Digital Library Resources

Smarter Balanced
Assessment Consortium

Purposes of the Digital Library

Provide teachers with resources to build their formative assessment practice to support student growth and success.

Provide teachers opportunities to engage in collegial conversations regarding teaching and learning.

Digital Library

Features of Resources

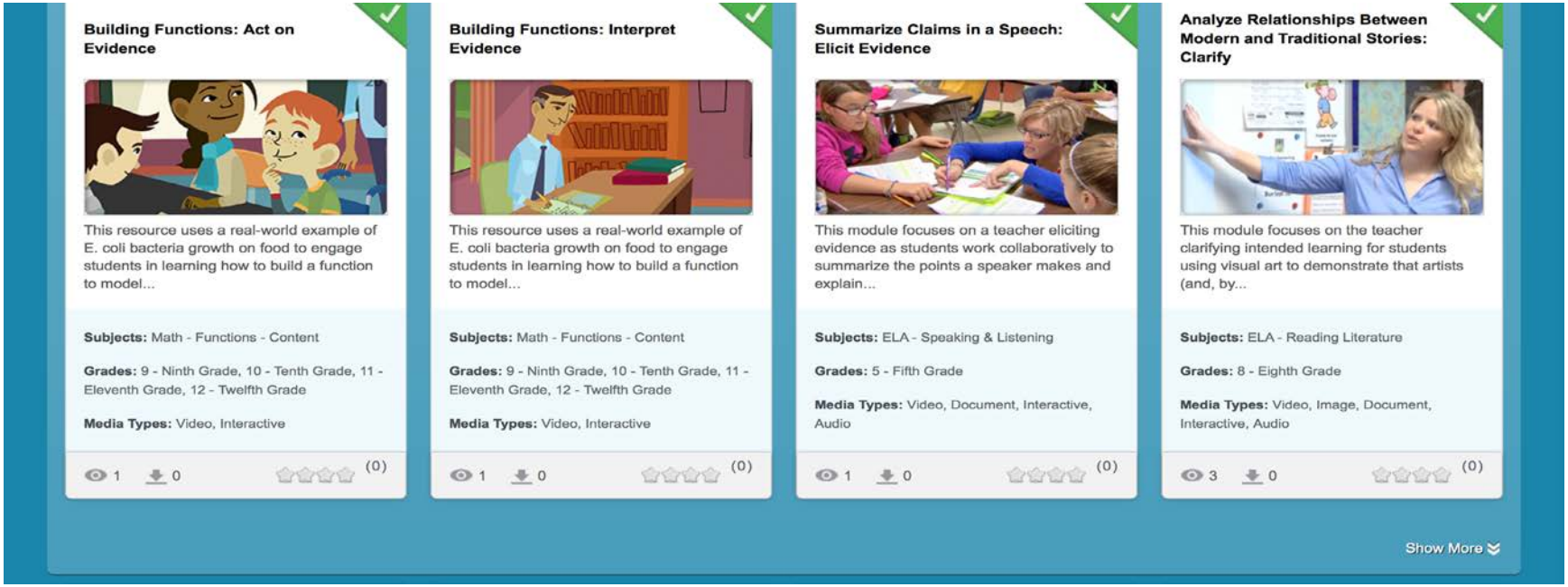
Smarter Balanced Assessment Consortium

Vetted Resources

- All resources in the Digital Library are reviewed by educators using a set of Quality Criteria developed by experts in English language arts/literacy and mathematics; the formative assessment process; instruction for diverse learners including English language learners, students with disabilities, and students with gifts/talents; educational technology; and adult learning.

Thumbnail Preview

- When educators enter the library, they see resources in thumbnail view.
- Some of these resources have been highly rated by the educators reviewing them and have a green check mark of distinction.



Thumbnail Preview (cont.)

- The thumbnail preview provides educators with images of the resources to better understand their form and format.
- Educators can also see summaries of the resources, the content addressed, the grade level for which the resources are targeted, and the media formats that are used.

Thumbnail Preview (cont.)

This resource uses a real-world example of E. coli bacteria growth on food to engage students in learning how to build a function to model...

