

Reference Section: Evaluation Criteria for Geography Encyclopedias			
Criteria for Selection	Unsatisfactory: Does Not Meet Requirements	Accomplished: Meets Requirements	Exemplary: Exceeds Requirements
Curriculum FIT (Evaluating, Selecting, 2008, p.36)	<p>Resource inadequately supports the pedagogy, philosophy and core competencies of the BC Curriculum.</p> <p>Resource insufficiently relates to a curricular area currently taught.</p>	<p>Resource sufficiently supports the pedagogy, and core competencies of the BC Curriculum.</p> <p>Resource moderately supports the philosophy and goals of the BC Curriculum</p> <p>Resource adequately supports some curricular areas and/or grade levels</p> <p>May support courses within the International Baccalaureate Middle Years Programme.</p>	<p>Resource extensively supports the pedagogy, and core competencies of the BC Curriculum and International Baccalaureate Middle Years Programme.</p> <p>Resource extensively supports the philosophy and goals of the BC Curriculum and International Baccalaureate Middle Years Programme.</p> <p>Resource widely supports many curricular areas and/or grade levels.</p>
Content & Scope (Riedling, 2019, p. 23)	<p>Subject area does not match the statement of purpose or a statement of purpose is missing/unclear.</p> <p>Subject area is unfocused and there are many omissions of the subject area.</p> <p>Does not have an intended audience or does not meet the intended audience specified.</p>	<p>Purpose of content supports resource topic.</p> <p>Subject area is focused and matches the statement of purpose.</p> <p>Omissions of the subject area, if any should be minor.</p> <p>Matches intended audience.</p> <p>Canadian Perspective (Evaluating, Selecting, 2008, p.36)</p>	<p>Purpose of content extensively support resource topic.</p> <p>Subject area is focused and matches the statement of purpose.</p> <p>No key omissions of the subject area.</p> <p>Matches intended audience and has potential to reach beyond intended audience.</p> <p>Canadian Perspective (Evaluating, Selecting, 2008, p.36)</p>
Format/Technical Design (Riedling, 2019, p. 67)	<p>Resource is often not user friendly or confusing and/or the layout of content is dysfunctional.</p> <p>Illustrations, headings, navigation links etc. are unclear and/or not suitable for the intended audience.</p> <p>Maps with or without scales.</p>	<p>Resource is mostly user friendly and the layout of content is functional.</p> <p>For the most part illustrations, headings, navigation links etc. are clear for the intended audience.</p> <p>Effective maps with identified scales.</p>	<p>Resource is user friendly and the layout of content is functional.</p> <p>Clarity for the intended audience: illustrations, headings, navigation links etc.</p> <p>Effective maps with identified scales.</p>
Currency (Riedling, 2019, p. 68)	<p>Resource is older than 3 years.</p> <p>If an online edition, it is not updated or does not update yearly. Update percentage if any is unclear.</p>	<p>Resource is printed and updated within past 3 years.</p> <p>If an online edition, it is updated once a year. 10% of print material is updated yearly.</p>	<p>Resource is current with printing within past year.</p> <p>If an online edition, it is updated at least once a year. More than 10% of print material is updated yearly.</p>
Accuracy/Authority/Objectivity (Riedling, 2019, p. 69)	<p>Contributors unclear. Unknown publishing company.</p> <p>Misleading (outdated information/bias)</p>	<p>Prominent scholarly contributors and/or reputable publishing company and or sponsoring agent.</p>	<p>Prominent scholarly contributors: leaders in field and prominent scholars.</p> <p>Reputable publishing company and or sponsoring agent.</p>
Indexing (Riedling, 2019, p. 68)	<p>Index is sparse or missing.</p>	<p>Index provides a range of information and refers to pages within the volume and other volumes.</p>	<p>Index is detailed with a full range of information and refers to pages within the volume and other volumes.</p>
Relevance/Distinctive (Larson, 2012, p. 54)	<p>Resource is irrelevant and does not meet the needs of the school community.</p> <p>Information can be accessed easily elsewhere. Resource is not unique/distinctive.</p>	<p>Resource meets the needs of the school community.</p> <p>Information within the resource cannot be found "expeditiously elsewhere". (Larson, 2012, p. 54)</p>	<p>Resource goes beyond the needs of the school community.</p> <p>Information within the resource cannot be found "expeditiously elsewhere". (Larson, 2012, p. 54)</p>
Accessibility/ Diverse (Riedling, 2019, p. 24)	<p>Lacks cultural perspectives.</p> <p>One language format.</p>	<p>Offers some different cultural perspectives</p> <p>May offer multiple language format – English/French.</p>	<p>Offers different cultural perspectives.</p> <p>Offers multiple language formats.</p> <p>Variety of reading levels to support a wide range of reading levels.</p>

Figure 3 –Evaluation of *The Encyclopedia of World Geography, 2nd Edition* (2002).