NCAR UCAR | UCARConnect — University Corporation for Atmospheric Research

Collection & Resource Quality Checklist

How to use this checklist:

This checklist is intended to provide guidance to collection developers on recommended criteria for reviewing and selecting resources for inclusion in their collections. It is understood that not all criteria will apply to all resources in a collection. If applicable, these criteria are intended to support quality assessments in resource selection.

The UCARConnect Accessioning Board considers the information in this checklist when judging the appropriateness and fit of collections for UCARConnect. Considerations for accessioning collections are guided by the UCARConnect Collection Blueprint, which articulates priorities for UCARConnect collection development.

1. Collection development and resource selection is a defined process.	YES	NO
a. Are there formal resource selection criteria and a review process for the collection? If yes, please provide a URL here_____ or append a review document to this form.	☐	☐
b. Are resources in the collection within scope as defined by the UCARConnect Collection Policy?	☐	☐
c. Were resources reviewed for accuracy and currency by a qualified specialist/organization in the appropriate field?	☐	☐
d. Is the currency of the material appropriate to the state of the art in UCAR-related content?	☐	☐

2. Resources contain attribution information. Do resources include…	YES	NO
a. …name(s) of the resource creator(s) and/or the sponsoring institution, division, and/or program?	☐	☐
b. …contact information for the resource creator or maintainer?	☐	☐
c. …date of creation and/or the most recent update?	☐	☐

3. Resource rights and use provisions are documented.	YES	NO
a. Is there an ownership and licensing statement for use and creation of derivative works (such as Creative Commons, General Public License, or some other copyright and use statement)?	☐	☐

4. Resources are robust, functional, and accessible.	YES	NO
a. Do resources operate fully, free of conspicuous bugs, defects, and nonworking elements (e.g. nonworking links, graphics that don't display, or applets that don't run)?	☐	☐
b. Do resources work on current versions of multiple Internet browsers such as Internet Explorer, Firefox, Chrome, Safari, and Opera?	☐	☐
c. Are resources freely accessible?	☐	☐
d. Do resources provide an easy-to-print option for text and graphic elements, such as a .pdf or printable version?	☐	☐
e. Are navigation pathways and usability self-evident and intuitive?	☐	☐

5. Resources are free of distracting or off-topic advertising.	YES	NO
a. Are resources free of distracting advertising (especially advertising that is irrelevant, interrupts or interferes with the use of the material, or may be inappropriate for the intended user group)?	☐	☐

6. Reference information is provided.	YES	NO
a. Do resources provide reference lists, such as bibliographies, suggestions for further reading, etc.?	☐	☐
b. If related websites are mentioned, are links functional at the time of review?	☐	☐
c. Is the language used appropriate to the intended audience (e.g. technical terms explained)?	☐	☐

7. Educational information is provided or apparent to support teacher planning and instruction. Where applicable, do resources document…	YES	NO
a. …their alignment with educational standards (state and/or national)?	☐	☐
b. …appropriate age level or educational level for the audience?	☐	☐
c. …prerequisite skills and concepts necessary to understand the resource?	☐	☐
d. … learning objectives?	☐	☐
e. …commonly observed mistakes or misconceptions?	☐	☐
f. …notes on instructional strategies?	☐	☐
g. …required materials?	☐	☐
h. …safety requirements?	☐	☐
i. …time requirements?	☐	☐

8. Resources are easy to use for educators and learners.	YES	NO
a. Is preparation time and effort appropriate relative to the educational potential of the material?	☐	☐
b. Are resources usable by the intended audience?	☐	☐
c. Can resources be adapted for educators' and learners' interests, abilities, and needs (such as teacher-editable versions of student handouts, several levels of difficulty or complexity in student activities, or links to maps or local datasets for use in different locations)?	☐	☐

9. Resources support effective engagement and learning progression. Where applicable, do resources…	YES	NO
a. …engage learners and create curiosity about the topic or material?	☐	☐
b. …provide a vehicle for asking questions or seeking further information?	☐	☐
c. …incorporate instructional strategies to build mastery of learning objectives?	☐	☐
d. …utilize the concept of scaffolding for a high level of performance (e.g. providing learners with a big-picture view of what is expected of them and how they will be scored, teaching concepts and skills in the most effective sequence, checking for learner understanding of concepts, etc.)?	☐	☐
e. …have a level of difficulty appropriate for the stated target audience?	☐	☐
f. …include assessment options for teachers, such as an answer key or rubric?	☐	☐
g. …gather feedback from educators & learners who have used the material? If so, is it available?	☐	☐

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10. Resources provide technical specifications.	YES	NO
a. Do resources specify the hardware required to use the material?	☐	☐
b. Do resources specify the necessary software (and give links to the software providers)?	☐	☐
c. Is there disclosure of any known hardware or software incompatibilities?	☐	☐
d. Is an appropriate user's guide accessible?	☐	☐
e. Are the file sizes of downloadable material or large viewable files indicated?	☐	☐

11. When applicable, resources document data and model/simulation information.	YES	NO
a. Do resources state when, where, and how data was collected (observed, remotely sensed, derived, etc.)?	☐	☐
b. Is there information about the instrumentation used to collect data?	☐	☐
c. Are there links to sources of the original data and tools to access it?	☐	☐
d. If resources incorporate a specific model or simulation, do they reference its name?	☐	☐
e. Is the model or simulation described as to how it works and what assumptions were made?	☐	☐

12. Metadata describes resources sufficiently to support discovery and selection by both human and programmatic means.	YES	NO
b. Do metadata records for individual resources comply with UCARConnect standards?	☐	☐
c. Has the UCARConnect Metadata Quality Checklist been completed and submitted for review?	☐	☐

This material was adapted from the National Science Digital Library and developed at UCAR.