

The Smarter Balanced Assessment Consortium

Navigating Resources in the Digital Library



June, 2014

Topics

- How do I view resource materials? (slides 3 – 7)
- What information will I find in the About This Resource tab? (slides 8 – 16)
- How do I write a review for a resource and rate it? (slides 17 – 24)
- How do I share a resource? (slides 25 – 28)
- How do I locate similar resources in the Digital Library? (slides 29 – 32)
- How do I flag an issue with a resource in the Digital Library? (slides 33 – 38)

Topics

- How do I view resource materials?
- What information will I find in the About This Resource tab?
- How do I write a review for a resource and rate it?
- How do I share a resource?
- How do I locate similar resources in the Digital Library?
- How do I flag an issue with a resource in the Digital Library?

View Resource Materials

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the navigation bar includes the Smarter Balanced Assessment Consortium logo, the text "Digital Library", and user options: "Lindsey", "Notifications", "Feedback", "Favorites (0)", and "Help". Below the navigation bar, there are tabs for "Digital Library Resources" and "Forums", and a search bar. A filter section contains dropdown menus for "Subjects", "Resource Type", "Smarter Balanced Keywords", "Grades", "Intended End Users", "Geographic Settings", "Attributes of the Formative Assessment Process", "Intended Student Populations", "Common Core State Standards", "Media Types", and "Educational Use".

The main content area shows "526 Resources:" and a "Sort by: Newest" dropdown. A "List View" button is visible on the right. Four resource cards are displayed in a grid:

- Seriously...? A Look at Satire in a Hawai'i Context**: The resource is a combination of close-reading (literary analysis) as well as critical thinking via writing prompts. The resource also uses...
- Fist to Five: A Quick Formative Assessment Strategy**: Students choose in the video 0, 3 or 5 fingers to represent their answer for the teacher. This strategy can be used after any lesson to...
- Reading Closely for Textual Details Unit- Church and State**: This unit develops students' abilities to read closely for textual details and compare authors' perspectives as defined by the CCSS ELA/...
- Balanced Equations Activity**: This resource is an activity that can be used to reinforce the understanding of the equal sign, 1.OA.7. In this activity students work...

Each card includes the Smarter Balanced logo, a description, and subject/grade information.

View Resource Materials

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the navigation bar includes the Smarter Balanced Assessment Consortium logo, the 'Digital Library' title, and user options for 'Lindsey', 'Notifications' (with a red badge showing '1'), 'Feedback', 'Favorites (4)', and 'Help'. Below the navigation bar, there are tabs for 'Digital Library Resources' and 'Forums', and a search bar on the right. The main content area features a 'Back' button and a red-bordered box containing the resource title 'Reading Closely For Textual Details Unit- Church And State', its classification as an 'Instructional Resource', and an 'Add to Favorites' button. Below this, the author and owner are listed as 'ODELL EDUCATION'. The resource content is displayed in a viewer window, showing a document titled 'HOW TO USE THESE MATERIALS'. The document text explains that the unit is in a compressed file format and provides instructions on how the materials are organized into three folders: 'UNIT PLAN AND TEXTS', 'MODELS', and 'TEXTS'. A diagram shows an arrow pointing from the 'UNIT PLAN AND TEXTS' folder to a box describing that 'TEXTS are formatted with spacing and margins to support teacher and student annotation'. At the bottom of the viewer, there are buttons for 'View All Materials', the filename '31_1_HOW TO USE THESE MATERIALS.pdf', and a 'Download' button.

Smarter Balanced Assessment Consortium

Digital Library

Lindsey Notifications **1** Feedback Favorites (4) Help

Digital Library Resources Forums

← Back

Reading Closely For Textual Details Unit- Church And State

Instructional Resource [Add to Favorites](#)

Author: ODELL EDUCATION

Owner: ODELL EDUCATION

1/1 < > 🔍

HOW TO USE THESE MATERIALS

This unit is in the format of a **Compressed File**. Files are organized so you can easily browse through the materials and find everything you need to print or e-mail for each day.

The materials are organized into three folders:

UNIT PLAN AND TEXTS

- Unit Plan
- Models
- Texts

➔ **TEXTS** are formatted with spacing and margins to support *teacher and student annotation*. Students should be encouraged to mark up their texts.

