



Digital Library Cover Profile Guide

November 25, 2013



Before you start your Cover Profile, select a resource that supports teachers in implementing the CCSS through 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.*

Once you've chosen a resource, complete the Cover Profile by filling in the fields in the four tabs of the Digital Library software: General; Materials; Summary; and Tabs. Asterisks (*) indicate which fields are required.

An accurate Cover Profile is important for several reasons:

- It helps reviewers determine whether the resource passes the Gate-Keeping Criteria.
- It assists the reviewers vetting the resource against the Quality Criteria.
- It provides information to users that helps them determine whether and how to use the resource.

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

Field	Tips
<p>Title*</p> <p><i>Enter a user friendly 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 thrifty in that they don't include less pertinent information that is presented elsewhere. 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 the title you entered is already taken by another resource. If your title is flagged as being a duplicate, you must modify the title before moving forward with the posting process.</p>
<p>Attributes of the Formative Assessment Process*</p> <p><i>Which attributes of the formative assessment process does this resource include? Select all that apply.</i></p> <p> <input type="checkbox"/> Clarify Intended Learning <input type="checkbox"/> Elicit Evidence <input type="checkbox"/> Interpret Evidence <input type="checkbox"/> Act on Evidence </p>	<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 may contain implicit or explicit references to the formative assessment process. If the resource does not explicitly address one or more of the attributes of the formative assessment process, study the resource and make the determination.</p> <p>On occasion, 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>For more about the four attributes of the formative assessment process, please watch the video in the recorded Session 1: <i>Introduction to the Digital Library</i>. Access the video at: http://bit.ly/1eD1vKI.</p>

Field	Tips
<p>Student Engagement in the Formative Assessment Process* <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. As you review your resource, develop a response that explains how the resource engages students in the formative assessment process. For example: How does the resource provide opportunities for students to interpret evidence of their work? It's helpful to provide a specific example when possible.</p> <p>You may find that some resources do not promote student engagement in the formative assessment process. Since this is a required field, enter a comment indicating that the resource does not address this.</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"/> <i>Instructional Resource</i> <input type="checkbox"/> <i>Professional Learning Resource</i> <input type="checkbox"/> <i>Combination of Instructional and Professional Learning Resource</i></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 on Common Core State Standards. The materials within an Instructional Resource will contain implicitly or explicitly stated learning goals and success criteria for students. •Select “Professional Learning Resource” if the resource builds educator understanding on at least one of the attributes of the formative assessment process to implement the Common Core State Standards. The materials within a Professional Learning Resource will contain implicitly or explicitly stated learning goals and success criteria for educators. •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 within a Combination Resource will contain implicitly or explicitly stated learning goals and success criteria for educators and students.

The Materials Tab is where you upload materials onto the Cover Profile. Also, the Materials Tab is where you provide specifics about the resource, including the author of the resource; the owner of the resource; licensing information; and assurances about personally identifiable information.

Below is guidance on uploading materials onto the Cover Profile.

•The software allows materials of 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)
- .PDF files
- .TXT files
- .JPG files
- .JPEG files
- .PNG files

•The software also accepts links to materials hosted on the following sites: YouTube, Vimeo, SchoolTube, TeacherTube, and SlideShare. The system does not allow links to other sites.

•If you are uploading scanned files, please help Smarter Balanced conserve storage space by following these guidelines:

- Scanning Resolution → If possible, keep to 300 dpi or lower.
- Color Space → 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).

•You can add multiple files to a single resource. If you have multiple files, determine which file is primary. The software will display a preview of the primary file first to users who access it. You can only have one primary file. To change the primary file, click and drag a secondary file to the primary section or click and drag the primary file to the secondary section.

