolutely necessary, while videos demonstrating classroom practice may be. Remove all images of students that are not absolutely necessary from the materials you created and reload the materials.

Details Tab

The fields in the Details Tab allow you to identify the subjects and grades the resource addresses, make connections to the Common Core State Standards (CCSS), and provide supporting information. Below is specific guidance for each field in the Details Tab.

| Details Tab Field | Tips |
|---|--|
| <p>Subjects and Domains* <i>The primary Subject area(s) and domain(s) the resource is designed to address. Select all that apply.</i></p> | <ul style="list-style-type: none"> • Select the primary subject area(s), domain(s), and Mathematical Practice(s) the resource is designed to address. For example, if the primary student task in a resource is writing an opinion piece, select “ELA: Writing,” even if students have to read informational text to complete the task. If, however, the resource is a comprehensive unit plan that includes multiple tasks that teach information reading skills (e.g., identifying key ideas in informational text and locating supporting details) and elements of writing an opinion piece using the text, select “ELA: Reading Information Text” and “ELA: Writing.” • If the resource is not related to a specific subject or domain, select the “Not Subject Specific” tag. • If you’d like to discuss related (secondary) subjects/domains, do this in the <i>Resource Summary</i> or <i>Specific Connection to the Common Core State Standards</i> fields. • Select relevant Common Core State Standard tags even though this is not a required field to provide more specific information for searching/filtering. <p>Options available in this field include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - Reading Literature <input type="checkbox"/> ELA - Reading Informational Text <input type="checkbox"/> ELA - Reading Foundational Skills <input type="checkbox"/> ELA - Writing <input type="checkbox"/> ELA - Speaking & Listening <input type="checkbox"/> ELA - Language <input type="checkbox"/> Math Practice – 1. Make sense of problems and persevere in solving them <input type="checkbox"/> Math Practice – 2. Reason abstractly and quantitatively <input type="checkbox"/> Math Practice – 3. Construct viable arguments and critique the reasoning of others <input type="checkbox"/> Math Practice – 4. Model with mathematics <input type="checkbox"/> Math Practice – 5. Use appropriate tools strategically <input type="checkbox"/> Math Practice – 6. Attend to precision <input type="checkbox"/> Math Practice – 7. Look for and make use of structure |

| Details Tab Field | Tips |
|-------------------|---|
| | <ul style="list-style-type: none"> <input type="checkbox"/> Math Practice – 8. Look for and express regularity in repeated reasoning <input type="checkbox"/> Math – Content – Counting & Cardinality <input type="checkbox"/> Math – Content – Operations & Algebraic Thinking <input type="checkbox"/> Math – Content – Numbers & Operations in Base Ten <input type="checkbox"/> Math – Content – Numbers & Operations - Fractions <input type="checkbox"/> Math – Content – Measurement & Data <input type="checkbox"/> Math – Content – Geometry <input type="checkbox"/> Math – Content – Ratios & Proportional Relationships <input type="checkbox"/> Math – Content – The Number System <input type="checkbox"/> Math – Content – Expressions & Equations <input type="checkbox"/> Math – Content – Statistics & Probability <input type="checkbox"/> Math – Content – Functions <input type="checkbox"/> Math – Content – Number and Quantity <input type="checkbox"/> Math – Content – Algebra <input type="checkbox"/> Math – Content – Modeling <input type="checkbox"/> Science and Technical - Reading <input type="checkbox"/> Science and Technical - Writing <input type="checkbox"/> Science and Technical - Other <input type="checkbox"/> History/Social Studies - Reading <input type="checkbox"/> History/Social Studies - Writing <input type="checkbox"/> History/Social Studies – Other <input type="checkbox"/> Arts <input type="checkbox"/> World Languages <input type="checkbox"/> Health <input type="checkbox"/> Physical Education <input type="checkbox"/> Career/Vocational <input type="checkbox"/> Other <input type="checkbox"/> Not Subject Specific |

| Details Tab Field | Tips |
|--|---|
| <p>Grades*</p> <p><i>The Grade(s) for which the resource is primarily intended. Select all that apply.</i></p> | <ul style="list-style-type: none"> • Select the grade for which the resource is primarily intended. For example, the concept of fractions as numbers on a number line is a third grade concept, so a resource with this focus should be tagged “Grade 3.” There are, of course, students in younger grades that might be ready for tasks related to this concept and students in older grades that might need additional practice with the concept. However, most students are ready for this idea in third grade. • Review the learning goals, success criteria, and instructional tasks included in the resource to help identify the primary grade. • If the resource is not specific to any grade, select the “Not Grade Specific” tag. Also select the “Not Grade Specific” tag if a resource is relevant to all grades instead of selecting tags for every grade (i.e., KG, 1, 2, ...11, 12). • If you’d like to discuss how the resource could be used in additional grades (e.g., as an extension for younger students), do this in the <i>Resource Summary or Context Within Which the Resource Could Be Used</i> fields. <p>Options available in this field include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> KG - Kindergarten <input type="checkbox"/> 1 - First Grade <input type="checkbox"/> 2 - Second Grade <input type="checkbox"/> 3 - Third Grade <input type="checkbox"/> 4 - Fourth Grade <input type="checkbox"/> 5 - Fifth Grade <input type="checkbox"/> 6 - Sixth Grade <input type="checkbox"/> 7 - Seventh Grade <input type="checkbox"/> 8 - Eighth Grade <input type="checkbox"/> 9 - Ninth Grade <input type="checkbox"/> 10 - Tenth Grade <input type="checkbox"/> 11 - Eleventh Grade <input type="checkbox"/> 12 - Twelfth Grade <input type="checkbox"/> Not Grade Specific |