[View All Materials](#) 31_1_HOW TO USE THESE MATERIALS.pdf [Download](#)

View Resource Materials

Reading Closely For Textual Details Unit- Church And State
Instructional Resource ♥ Add to Favorites

Author: ODELL EDUCATION
Owner: ODELL EDUCATION

1 / 1 < > 🔍

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View All Materials 31_1_HOW TO USE THESE MATERIALS.pdf **Download**

Collaboration | Reviews | Share | Related Resources | Flag

[Glossary Of Terms](#)

Summary

31_1_HOW TO USE THESE MATERIALS.pdf
31_4_2_ Questioning Texts.pdf
17_33_Smarter%20Balanced%20Digital%20Library%20Copyright%20Clearance%20Center%20Odell%20Education

View Resource Materials

Reading Closely For Textual Details Unit- Church And State

Instructional Resource

♥ Add to Favorites

Author: ODELL EDUCATION

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View All Materials 31_1_HOW TO USE THESE MATERIALS.pdf **Download**

- 31_1_HOW TO USE THESE MATERIALS.pdf
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Collaboration

Reviews

Share

Related Resources

Flag

[Glossary Of Terms](#)

Summary

Topics

- How do I view resource materials?
- What information will I find in the About This Resource tab?
- How do I write a review for a resource and rate it?
- How do I share a resource?
- How do I locate similar resources in the Digital Library?
- How do I flag an issue with a resource in the Digital Library?

About This Resource Tab

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the navigation bar includes the Smarter Balanced Assessment Consortium logo, the text "Digital Library", and user options: "Lindsey", "Notifications", "Feedback", "Favorites (0)", and "Help". Below the navigation bar, there are tabs for "Digital Library Resources" and "Forums", along with a search bar. A filter section contains several dropdown menus: "Subjects", "Resource Type", "Smarter Balanced Keywords", "Grades", "Intended End Users", "Geographic Settings", "Attributes of the Formative Assessment Process", "Intended Student Populations", "Common Core State Standards", "Media Types", and "Educational Use".

The main content area shows "526 Resources:" and a "Sort by: Newest" dropdown. A "List View" button is visible in the top right of the resource grid. The grid contains four resource cards:

- Seriously...? A Look at Satire in a Hawai'i Context**: The resource is a combination of close-reading (literary analysis) as well as critical thinking via writing prompts. The resource also uses...
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About This Resource Tab

About This Resource

Collaboration

Reviews

Share

Related Resources

Flag

[Glossary Of Terms](#)

SUBJECTS AND DOMAINS

ELA - Reading Literature

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RL.K.3

GRADES

KG - Kindergarten

INTENDED END USERS

Teacher

Professional Learning Community

INTENDED STUDENT POPULATIONS

All Students

English Language Learners (ELL)

Students with Disabilities (SWD)

Gifted & Talented (G&T)

MEDIA TYPES

Video

Image

Document

Summary

The resource is a 15-minute module that focuses on a teacher eliciting evidence of student learning to determine where students are in relation to the learning goal — identifying characters, settings, and major events in a story. The module shows an animated video of a teacher eliciting evidence of student learning when teaching characters, settings, and major events in a story. The module also addresses how the teacher clarifies the learning goal, interprets the evidence to determine where students are in relation to the learning goal, and adjusts instruction to meet students' needs.

ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning

Elicit Evidence

Interpret Evidence

Act on Evidence

Specific Connection to the Formative Assessment Process

The instructional task connects to the Formative Assessment Process and supports teachers in eliciting evidence. The module provides various strategies to elicit evidence of student learning when teaching characters, settings, and major events in a story. The teacher uses planned text-dependent questions to elicit evidence of student learning. She also elicits evidence by observing students' non-verbal behaviors. The module also addresses how the teacher clarifies the learning, interprets the evidence to determine where students are in relation to the learning goal, and adjusts instruction to meet students' needs.

About This Resource Tab

About This Resource

Collaboration

Reviews

Share

Related Resources

Flag

[Glossary Of Terms](#)

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About This Resource Tab

EDUCATIONAL USE

Activity Guided Questions

Interactive Questioning Reading

Reflection Role Playing

TECHNOLOGIES REQUIRED FOR USE IN CLASSROOM

Tablets/Computers for Teacher

GEOGRAPHICS SETTINGS

Urban Suburban Rural

SMARTER BALANCED KEYWORDS

ELA Exemplar Instructional Modules

Student Engagement to the Formative Assessment Process

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.

