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| **Criteria Consideration for Reviewing a Non-Fiction Reference Resource for School Use** **Resource Title: Author: Publishing Details:**  **ISBN:** | | | |
| **Evaluation Criteria** | **Not at all/slightly** (factors evaluated in the text indicates that…) | **Moderately** (factors evaluated in the text indicates that…) | **Extensively** (factors evaluated in the text indicates that…) |
| **Accuracy,**  **Authority, & Objectivity (Bias)** | Information is out-dated, misleading, &/or erroneous. Reviews for item not found.  Writer(s) unknown, and/or not an authority on the subject. Publisher unknown.  Written from narrow point of view; does not present information from different perspectives. | Information presented is accurate and current.  Reviews on item found and are favourable.  Contributors are established in field of study, and publisher is well known.  Information presented is age appropriate and culturally sensitive. | Information presented is current, accurate, and purposeful and supports the topic of the item.  Reviews indicate item is useful and well written.  Contributors are experts in the field of study and well known. Reputable publisher.  Information is written & presented with an objective point of view, is age-appropriate in style, is culturally sensitive, and uses language that is accessible for students. |
| **Currency** | Item is 5 years or older.  Updated editions do not exist, or updates are done infrequently (< 5 years). | Item is 4 years or less.  Updated editions exist but done within a large space of time (5+ years). | Item is current, publishing date of 3 years or less.  Updated editions exist with updates every 5 years or less. |
| **Format & Instructional, Technical Design** | Item is not user friendly.  Layout of graphics and/or text are cluttered &/or outdated.  Text features such as headings, sub-headings, captions, & key words either do not exist or are not clearly delineated from body of text. | Item is visually informative with some use of graphics with text.  Graphics are up to date.  Text features are present and separated from main body of text. | The visual presentation and layout of the item is clear & effective for meaning making.  This includes effective use of font size, spacing of text, white space, headings, captions, and relevant graphics.  The presentation of information is clearly organized, logical, and consistent. |
| **Accessibility** | Item is not accessible for students with impairments or learning challenges.  Editions in other languages not available. | Item offers a format for students with impairments at additional cost.  Editions in more than one language available. | Item provides formats in print and digital for students of all disabilities and learning challenges to access.  Editions available in several languages. |
| **Indexing, Glossary, & Additional**  **Information** | Index and/or glossary is sparse or missing.  Little, irrelevant, or no backmatter. | Index is present with correct cross-referencing to pages in text.  Item includes a glossary of key terms.  Little backmatter including references &/or additional sources of information on topic. | Item includes detailed index with accurate cross-referencing.  Item includes detailed glossary of key terms.  Back matter includes references, external links that are current, additional, age-appropriate outside sources of information that extend the learning of the topic. |
| **Scope / Content** | Item is not written from a Canadian or BC Perspective.  Content does not consider current issues in the field.  Scope of content is not age appropriate. | Item includes some Canadian content or perspective.  Item includes some current issues in the field.  Scope of content is age appropriate. | Item is, or includes Canadian, BC, &/or Indigenous content or perspectives.  Content includes current issues in the field.  Scope and depth of content is appropriate for the intended audience and is consistent with the BC Curricular or Core Competencies. |
| **BC Curriculum & Core Competencies** | Item does not support any curricular or core competencies. | Item meets one curricular or core competency. | Item is extensive in meeting both curricular & core competencies in one or more areas. |
| **Cost** | Cost of item exceeds relationship value – student need, relevancy, cost per student ratio. | Cost of item moderately meets the relationship value – student need, relevancy, cost per student ratio. | Cost of item is acceptable and extensively meets the relationship value – student need, relevancy, cost per student ratio. |