Subjects: Math - Functions - Content

Grades: 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

Resource Card

- Teachers can use filter, sort, or search features to find the resources they need.
- Once educators select a resource, they access the resource card, which includes information provided by the contributor, such as:
  - The specific formative strategies the resource emphasizes and the research that supports these strategies
  - The standard or standards the resource addresses
  - The supporting evidence for the effectiveness of the resource

Resource Card (cont.)

ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning | Elicit Evidence | Interpret Evidence | Act on Evidence

Specific Connection to the Formative Assessment Process

This lesson connects to all four attributes of the Formative Assessment Process. To clarify intended learning, the teacher showed a video clip of graphic examples of bacteria, used vocabulary links, and showed how the student checklist was tied to the success criteria. Students listened to presentations by their classmates and recorded evidence of understanding on a checklist. The teacher encourages students to interpret the evidence they have collected. Students also complete a self-assessment as a way of interpreting their own understanding of building functions. In this module, the teacher is acting on his own interpretation of the evidence.

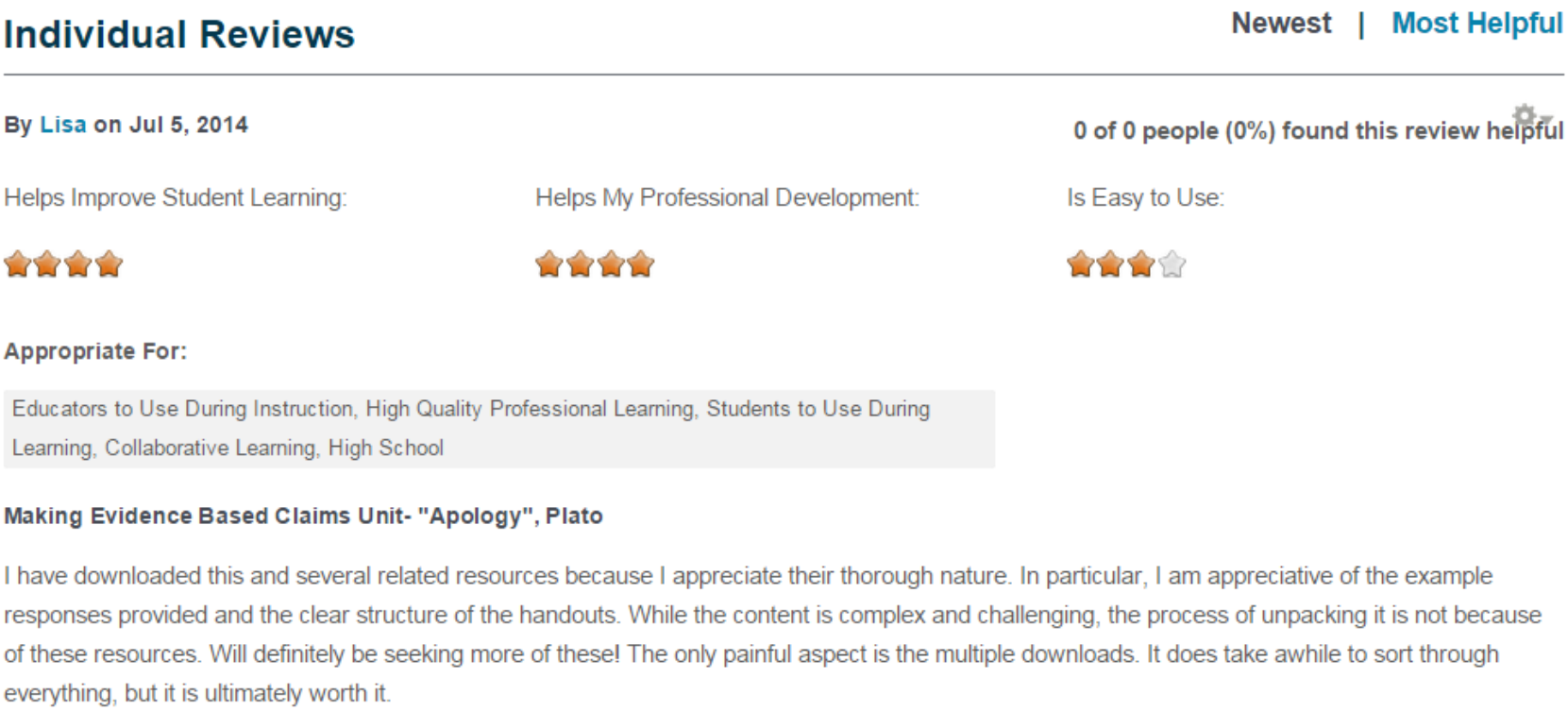
Student Engagement to the Formative Assessment Process