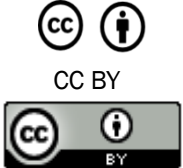
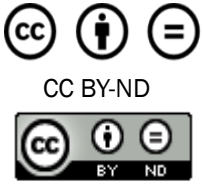

•The software will determine if the files you uploaded are already included in other posted resources. If your files are flagged as being duplicates, please review the resources that already contain the files and determine if your resource is distinct enough to include in the Digital Library. Please do not submit resources that are not distinct as that may make it difficult for educators to use the Digital Library.

Identify and Select Licenses

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

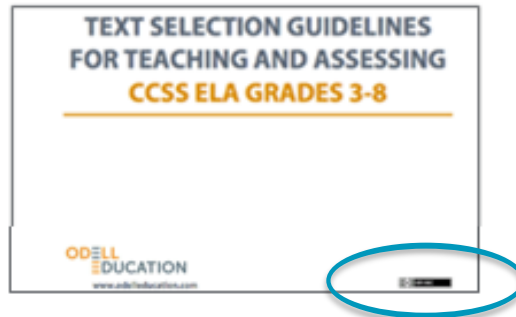
If you are the owner of all the primary and secondary materials in the resource, then select **“I own all the uploaded materials in this resource and license those materials for use in the Digital Library under the Smarter Balanced Terms of Service (Section 6).”** To learn more about the Smarter Balanced Terms of Service, you may click on the Terms of Service link 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.”** Once you select this option, you are prompted to select one of the six options for the primary material:

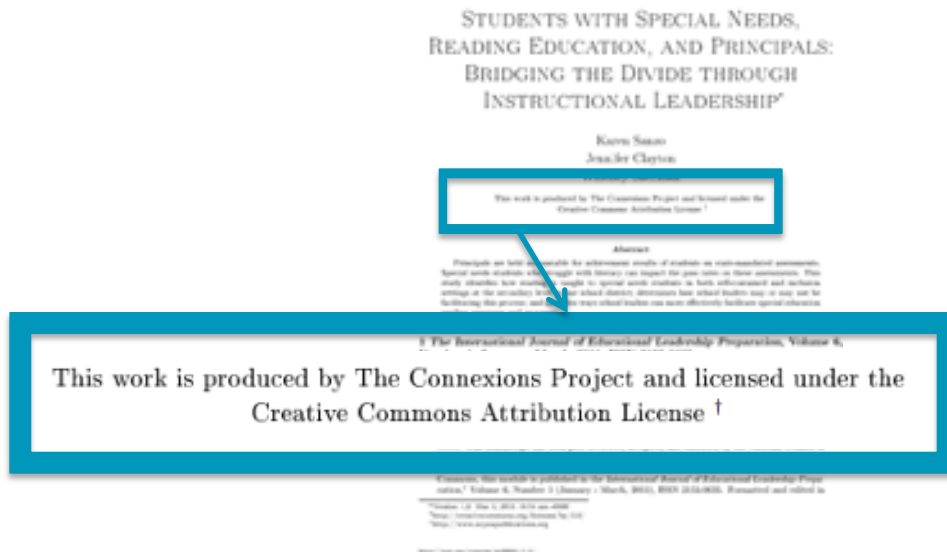
License Option	When To Use	Visual Markers
Smarter Balanced Copyright Clearance Form (signed by the owner)	When you need and have obtained a completed and signed Copyright Clearance Form from the owner of the primary material in the resource.	None
Creative Commons Attribution	When the primary material is identified as being licensed for use under the Creative Commons Attribution license. This license allows the material to be distributed, remixed, tweaked, and built upon, 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 the material to be redistributed 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. To learn more about the Smarter Balanced Terms of Service, you may click on the Terms of Service link at the bottom of the Digital Library site.	None
License Available at Approved Content Site (e.g., YouTube, Slideshare)	When the primary material was embedded from an approved content site (YouTube, Vimeo, SchoolTube, TeacherTube, and SlideShare). Note that materials linked from approved content sites do not require a Copyright Clearance Form.	None

You can usually find license information in the following places:

- In the form of a label at the bottom of the first page on a document



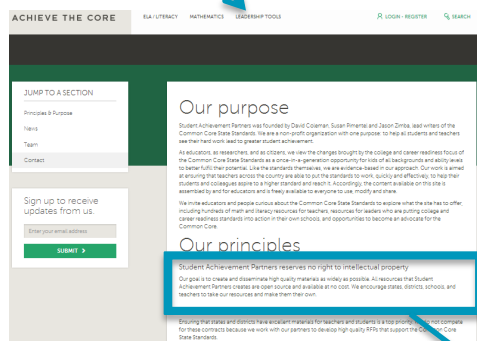
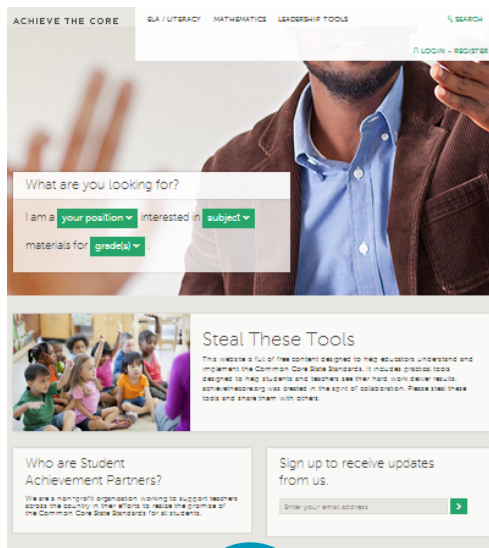
- In the form of text within the first few pages of a document



- In the form of a label at the bottom of the webpage



- In the form of text in “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, trust the license information on the resource.

Identify and Select Licenses

- Note that there are six different Creative Commons Licenses, but only two are approved for use in the Digital Library. If you have a resource that has 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 specific material in the Digital Library, review the materials for licenses. If you remain unsure, your best course of action is to obtain a signed Copyright Clearance Form from the owner.
- You can download the Smarter Balanced Copyright Clearance Form from the top of the Materials Tab. You can then complete it for the owner and send it to the owner with an explanation as to why you want to post the material(s) in the Digital Library and ask the owner to sign and return the Copyright Clearance Form. You may use the suggested solicitation email linked at the top of the Materials Tab if you are unsure how to make this request. It is not uncommon for an owner to need several weeks to return a signed Copyright Clearance Form. Once the owner has signed and returned the Copyright Clearance Form, you can select the license option that indicates you have received the completed form and upload a scanned copy of the signed Copyright Clearance Form as the last file in the resource. We ask you to do this so that the signed Copyright Clearance Form accompanies the materials in the Digital Library.
- Please note that the Copyright Clearance Form is non-negotiable. Owners cannot attach conditions or modifications to the legal terms of the clearance form. If they do, you cannot include the material in your resource.
- Once you have completed the process for the primary material, use the guidance above to identify licenses for any secondary material(s) in your file.

Authors, Owners, and Assurances

- Once you select your licenses, you are asked to enter information about the Author(s) and Owner(s) of the resource
 - **Author***: Identify the person, people, or entity that wrote or developed the resource. If there are multiple authors, you should list the first and last name of each.
 - **Owner***: Identify the person, persons, entity, or publisher that owns the copyright for the resource. If there are multiple owners, you should list the first and last name of each. Note: In some cases, the owner may be the author.
- Confirm that the materials in your resource comply with all applicable laws and school district policies.
- **Note:** If you own any materials in the resource that include images of students (e.g., a picture or a video of students), determine whether the images are absolutely 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 necessary. Remove all images of students that are not absolutely necessary from the materials you created and reload the materials onto the Cover Profile. In the end, if the materials you own contain necessary images of students, please confirm that you have clearance to include the images in the Smarter Balanced Digital Library.