| Details Tab Field | Tips |
|--|--|
| <p>Common Core State Standard(s) <i>Select the primary Common Core State Standards the resource addresses. Note that Anchor Standards and Mathematical Practices are included alongside content standards for all grades.</i></p> | <p>While this is not a required field, including CCSS tags is one of the best ways to help Digital Library users find the resources that meet their needs.</p> <ul style="list-style-type: none"> • Select the primary Common Core State Standards the resource addresses, if possible. Use the guidelines for Subject/Domain to help make decisions about CCSS tags. • Be as specific in tagging as possible. For example, if the purpose of a Digital Library instructional resource is to help students learn to "provide a concluding statement or section that follows from the argument presented," it should be tagged as CCSS.ELA-Literacy.W.6.1.E, rather than CCSS.ELA-Literacy.W.6.1, which is related to writing arguments in general. If a resource is more comprehensive and helps students learn about the entire process of writing arguments (i.e., writing introductions, clarifying relationships among claims and arguments, formal style, and writing conclusions), then tag it CCSS.ELA-Literacy.W.6.1. • Be careful not to overtag. <p>To identify CCSS tags:</p> <ul style="list-style-type: none"> • Select the green "Add Standard(s)" button • Choose the subject area • Select the grade • Choose the strand/domain • Check the box(es) for specific standard(s) • Select the green "Add Standard(s) to Resource" button <p>Please see the list of CCSS in the Digital Library software or access them online.</p> |
| <p>Specific Connection to the Common Core State Standards* <i>Identify how this resource addresses the Common Core State Standards (e.g., how it addresses particular claims, clusters, targets, and/or "standards"). Pay special attention to the interconnectedness of claims (1,000 characters).</i></p> | <p>Explain how the resource connects to the Common Core State Standards. If the materials in the resource do not explicitly state a connection to CCSS, add this information in this field of the Cover Profile.</p> <p>Also, when applicable, address how your resource connects to ELA shifts and/or the Mathematical shifts and Practice(s).</p> <p>If you'd like to discuss related (secondary) subjects/domains, do this in this field or the <i>Resource Summary</i>.</p> |

| Details Tab Field | Tips |
|-------------------|---|
| | Note: You tagged the resource with specific standards in the previous field, so please do not list the individual standards here. |

| Details Tab Field | Tips |
|--|--|
| <p>Learning Goals* <i>Identify the learning goals associated with this resource. Learning goals can be for students and/or educators depending upon whether a resource is an Instructional Resource, a Professional Learning Resource, or a Combination Resource (1,000 characters).</i></p> | <p>List the learning goals for students and/or educators, depending on the resource type:</p> <ul style="list-style-type: none"> • If the resource is an Instructional Resource, enter learning goals for students. • If the resource is a Professional Learning Resource, enter learning goals for educators. • If the resource is a Combination of Instructional and Professional Learning Resource, enter learning goals for both educators and students. Clearly identify which are for each audience. <p>Learning goals state what students or educators will know as a result of using the resource. They describe “big ideas” or concepts that can be generalized and transferred across the subject/domain. They begin with “Students understand” or “Educators understand” Following are examples:</p> <ul style="list-style-type: none"> • Students understand theme develops over the course of a text. • Students understand functions describe a relationship between two quantities in real-world contexts. • Educators understand there are barriers to instruction and testing for students with disabilities that impact their achievement and performance. |