In this module, a high school teacher has engaged his students in interpreting a variety of evidence including posters, student checklists, and a self-assessment. Now he discusses with students what their next steps need to be, based on their strengths and areas that need improvement.

Specific Connection to the Common Core State Standards

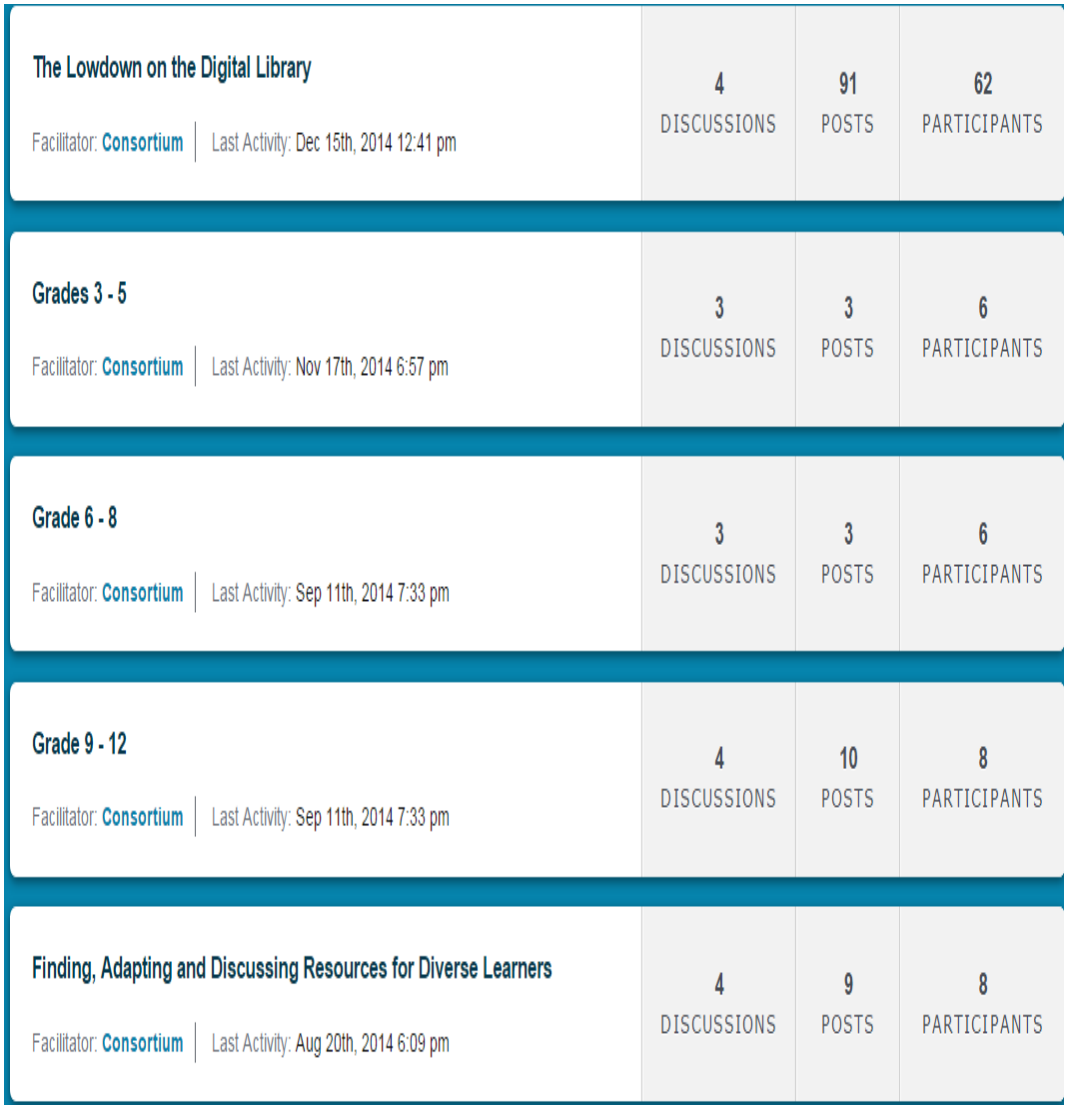
Rating Resources

- Educators can rate resources and share their experiences using them with other Digital Library users.



Forums

- Educators can also collaborate and share their knowledge with other educators by participating in forums.