Specific Connection to the Common Core State Standards

The resource focuses on RL.K.3: With prompting and support, identify characters, settings, and major events in a story. The resource addresses the CCSS ELA/Literacy instructional shifts by focusing on students' ability to answer text-dependent questions.

Learning Goals

Student Learning Goal: I will identify characters, settings, and major events in a story. Educator Learning Goal: I understand how to use various strategies to elicit evidence when teaching characters, settings, and major events in a story.

About This Resource Tab

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Teacher
Professional Learning Community

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All Students
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MEDIA TYPES

Video Image Document
Interactive Audio

EDUCATIONAL USE

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Interactive Questioning Reading
Reflection Role Playing

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Tablets/Computers for Teacher

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ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning Elicit Evidence Interpret Evidence Act on Evidence

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Learning Goals

Student Learning Goal: I will identify characters, settings, and major events in a story. Educator Learning Goal: I understand how to use various strategies to elicit evidence when teaching characters, settings, and major events in a story.

Success Criteria

Student Success Criteria: I can recognize characters using pictures and words in the story. I can recognize settings using pictures and words in the story. I can recognize major events using pictures and words in the story. Educator Success Criteria: I can use planned text-dependent questions to elicit evidence of student understanding of characters, settings, and major events. I can elicit evidence by observing non-verbal behaviors. I can elicit evidence by observing students using the words characters, settings, and major events when discussing the text.

Context(s) in Which the Resource Could Be Used

This resource can be used in professional learning communities to spark conversations about eliciting evidence of student learning.

About This Resource Tab

conversations about existing evidence of student learning.

Supporting Evidence

Research has shown that the way books are read aloud matters. The most effective read-alouds are those where children are actively involved rather than passively listening. (McGee and Schickedanz, 2007) In an interactive read-aloud, students are guided to recognize characters, settings, and major events, using pictures and words in the story.

Principles, Literature, or Research

Universal Design for Learning (UDL) is a research-based framework that suggests each student learns in a unique manner. The CCSS Task is aligned with three key UDL principles, providing options in representation, demonstration, and engagement. For example, teachers might present the text as video books. They might have students dramatize or draw to demonstrate their understanding of the learning goal. Teachers could engage students by having them create posters of story characters or illustrate their favorite story part. The module provides options for student learning tied to the three principles in the Task, Instructional Notes, and What If? Scenarios. The teacher reads aloud the text two or more times to build students' understanding of characters, settings, and major events. Students answer questions based on careful attention to words and pictures in the text. The teacher gathers evidence and interprets student learning. She adjusts instruction to meet students' needs.

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Reviewing and Rating Resources

The screenshot shows a user interface for reviewing a resource. At the top, there is a navigation bar with tabs: 'About This Resource', 'Collaboration', 'Reviews' (highlighted with a red box), 'Share', 'Related Resources', and 'Flag'. Below the navigation bar, there is a text input area with the placeholder 'Questions? Suggestions? Collaborate on this resource.' and a '0 participants' indicator. The main heading is 'Tell Us What You Think Of This Resource'. Below this, there is a green button labeled 'Write your review' (highlighted with a red box). Underneath the button is a section titled 'Summary Of All Reviews (Based on 0 reviews)' (highlighted with a red box). This section contains three columns of review criteria, each with a star rating and a 'Strongly Disagree' label. The criteria are: 'Helps Improve Student Learning', 'Helps My Professional Development', and 'Is Easy To Use'. Below these are three columns of 'Appropriate for:' categories, each with a count of 0 reviews. The footer contains the copyright notice '© Copyright 2014', a 'Terms of Service' link, and a 'Help' link.

© Copyright 2014

Terms of Service Help

Reviewing and Rating Resources

- About This Resource
- Collaboration
- Reviews
- Share
- Related Resources
- Flag

Questions? Suggestions? Collaborate on this resource. | 0 participants

Tell Us What You Think Of This Resource

Have you used this resource? If so, share your feedback in the space provided below. Be sure to give your review a title, enter your feedback and rate the resource. Your feedback is valuable and helps ensure that the Digital Library continues to meet your needs.