| Details Tab Field | Tips |
|---|--|
| <p>Success Criteria* <i>Identify the Success Criteria that describe what success looks like from a learner's perspective when the learning goal is reached. Learners can be students and/or educators depending on whether a resource is an Instructional Resource, a Professional Learning Resource, or a Combination Resource (1,000 characters).</i></p> | <p>List the success criteria for students and/or educators, depending on the resource type:</p> <ul style="list-style-type: none"> • If the resource is an Instructional Resource, enter success for students. • If the resource is a Professional Learning Resource, enter success criteria for educators. • If the resource is a Combination of Instructional and Professional Learning Resource, enter success criteria for both educators and students. Clearly identify which are for each audience. <p>Success criteria define the evidence students and educators use to determine progress toward the learning goals. They begin with "Students can" or "Educators can" and must be directly connected to learning goals. Following are examples of success criteria for the learning goal examples in the previous field:</p> <ul style="list-style-type: none"> • Students can analyze how theme is shaped and refined by details in a text. • Students can make sense of relationships from a contextual situation and represent the quantities symbolically. • Educators can list common access barriers to instruction and testing for students with disabilities. |
| <p>Context(s) Within Which the Resource Could Be Used* <i>Describe the context(s) in which the resource could most effectively be used (e.g., PLCs, individual, ongoing learning, small group, whole class) (1,000 characters).</i></p> | <p>Write a description of the context(s) in which the resource could most effectively be used (e.g., Professional Learning Communities, individual, ongoing learning, small group, whole class, etc.) and how it could be used within that context.</p> <p>If you'd like to discuss how the resource could be used in additional grades (e.g., as an extension for younger students), do this in this field or the <i>Resource Summary</i>.</p> <p>If you'd like to discuss how the resource could be used with additional student populations (e.g., how a resource could be modified for English Language Learners), do this in this field or the <i>Resource Summary</i>.</p> |
| <p>Supporting Evidence* <i>Include evidence the resource has been tried successfully with educators and/or students and has resulted in a</i></p> | <p>This field demonstrates the resource has actually been used successfully by/with educators and/or students.</p> |

| Details Tab Field | Tips |
|---|--|
| <p><i>positive impact on educator practices or student outcomes (1,000 characters).</i></p> | <p>Provide specific evidence that using the resource has resulted in a positive impact on educator practices and/or student outcomes.</p> <p>If you've used the resource yourself, describe in what context you used it and how it worked. If you have never used the resource, consult colleagues who may have used it or look for evidence from those who have designed the resource.</p> |
| <p>Principles, Literature, or Research*</p> <p>List either:</p> <ul style="list-style-type: none"> • <i>The principles of adult learning or professional development reflected in the resource; and/or</i> • <i>The literature, research, or widely accepted practices used to inform the content in the resource (1,000 characters).</i> | <p>This field demonstrates the resource was developed using professional standards and/or is based on principles supported by educational literature.</p> <ul style="list-style-type: none"> • You may include principles of adult learning or professional development reflected in the resource. • You may also include the educational literature, research, or accepted practices that provide the foundation for the resource. <p>Be sure to cite specific papers, research studies, or literature that supports the content in the resource.</p> |

Tags Tab

Select additional tags for the resource in the fields in the Tags Tab. The Digital Library software uses tags to find resources when users search or filter. Several tags are also used to direct resources to reviewers with relevant expertise. Carefully review the materials and only assign the tags that are appropriate. Be careful not to “over tag” a resource because doing so makes it difficult for users to find materials.

Below is specific guidance for completing each field in the Tags Tab.