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Sample Resources

Smarter Balanced Assessment Consortium

Sample Resource #1: Understanding the Individual Student Assessment Accessibility Profile (ISAAP)

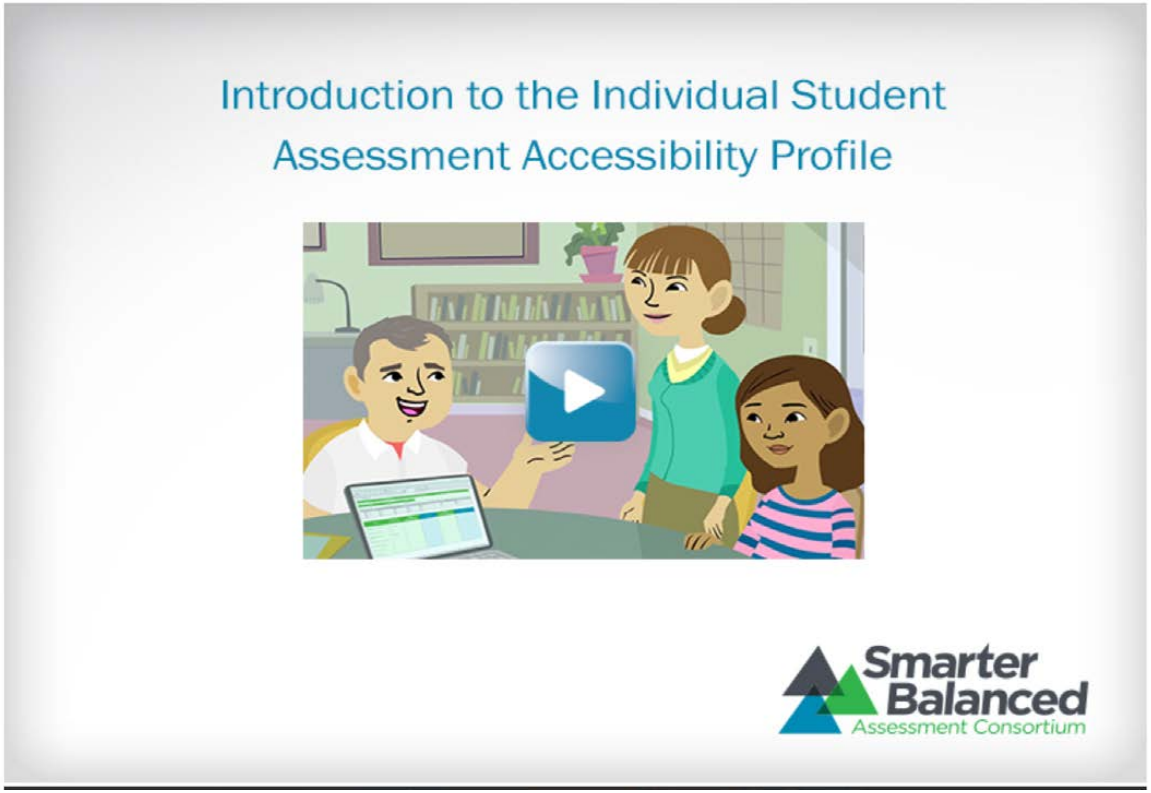
- Some of the modules in the Digital Library help teachers use the Smarter Balanced assessment system more effectively.
- The ISAAP module describes an optional resource that can help educators plan which of the available tools, supports, and accommodations will best meet the needs of each of their students for both the summative and interim assessments.