Title Character count: 100

Add some details Character count: 1000

Helps Improve Student Learning *



Helps My Professional Development *



Is Easy to Use *



Appropriate For

- Elementary School
- Middle School
- High School
- Educators to Use During Instruction
- Students to Use During Learning
- Use with Families
- High Quality Professional Learning
- Collaborative Learning

Cancel

Preview

Reviewing and Rating Resources

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- Collaboration
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Title Character count: 80

Add some details Character count: 865

Helps Improve Student Learning * **Helps My Professional Development *** **Is Easy to Use ***
 Give it 3/4

- Appropriate For**
- Elementary School
 - Middle School
 - High School
 - Educators to Use During Instruction
 - Students to Use During Learning
 - Use with Families
 - High Quality Professional Learning
 - Collaborative Learning

<https://staging.smarterbalancedlibrary.org/content/fist-five-quick-formative-assessment-strategy#75>

Reviewing and Rating Resources

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Appropriate For

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Reviewing and Rating Resources

- About This Resource
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- Share
- Related Resources
- Flag

Questions? Suggestions? Collaborate on this resource. |  0 participants

Tell Us What You Think Of This Resource

This is your review as it will appear to others. Your profile card will be included adjacent to your review (accessible by hovering your mouse over the link). You can adjust your [privacy settings](#) to control what others see.

By **Lindsey** on May 30, 2014

0 of 0 people (0%) found this review helpful

Helps Improve Student Learning:



Helps My Professional Development:



Is Easy to Use:



Appropriate For:

High School

Great Participation!

I implemented this in my 9th grade Algebra class. Students loved the activity and I was able to elicit evidence of student learning.

Are You Happy With Your Review?

If so, submit it for everyone to see. If not, click edit to make changes. Note: Smarter Balanced reserves the right to remove reviews that do not adhere to the Terms of Service

Edit

Submit



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Share Resources

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Resource Title	Description	Subjects	Grades
Seriously...? A Look at Satire in a Hawai'i Context	The resource is a combination of close-reading (literary analysis) as well as critical thinking via writing prompts. The resource also uses...	ELA - Reading Informational Text, ELA - Writing	Grade: 12, Twelfth Grade
Fist to Five: A Quick Formative Assessment Strategy	Students choose in the video 0, 3 or 5 fingers to represent their answer for the teacher. This strategy can be used after any lesson to...	Subjects: Not Subject Specific	Grades: Not Grade Specific
Reading Closely for Textual Details Unit- Church and State	This unit develops students' abilities to read closely for textual details and compare authors' perspectives as defined by the CCSS ELA/...	Subjects: ELA - Reading Informational Text, ELA - Writing, ELA - Speaking & Listening	Grade: 11, Eleventh Grade; 12, Twelfth Grade
Balanced Equations Activity	This resource is an activity that can be used to reinforce the understanding of the equal sign, 1.OA.7. In this activity students work...	Subjects: Math - Content - Operations & Algebraic Thinking	Grade: 1, First Grade

Share Resources

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The main content area features a 'Back' button and a resource title: 'Reading Closely For Textual Details Unit- Church And State'. It is categorized as an 'Instructional Resource' and includes an 'Add to Favorites' button. The author and owner are listed as 'ODELL EDUCATION'.

The resource content is displayed in a viewer window. The title of the content is 'HOW TO USE THESE MATERIALS'. The text explains that the unit is in a 'Compressed File' format and provides instructions on how the materials are organized into three folders. A diagram shows a folder named 'UNIT PLAN AND TEXTS' containing 'Unit Plan', 'Models', and 'Texts'. An arrow points to a text box stating: 'TEXTS are formatted with spacing and margins to support *teacher and student annotation*. Students should be encouraged to mark up their texts.'

At the bottom of the viewer, there are buttons for 'View All Materials', the filename '31_1_HOW TO USE THESE MATERIALS.pdf', and 'Download'. Below the viewer is a navigation bar with buttons for 'About This Resource', 'Collaboration', 'Reviews', 'Share' (highlighted with a red box), 'Related Resources', and 'Flag'. A large red arrow on the left side of the page points down towards the 'Share' button.