The fields in the Summary Tab allow you to make connections to the Common Core State Standards (CCSS) and the formative assessment process. Below is specific guidance for each field in the Summary Tab.

Field	Tips
Resource Summary* <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>Write a descriptive summary of the resource. It will be helpful to include a brief description for each file within the resource. This will help educators 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, pay special attention to the first 140 characters, as those are the only characters displayed to users when they browse for resources. The entire 1,000-character description is only presented to users after they click the resource.</p>
Context(s) Within Which the Resource Could Be Used* <i>Describe the likely context(s) in which the resource could be used (e.g., PLCs, individual, ongoing learning, small group, whole class). (1,000 characters)</i>	<p>Write a description of the likely context(s) in which the resource could 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>
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>Explain how the resource connects to the Common Core State Standards. If the resource does not explicitly state its connection to CCSS, review the materials to identify and document any implicit connection. Note: You will later tag the resource with specific standards in Tab 4, so please do not list the specific standards in this field.</p>
Specific Connection to the Formative Assessment Process* <i>Identify how this includes, reflects, and addresses the formative assessment process. (1,000 characters)</i>	<p>Review each attribute of the formative assessment process you selected in the General Tab. Explain how the resource connects to the formative assessment process. Where possible, include an example so other educators get a concrete understanding of the connection to the formative assessment process. If the resource does not explicitly make a connection, review the materials to identify and document any implicit connection. You can develop supplemental materials to support the formative assessment process. For more about the four attributes of the formative assessment process, please watch the video in the recorded Session 1: <i>Introduction to the Digital Library</i>. Access the video at: http://bit.ly/1eD1vKI.</p>

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 a Professional Learning Resource or an Instructional Resource. (1,000 characters)</i></p> <p>Success Criteria* <i>Identify the Success Criteria that describe what success looks like from a learner's perspective when the learning target is reached. The learner can be a student and/or educator depending on whether a resource is a Professional Learning Resource or an Instructional Resource. (1,000 characters)</i></p>	<p>List the learning goals and success criteria for either educators or students, depending on the resource type. If the resource does not explicitly state these, develop them after reviewing the resource.</p> <ul style="list-style-type: none"> •If the resource is an Instructional Resource, enter the learning goals and success criteria for students. •If the resource is a Professional Learning Resource, enter the learning goals and success criteria for educators. •If the resource is a Combination of Instructional and Professional Learning Resource, enter learning goals and success criteria for both educators and students, and clearly identify which are for each audience.
<p>Supporting Evidence* <i>Include evidence that the resource has been tried successfully with educators (or students) and has resulted in a positive impact on educator practices (or student outcomes). (1,000 characters)</i></p>	<p>State any compelling evidence that the resource has been tried successfully with educators and/or students and has resulted in a positive impact on educator practices and/or student outcomes.</p> <p>If you have never used the resource, look for evidence from those who have designed or used the resource.</p>
<p>Principles, Literature, or Research* <i>List either:</i> <i>A. The principles of adult learning or professional development reflected in the resource; and/or</i> <i>B. The literature, research, or widely accepted practices used to inform the content in the resource. (1,000 characters)</i></p>	<p>You may list either the principles of adult learning or professional development reflected in the resource and/or the literature, research, or widely accepted practices used to inform the instructional practices in the resource.</p>

The fields in the Tags Tab prompt you to select the appropriate tags for the resource. Tags are used by educators to find resources when they search the Digital Library. They also are used to determine which reviewers review the resource. Carefully review the resource and only assign the tags that are appropriate for the resource. Be careful not to “over tag” a resource because doing so is counterproductive and makes it difficult for users to find the resource. Below is additional guidance for select fields.