Sample Resource #1: ISAAP Module

View the module by clicking on the following link:

Individual Student Assessment Accessibility Profile (ISAAP) Module

(http://bit.ly/1BlxHiF)



Sample Resource #2: Pythagorean Theorem: Act On Evidence

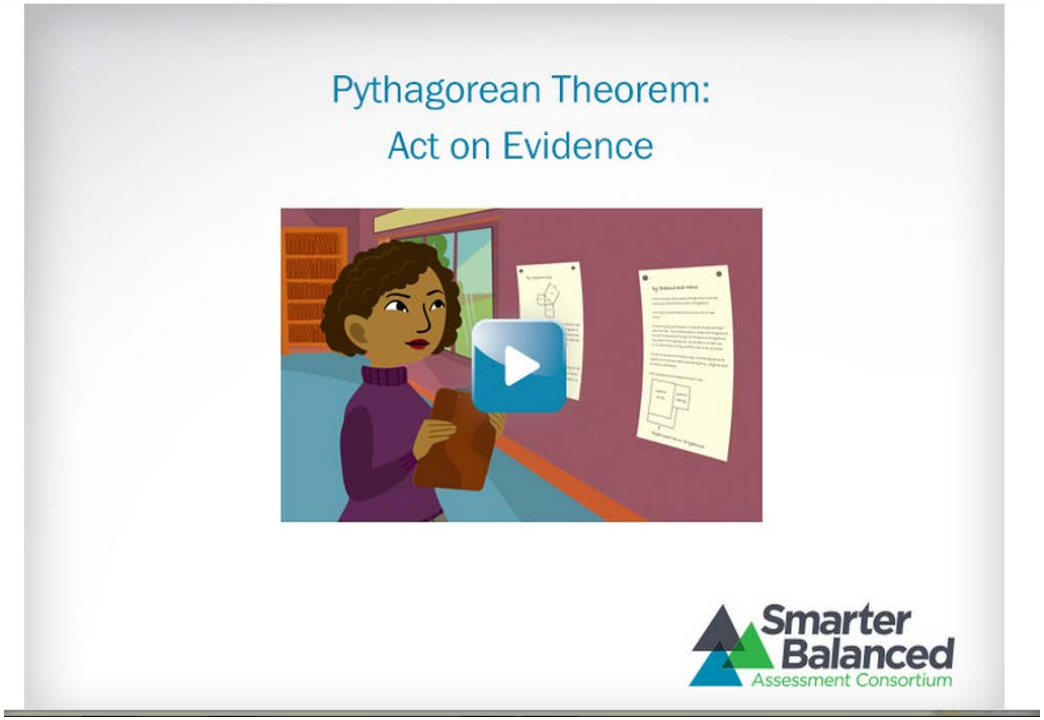
- Interactive instructional mathematics modules in the Digital Library support teachers in implementing the Common Core State Standards for Mathematics (CCSM).
- This grade eight resource shows how a teacher acts on a student misconception related to the Pythagorean Theorem and irrational numbers. The teacher identifies the misconception based on evidence collected from student posters, as well as from student conversations. The teacher engages students in a mini-lesson to extend their understanding of irrational numbers as possible measures of length.

Sample Resource #2: Pythagorean Theorem: Act On Evidence

View the module by clicking on the following link:

Pythagorean Theorem: Act On Evidence Module

(http://bit.ly/1wWrepa)



Sample Resource #3: Characters, Settings, and Major Events: Clarify Intended Learning

- Interactive ELA instructional modules in the Digital Library support teachers in implementing the Common Core State Standards (CCSS) for English language arts/literacy.
- This kindergarten module focuses on clarifying the intended learning. It demonstrates how teachers can use student-friendly language and familiar texts to clarify the student learning goal.
- Students listen to a read-aloud of the folktale *The Little Red Hen.* They are prompted to identify characters, settings, and major events using the text to support their responses.

Sample Resource #3: Characters, Settings, and Major Events: Clarify Intended Learning

View the module by clicking on the following link:

Characters, Settings, and Major Events: Clarify Intended Learning Module (http://bit.ly/1KH7eAk)