

Collection & Resource Quality Checklist

January 1, 2012

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 NSDL Accessioning Board (NAB) considers the information in this checklist when judging the appropriateness and fit of collections for the NSDL. Considerations for accessioning collections are guided by the NSDL Collection Blueprint, which articulates priorities for NSDL 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.	<input type="checkbox"/>	<input type="checkbox"/>
b. Are resources in the collection within scope as defined by the NSDL Collection Policy?	<input type="checkbox"/>	<input type="checkbox"/>
c. Were resources reviewed for accuracy and currency by a qualified specialist/organization in the appropriate field?	<input type="checkbox"/>	<input type="checkbox"/>
d. Is the currency of the material appropriate to the state of the art of the field?	<input type="checkbox"/>	<input type="checkbox"/>

2. Resources contain attribution information. Do resources include...	YES	NO
a. ...name(s) of the resource creator(s) and/or the sponsoring institution?	<input type="checkbox"/>	<input type="checkbox"/>
b. ...contact information for the resource creator or maintainer?	<input type="checkbox"/>	<input type="checkbox"/>
c. ...date of creation and/or the most recent update?	<input type="checkbox"/>	<input type="checkbox"/>

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)?	<input type="checkbox"/>	<input type="checkbox"/>

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)?	<input type="checkbox"/>	<input type="checkbox"/>
b. Do resources work on current versions of multiple Internet browsers such as Internet Explorer, Firefox, Chrome, Safari, and Opera?	<input type="checkbox"/>	<input type="checkbox"/>
c. Are resources freely accessible?	<input type="checkbox"/>	<input type="checkbox"/>
d. Do resources provide an easy-to-print option for text and graphic elements, such as a .pdf or printable version?	<input type="checkbox"/>	<input type="checkbox"/>
e. Are navigation pathways and usability self-evident and intuitive?	<input type="checkbox"/>	<input type="checkbox"/>

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)?	<input type="checkbox"/>	<input type="checkbox"/>

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

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)?	<input type="checkbox"/>	<input type="checkbox"/>
b. ...appropriate age level or educational level for the audience?	<input type="checkbox"/>	<input type="checkbox"/>
c. ...prerequisite skills and concepts necessary to understand the resource?	<input type="checkbox"/>	<input type="checkbox"/>
d. ... learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>
e. ...commonly observed mistakes or misconceptions?	<input type="checkbox"/>	<input type="checkbox"/>
f. ...notes on instructional strategies?	<input type="checkbox"/>	<input type="checkbox"/>
g. ...required materials?	<input type="checkbox"/>	<input type="checkbox"/>
h. ...safety requirements?	<input type="checkbox"/>	<input type="checkbox"/>
i. ...time requirements?	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
b. Are resources usable by the intended audience?	<input type="checkbox"/>	<input type="checkbox"/>
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)?	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/>	<input type="checkbox"/>
b. ...provide a vehicle for asking questions or seeking further information?	<input type="checkbox"/>	<input type="checkbox"/>
c. ...incorporate instructional strategies to build mastery of learning objectives?	<input type="checkbox"/>	<input type="checkbox"/>
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.)?	<input type="checkbox"/>	<input type="checkbox"/>
e. ...have a level of difficulty appropriate for the stated target audience?	<input type="checkbox"/>	<input type="checkbox"/>
f. ...include assessment options for teachers, such as an answer key or rubric?	<input type="checkbox"/>	<input type="checkbox"/>
g. ...gather feedback from educators & learners who have used the material? If so, is it available?	<input type="checkbox"/>	<input type="checkbox"/>

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

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.)?	<input type="checkbox"/>	<input type="checkbox"/>
b. Is there information about the instrumentation used to collect data?	<input type="checkbox"/>	<input type="checkbox"/>
c. Are there links to sources of the original data and tools to access it?	<input type="checkbox"/>	<input type="checkbox"/>
d. If resources incorporate a specific model or simulation, do they reference its name?	<input type="checkbox"/>	<input type="checkbox"/>
e. Is the model or simulation described as to how it works and what assumptions were made?	<input type="checkbox"/>	<input type="checkbox"/>

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 NSDL standards?	<input type="checkbox"/>	<input type="checkbox"/>
c. Has the NSDL Metadata Quality Checklist been completed and submitted for review?	<input type="checkbox"/>	<input type="checkbox"/>