Share Resources

The screenshot displays a user interface for sharing resources. At the top, a navigation bar contains several tabs: 'About This Resource', 'Collaboration', 'Reviews', 'Share', 'Related Resources', and 'Flag'. The 'Share' tab is highlighted with a red rectangular border. Below the navigation bar, the section is titled 'Sharing Options'. Under this heading, there are two main sections: 'Permanent Link - Private' and 'Temporary Public Link'. The 'Permanent Link - Private' section includes a lock icon and a description: 'Use the permanent link to share with people who have access to the Digital Library.' Below this is a text input field containing the URL 'https://staging.smarterbalancedlibrary.org/content/characters-settings-and-major-e'. To the right of the input field is a green button labeled 'Copy Link to Clipboard', which is pointed to by a red arrow. The 'Temporary Public Link' section includes the text 'Generate a temporary link to share with people outside the Digital Library.' Below this is an empty text input field and a green button labeled 'Generate Temporary Link'. At the bottom of the page, there is a dark blue footer containing the copyright notice '© Copyright 2014' on the left, and 'Terms of Service' and 'Help' links on the right.

© Copyright 2014

Terms of Service Help

Topics

- How do I view resource materials?
- What information will I find in the About This Resource tab?
- How do I write a review for a resource and rate it?
- How do I share a resource?
- How do I locate similar resources in the Digital Library?
- How do I flag an issue with a resource in the Digital Library?

Similar Resources

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the logo for Smarter Balanced Assessment Consortium is on the left, and navigation links for 'Lindsey', 'Notifications', 'Feedback', 'Favorites (0)', and 'Help' are on the right. Below the header, there are tabs for 'Digital Library Resources' and 'Forums', and a search bar. A filter section contains dropdown menus for 'Subjects', 'Resource Type', 'Smarter Balanced Keywords', 'Grades', 'Intended End Users', 'Geographic Settings', 'Attributes of the Formative Assessment Process', 'Intended Student Populations', 'Common Core State Standards', 'Media Types', and 'Educational Use'. Below the filters, it shows '526 Resources:' and a 'Sort by: Newest' dropdown. A 'List View' button is also present. The main content area features four resource cards. The third card, 'Reading Closely for Textual Details Unit- Church and State', is highlighted with a red border and a green checkmark icon. Each card includes the Smarter Balanced logo, a title, a description, and subject/grade information.

Smarter Balanced Digital Library

Lindsey Notifications Feedback Favorites (0) Help

Digital Library Resources Forums

Hide Categories

Subjects Resource Type Smarter Balanced Keywords

Grades Intended End Users Geographic Settings

Attributes of the Formative Assessment Process Intended Student Populations Common Core State Standards

Media Types Educational Use

526 Resources: Sort by: Newest List View

Seriously...? A Look at Satire in a Hawai'i Context

Fist to Five: A Quick Formative Assessment Strategy

Reading Closely for Textual Details Unit- Church and State

Balanced Equations Activity

The resource is a combination of close-reading (literary analysis) as well as critical thinking via writing prompts. The resource also uses...

Students choose in the video 0, 3 or 5 fingers to represent their answer for the teacher. This strategy can be used after any lesson to...

This unit develops students' abilities to read closely for textual details and compare authors' perspectives as defined by the CCSS ELA...

This resource is an activity that can be used to reinforce the understanding of the equal sign, 1.OA.7. In this activity students work...

Subjects: ELA - Reading Informational Text, ELA - Writing

Subjects: Not Subject Specific

Subjects: ELA - Reading Informational Text, ELA - Writing, ELA - Speaking & Listening