Field	Tips
Subjects and Domains* <i>The Subject area(s) and domain(s) to which the learning resource applies. Select all that apply.</i>	Select the appropriate subject area(s) and domain(s) relevant to the resource. If the resource does not apply to a specific subject or domain, select “not subject specific.”
Grades* <i>The Grade(s) in which the resource might be used, regardless of curriculum alignment. Select all that apply.</i>	Select the appropriate grade(s) this resource might be used for, regardless of the curriculum alignment. If a resource is not specific to any one grade (and is relevant to all grades), pick “not grade specific” instead of selecting KG, 1, 2, 3, 4, 5 ... and 12.
Geographic Setting(s) <i>Setting(s) for which this resource is appropriate. Select all that apply.</i>	Select the setting(s) for which this resource is appropriate, if it is context-specific. If it is appropriate for all geographic settings, do not select a tag for this field.
Educational Use <i>The purpose of the instructional resources in the context of a lesson. Select all that apply.</i>	These tags only apply to Instructional Resources and Combination Resources. You can leave this field blank when submitting Professional Learning Resources.
Common Core State Standard(s) <i>Identify the standard(s) to which this resource is aligned. Note that Anchor Standards or Mathematical Practices are included alongside content standards for all grades.</i>	If appropriate, tag the resource with specific CCSS. To do this, first click “Add Standard(s)”, then select the subject, grade, domain, and standard(s) you want to add. Repeat this process to add standards from other domains.

Below are a list of tags available in each field.

Subjects and Domains*

- | | |
|---|---|
| <input type="checkbox"/> ELA - Reading Literature | <input type="checkbox"/> Math - Number and Quantity |
| <input type="checkbox"/> ELA - Reading Informational Text | <input type="checkbox"/> Math - Algebra |
| <input type="checkbox"/> ELA - Reading Foundational Skills | <input type="checkbox"/> Math - Modeling |
| <input type="checkbox"/> ELA - Writing | <input type="checkbox"/> Science and Technical - Reading |
| <input type="checkbox"/> ELA - Speaking & Listening | <input type="checkbox"/> Science and Technical - Writing |
| <input type="checkbox"/> ELA - Language | <input type="checkbox"/> Science and Technical - Other |
| <input type="checkbox"/> Math - Counting & Cardinality | <input type="checkbox"/> History/Social Studies - Reading |
| <input type="checkbox"/> Math - Operations & Algebraic Thinking | <input type="checkbox"/> History/Social Studies - Writing |
| <input type="checkbox"/> Math - Numbers & Operations in Base Ten | <input type="checkbox"/> History/Social Studies - Other |
| <input type="checkbox"/> Math - Numbers & Operations - Fractions | <input type="checkbox"/> Arts |
| <input type="checkbox"/> Math - Measurement & Data | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Math - Geometry | <input type="checkbox"/> Health |
| <input type="checkbox"/> Math - Ratios & Proportional Relationships | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Math - The Number System | <input type="checkbox"/> Career/Vocational |
| <input type="checkbox"/> Math - Expressions & Equations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Math - Statistics & Probability | <input type="checkbox"/> Not Subject Specific |
| <input type="checkbox"/> Math - Functions | |

Grades*

- | | | |
|--|--|--|
| <input type="checkbox"/> KG - Kindergarten | <input type="checkbox"/> 5 - Fifth Grade | <input type="checkbox"/> 10 - Tenth Grade |
| <input type="checkbox"/> 1 - First Grade | <input type="checkbox"/> 6 - Sixth Grade | <input type="checkbox"/> 11 - Eleventh Grade |
| <input type="checkbox"/> 2 - Second Grade | <input type="checkbox"/> 7 - Seventh Grade | <input type="checkbox"/> 12 - Twelfth Grade |
| <input type="checkbox"/> 3 - Third Grade | <input type="checkbox"/> 8 - Eighth Grade | <input type="checkbox"/> Not Grade Specific |
| <input type="checkbox"/> 4 - Fourth Grade | <input type="checkbox"/> 9 - Ninth Grade | |

Intended End User(s)*

- | | | |
|--|----------------------------------|--|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Student | <input type="checkbox"/> Coach/Coordinator |
| <input type="checkbox"/> Family | <input type="checkbox"/> Teacher | <input type="checkbox"/> Professional Learning Community |