| Tags Tab Field | Tips |
|---|--|
| Geographic Setting(s) <i>Setting(s) for which this resource is appropriate. Select all that apply.</i> | <p>If the resources is designed for a specific geographic setting, select the appropriate tag in this field. If the resource is appropriate for all geographic settings, do not select a tag.</p> <p>Options available in this field include:</p> <div><input type="checkbox"/> Urban</div> <div><input type="checkbox"/> Suburban</div> <div><input type="checkbox"/> Rural</div> |
| Educational Use <i>The instructional strategies/ learning opportunities included in the resource. Select all that apply.</i> | <p>These tags only apply to Instructional Resources and Combination Resources. Do not complete this field when submitting Professional Learning Resources.</p> <p>Options available in this field include:</p> <div><div><div><input type="checkbox"/> Activity</div><div><input type="checkbox"/> Analogies</div><div><input type="checkbox"/> Assessment</div><div><input type="checkbox"/> Auditory</div><div><input type="checkbox"/> Brainstorming</div><div><input type="checkbox"/> Classifying</div><div><input type="checkbox"/> Comparing</div><div><input type="checkbox"/> Cooperative Learning</div><div><input type="checkbox"/> Creative Response</div><div><input type="checkbox"/> Demonstration</div><div><input type="checkbox"/> Differentiation</div><div><input type="checkbox"/> Discovery Learning</div><div><input type="checkbox"/> Discussion/Debate</div><div><input type="checkbox"/> Drill & Practice</div><div><input type="checkbox"/> Experiential</div><div><input type="checkbox"/> Field Trip</div><div><input type="checkbox"/> Game</div><div><input type="checkbox"/> Generating Hypotheses</div><div><input type="checkbox"/> Guided Questions</div><div><input type="checkbox"/> Hands-On</div><div><input type="checkbox"/> Homework</div></div><div><div><input type="checkbox"/> ID Similarities & Differences</div><div><input type="checkbox"/> Inquiry</div><div><input type="checkbox"/> Interactive</div><div><input type="checkbox"/> Interview/Survey</div><div><input type="checkbox"/> Interviews</div><div><input type="checkbox"/> Introduction</div><div><input type="checkbox"/> Journaling</div><div><input type="checkbox"/> Kinesthetic</div><div><input type="checkbox"/> Laboratory</div><div><input type="checkbox"/> Lecture</div><div><input type="checkbox"/> Manipulative</div><div><input type="checkbox"/> Metaphors</div><div><input type="checkbox"/> Model & Simulation</div><div><input type="checkbox"/> Musical</div><div><input type="checkbox"/> Nonlinguistic</div><div><input type="checkbox"/> Note Taking</div><div><input type="checkbox"/> Peer Coaching</div><div><input type="checkbox"/> Peer Response</div><div><input type="checkbox"/> Play</div><div><input type="checkbox"/> Presentation</div><div><input type="checkbox"/> Problem Solving</div></div><div><div><input type="checkbox"/> Problem-Based</div><div><input type="checkbox"/> Project</div><div><input type="checkbox"/> Questioning</div><div><input type="checkbox"/> Reading</div><div><input type="checkbox"/> Reciprocal Teaching</div><div><input type="checkbox"/> Reflection</div><div><input type="checkbox"/> Reinforcement</div><div><input type="checkbox"/> Research</div><div><input type="checkbox"/> Review</div><div><input type="checkbox"/> Robotics</div><div><input type="checkbox"/> Role Playing</div><div><input type="checkbox"/> Service Learning</div><div><input type="checkbox"/> Simulations</div><div><input type="checkbox"/> Speaker</div><div><input type="checkbox"/> Summarizing</div><div><input type="checkbox"/> Technology</div><div><input type="checkbox"/> Testing Hypotheses</div><div><input type="checkbox"/> Thematic Instruction</div><div><input type="checkbox"/> Visual/Spatial</div><div><input type="checkbox"/> Word Association</div><div><input type="checkbox"/> Writing</div></div></div> |

| Tags Tab Field | Tips |
|--|--|
| <p>Media Type(s)* <i>The types(s) of files or media included in the resource. Select all that apply.</i></p> | <p>Select the type(s) of files or media included in the resource.</p> <p>Options in this field include:</p> <div> <input type="checkbox"/> Audio <input type="checkbox"/> Interactive </div> <div> <input type="checkbox"/> Document <input type="checkbox"/> Presentation </div> <input type="checkbox"/> Image |
| <p>Intended Student Population(s) <i>Use the guidance in the column to the right to identify the student population(s) for which the resource is primarily designed.</i></p> | <p>Choices available in this field are:</p> <div> <input type="checkbox"/> All Students <input type="checkbox"/> Students with Disabilities (SWD) <input type="checkbox"/> English Language Learners (ELL) <input type="checkbox"/> Gifted and Talented (G&T) </div> <ul style="list-style-type: none"> • Select “All Students” if the resource can be used with/is applicable to all students, including general education students, students with disabilities, English language learners, and students with gifts and talents without any modifications. • Select “English Language Learners” if the resource is primarily and specifically designed to use with/primarily and specifically applicable to English language learners OR The resource can be used with/is applicable to general education students AND includes specific modifications for English language learners. • Select “Students with Disabilities” if the resource is primarily and specifically designed to use with/primarily and specifically applicable to students with disabilities OR The resource can be used with/is applicable to general education students AND includes specific modifications for students with disabilities. • Select “Gifted & Talented” if the resource is primarily and specifically designed to use with/primarily and specifically applicable to students with gifts and talents OR The resource can be used with/is applicable to general education students AND includes specific modifications for students with gifts and talents. <p>If you’d like to provide ideas for how the resource could be used with additional student populations (e.g., how a resource could be modified for</p> |

| Tags Tab Field | Tips |
|---|---|
| | <p>English Language Learners), do this in the <i>Resource Summary</i> or <i>Context Within Which the Resource Could Be Used</i> fields.</p> |
| <p>Technologies Required For Use In Classroom <i>The technologies required to use this resource in the classroom. Select all that apply.</i></p> | <p>Select the technologies required to use this resource in the classroom.</p> <p>Options for this field include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tablets/Computers for Teacher <input type="checkbox"/> Video Camera <input type="checkbox"/> Still Camera <input type="checkbox"/> Interactive White Board <input type="checkbox"/> LCD Project <input type="checkbox"/> Document Camera <input type="checkbox"/> Tablets/Computers for Students <input type="checkbox"/> Calculator <input type="checkbox"/> Clickers <input type="checkbox"/> Internet <input type="checkbox"/> Smartphone |