Subjects: Math - Content - Operations & Algebraic Thinking

Grades: Not Grade Specific

Similar Resources

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the navigation bar includes the Smarter Balanced Assessment Consortium logo, the 'Digital Library' title, and user options for 'Lindsey', 'Notifications' (with a red badge showing '1'), 'Feedback', 'Favorites (4)', and 'Help'. Below the navigation bar, there are tabs for 'Digital Library Resources' and 'Forums', and a search bar on the right. The main content area features a 'Back' button and a resource title: 'Reading Closely For Textual Details Unit- Church And State', categorized as an 'Instructional Resource'. The author and owner are listed as 'ODELL EDUCATION'. A 'Add to Favorites' button is visible. The resource content is displayed in a viewer window showing a document titled 'HOW TO USE THESE MATERIALS'. The document text explains that the unit is in a compressed file format and lists three folders: 'UNIT PLAN AND TEXTS', 'TEXTS', and 'IMAGES'. The 'UNIT PLAN AND TEXTS' folder contains 'Unit Plan', 'Models', and 'Texts'. The 'TEXTS' folder contains text formatted with spacing and margins for teacher and student annotation. At the bottom of the viewer, there are buttons for 'View All Materials', the filename '31_1_HOW TO USE THESE MATERIALS.pdf', and 'Download'. Below the viewer, a navigation bar includes buttons for 'About This Resource', 'Collaboration', 'Reviews', 'Share', 'Related Resources' (highlighted with a red box), and 'Flag'. A large red arrow on the left side of the page points downwards towards the 'Related Resources' button.

Similar Resources

Navigation tabs: About This Resource, Collaboration, Reviews, Share, **Related Resources**, Flag

Related Resources

Related resources are displayed below based on their relationship to this resource. Factors used to identify related resources include similar subjects, grade levels and attributes of a formative assessment process. Resources that have better reviews or more views are displayed first.

Using Learning Progressions for Self-Assessment



In this small group lesson, the teacher uses a learning progression to support students with self-assessment and writing about theme. This

Subjects:
Twelfth Grade, Not Grade Specific
Media Types:
Video, Audio

Quality Review Rubric



This is a rubric that can be used by teachers during PLC's to help design units and lessons. The rubric gives specific criteria to follow

Subjects:
ELA - Reading Literature, ELA - Reading
Twelfth Grade
Media Types:
Document

Accountable Talk: Fostering Discourse Through Partner and Group Discussions



The resource includes an Accountable Talk-Sourcebook: For Classroom Conversation that Works, a handout containing the Features of

Subjects:

Navigation: Left arrow, Right arrow, Three dots

Topics

- How do I view resource materials?
- What information will I find in the About This Resource tab?
- How do I write a review for a resource and rate it?
- How do I share a resource?
- How do I locate similar resources in the Digital Library?
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Flags

Smarter Balanced Assessment Consortium Digital Library

Lindsey Notifications Feedback Favorites (0) Help

Digital Library Resources Forums

Hide Categories

Subjects Resource Type Smarter Balanced Keywords
Grades Intended End Users Geographic Settings
Attributes of the Formative Assessment Process Intended Student Populations Common Core State Standards
Media Types Educational Use

526 Resources: Sort by: Newest List View

Seriously...? A Look at Satire in a Hawai'i Context

The resource is a combination of close-reading (literary analysis) as well as critical thinking via writing prompts. The resource also uses...

Subjects: ELA - Reading Informational Text, ELA - Writing

Fist to Five: A Quick Formative Assessment Strategy

Students choose in the video 0, 3 or 5 fingers to represent their answer for the teacher. This strategy can be used after any lesson to...

Subjects: Not Subject Specific
Grades: Not Grade Specific

Reading Closely for Textual Details Unit- Church and State

This unit develops students' abilities to read closely for textual details and compare authors' perspectives as defined by the CCSS ELA...

Subjects: ELA - Reading Informational Text, ELA - Writing, ELA - Speaking & Listening

Balanced Equations Activity

This resource is an activity that can be used to reinforce the understanding of the equal sign, 1.OA.7. In this activity students work...

Subjects: Math - Content - Operations & Algebraic Thinking

Flags

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the navigation bar includes the Smarter Balanced Assessment Consortium logo, the 'Digital Library' title, and user options for 'Lindsey', 'Notifications' (with a red badge showing '1'), 'Feedback', 'Favorites (4)', and 'Help'. Below this, there are tabs for 'Digital Library Resources' and 'Forums', and a search bar on the right.