Intended Student Population(s)

- | | |
|---|--|
| <input type="checkbox"/> General Education | <input type="checkbox"/> English Language Learners (ELL) |
| <input type="checkbox"/> Students With Disabilities (SWD) | <input type="checkbox"/> Gifted & Talented (G&T) |

Geographic Setting(s)

- | | | |
|--------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Urban | <input type="checkbox"/> Suburban | <input type="checkbox"/> Rural |
|--------------------------------|-----------------------------------|--------------------------------|

Media Type(s)*

- | | | |
|-----------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Audio | <input type="checkbox"/> Interactive | <input type="checkbox"/> Spreadsheet |
| <input type="checkbox"/> Document | <input type="checkbox"/> Presentation | <input type="checkbox"/> Video |
| <input type="checkbox"/> Image | | |

Educational Use

- | | | |
|--|--|---|
| <input type="checkbox"/> Activity | <input type="checkbox"/> ID Similarities & Differences | <input type="checkbox"/> Problem-Based |
| <input type="checkbox"/> Analogies | <input type="checkbox"/> Inquiry | <input type="checkbox"/> Project |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Interactive | <input type="checkbox"/> Questioning |
| <input type="checkbox"/> Auditory | <input type="checkbox"/> Interview/Survey | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Interviews | <input type="checkbox"/> Reciprocal Teaching |
| <input type="checkbox"/> Classifying | <input type="checkbox"/> Introduction | <input type="checkbox"/> Reflection |
| <input type="checkbox"/> Comparing | <input type="checkbox"/> Journaling | <input type="checkbox"/> Reinforcement |
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Kinesthetic | <input type="checkbox"/> Research |
| <input type="checkbox"/> Creative Response | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Review |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Lecture | <input type="checkbox"/> Robotics |
| <input type="checkbox"/> Differentiation | <input type="checkbox"/> Manipulative | <input type="checkbox"/> Role Playing |
| <input type="checkbox"/> Discovery Learning | <input type="checkbox"/> Metaphors | <input type="checkbox"/> Service Learning |
| <input type="checkbox"/> Discussion/Debate | <input type="checkbox"/> Model & Simulation | <input type="checkbox"/> Simulations |
| <input type="checkbox"/> Drill & Practice | <input type="checkbox"/> Musical | <input type="checkbox"/> Speaker |
| <input type="checkbox"/> Experiential | <input type="checkbox"/> Nonlinguistic | <input type="checkbox"/> Summarizing |
| <input type="checkbox"/> Field Trip | <input type="checkbox"/> Note Taking | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Game | <input type="checkbox"/> Peer Coaching | <input type="checkbox"/> Testing Hypotheses |
| <input type="checkbox"/> Generating Hypotheses | <input type="checkbox"/> Peer Response | <input type="checkbox"/> Thematic Instruction |
| <input type="checkbox"/> Guided Questions | <input type="checkbox"/> Play | <input type="checkbox"/> Visual/Spatial |
| <input type="checkbox"/> Hands-On | <input type="checkbox"/> Presentation | <input type="checkbox"/> Word Association |
| <input type="checkbox"/> Homework | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> Writing |

Technologies Required For Use In Classroom

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> Tablets/Computers for Teacher | <input type="checkbox"/> LCD Projector | <input type="checkbox"/> Clickers |
| <input type="checkbox"/> Video Camera | <input type="checkbox"/> Document Camera | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Still Camera | <input type="checkbox"/> Tablets/Computers for Students | <input type="checkbox"/> Smartphone |
| <input type="checkbox"/> Interactive White Board | <input type="checkbox"/> Calculator | |

Common Core State Standard(s)

The CCSS tags are too numerous to list in this guide. Please see the list in the software or click here: <http://www.corestandards.org/the-standards>.