The main content area features a 'Back' button and a resource title: 'Reading Closely For Textual Details Unit- Church And State'. Below the title, it is identified as an 'Instructional Resource' with an 'Add to Favorites' button. The author and owner are listed as 'ODELL EDUCATION'. A viewer interface shows a document titled 'HOW TO USE THESE MATERIALS' with a '1/1' page indicator and navigation controls. The document content includes a heading 'HOW TO USE THESE MATERIALS' and a paragraph: 'This unit is in the format of a **Compressed File**. Files are organized so you can easily browse through the materials and find everything you need to print or e-mail for each day. The materials are organized into three folders:'. Below this, a diagram shows a folder named 'UNIT PLAN AND TEXTS' containing 'Unit Plan', 'Models', and 'Texts'. An arrow points to a text box stating: 'TEXTS are formatted with spacing and margins to support *teacher and student annotation*. Students should be encouraged to mark up their texts'. At the bottom of the viewer, there are buttons for 'View All Materials', the filename '31_1_HOW TO USE THESE MATERIALS.pdf', and 'Download'.

At the bottom of the page, a navigation bar contains buttons for 'About This Resource', 'Collaboration', 'Reviews', 'Share', 'Related Resources', and 'Flag'. The 'Flag' button is highlighted with a red rectangular box. A large red arrow on the left side of the page points downwards.

Flags

The screenshot shows a web interface with a top navigation bar containing the following tabs: "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". The "Flag" tab is highlighted with a red rectangular box. Below the navigation bar is a form titled "Flag This Resource". The form contains the question "What issue did you find with this Resource?*" followed by a list of radio button options:

- Outdated
- Inaccurate / misleading
- Unintelligible / not viewable / technology does not function properly
- Accessibility and accommodation issues
- Biased and objectionable or culturally insensitive material (e.g. related to race, culture, religion, political viewpoint, gender, or socioeconomic status)
- Contains personally identifiable information (PII)
- Summary information does not match the resource
- May be in violation of intellectual property rights
- Does not support implementation of Common Core Standards and/or formative assessment process
- Resource is not available free of charge

Below the list of options is a paragraph of text: "Flagged resources and users are reviewed by Smarter Balanced Assessment Consortium moderators to determine whether they violate the Terms of Service. Accounts are penalized for violations and serious or repeated violations can lead to account termination." At the bottom right of the form is a green button with a checkmark icon and the text "Flag Resource". A red arrow points to the first radio button option, "Outdated".

Flags

About This Resource

Collaboration

Reviews

Share

Related Resources

Flag

Flag This Resource

What issue did you find with this Resource?*

Outdated

Details

Character count: 600

- Inaccurate / misleading
- Unintelligible / not viewable / technology does not function properly
- Accessibility and accommodation issues
- Biased and objectionable or culturally insensitive material (e.g. related to race, culture, religion, political viewpoint, gender, or socioeconomic status)
- Contains personally identifiable information (PII)
- Summary information does not match the resource
- May be in violation of intellectual property rights
- Does not support implementation of Common Core Standards and/or formative assessment process
- Resource is not available free of charge

Flagged resources and users are reviewed by Smarter Balanced Assessment Consortium moderators to determine whether they violate the Terms of Service. Accounts are penalized for violations and serious or repeated violations can lead to account termination.



✓ Flag Resource

Flags

The screenshot shows a web interface for flagging a resource. At the top, there are navigation tabs: "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". The "Flag" tab is active, and the page title is "Flag This Resource".

Below the title, there is a form with the heading "What issue did you find with this Resource?*" and a "Details" section with a "Character count: 600". The form contains several radio button options:

- Outdated
- Inaccurate / missing information
- Unintelligible / hard to read
- Accessibility at issue
- Biased and/or contains a cultural viewpoint
- gender, or social class
- Contains personal information
- Summary information does not match the resource
- May be in violation of intellectual property rights
- Does not support implementation of Common Core Standards and/or formative assessment process
- Resource is not available free of charge

A white modal dialog box is centered on the screen with the following text:

You are about to flag this resource

If you proceed the Digital Library moderators will be notified. They will review this resource based on your input, so please be sure any comments you've provided are clear and actionable.

At the bottom of the modal are two buttons: "Cancel" (with a checkmark icon) and "Flag Resource" (in green).

At the bottom right of the page, there is a "Flag Resource" button with a checkmark icon.

At the bottom of the page, there is a disclaimer: "Flagged resources and users are reviewed by Smarter Balanced Assessment Consortium moderators to determine whether they violate the Terms of Service. Accounts are penalized for violations and serious or repeated violations can lead to account termination."