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)	Resource inadequately supports the pedagogy, philosophy and core competencies of the BC Curriculum. Resource insufficiently relates to a curricular area currently taught.	Resource sufficiently supports the pedagogy, and core competencies of the BC Curriculum. Resource moderately supports the philosophy and goals of the BC Curriculum Resource adequately supports some curricular areas and/or grade levels May support courses within the International Baccalaureate Middle Years Programme.	Resource extensively supports the pedagogy, and core competencies of the BC Curriculum and International Baccalaureate Middle Years Programme. Resource extensively supports the philosophy and goals of the BC Curriculum and International Baccalaureate Middle Years Programme. Resource widely supports many curricular areas and/or grade levels.
Content & Scope (Riedling, 2019, p. 23)	Subject area does not match the statement of purpose or a statement of purpose is missing/unclear. Subject area is unfocused and there are many omissions of the subject area. Does not have an intended audience or does not meet the intended audience specified.	Purpose of content supports resource topic. Subject area is focused and matches the statement of purpose. Omissions of the subject area, if any should be minor. Matches intended audience. **Canadian Perspective (**Evaluating, Selecting, 2008, p.**36)**	Purpose of content extensively support resource topic. Subject area is focused and matches the statement of purpose. No key omissions of the subject area. Matches intended audience and has potential to reach beyond intended audience. Canadian Perspective (Evaluating, Selecting, 2008, p. 36)
Format/Technical Design (Riedling, 2019, p. 67)	Resource is often not user friendly or confusing and/or the layout of content is dysfunctional. Illustrations, headings, navigation links etc. are unclear and/or not suitable for the intended audience. Maps with or without scales.	Resource is mostly user friendly and the layout of content is functional. For the most part illustrations, headings, navigation links etc. are clear for the intended audience. Effective maps with identified scales.	Resource is user friendly and the layout of content is functional. Clarity for the intended audience: illustrations, headings, navigation links etc. Effective maps with identified scales.
Currency (Riedling, 2019, p. 68)	Resource is older than 3* years. If an online edition, it is not updated or does not update yearly. Update percentage if any is unclear.	Resource is printed and updated within past 3 years. If an online edition, it is updated once a year. 10% of print material is updated yearly.	Resource is current with printing within past year. If an online edition, it is updated at least once a year. More than 10% of print material is updated yearly.
Accuracy/Authority/Objectivity (Riedling, 2019, p. 69)	Contributors unclear. Unknown publishing company. Misleading (outdated information/bias)	Prominent scholarly contributors and/or reputable publishing company and or sponsoring agent.	Prominent scholarly contributors: leaders in field and prominent scholars. Reputable publishing company and or sponsoring agent.
Indexing (Riedling, 2019, p. 68)	Index is sparse or missing.	Index provides a range of information and refers to pages within the volume and other volumes.	Index is detailed with a full range of information and refers to pages within the volume and other volumes.
Relevance/Distinctive (Larson, 2012, p. 54)	Resource is irrelevant and does not meet the needs of the school community. Information can be accessed easily elsewhere. Resource is not unique/distinctive.	Resource meets the needs of the school community. Information within the resource cannot be found "expeditiously elsewhere". (Larson, 2012, p. 54)	Resource goes beyond the needs of the school community. Information within the resource cannot be found "expeditiously elsewhere". (Larson, 2012, p. 54)
Accessibility/ Diverse (Riedling, 2019, p. 24)	Lacks cultural perspectives. One language format.	Offers some different cultural perspectives May offer multiple language format – English/French.	Offers different cultural perspectives. Offers multiple language formats. Variety of reading levels to support a wide range of reading levels.
Cost	Price exceeds relationship value and student need	Potentially acceptable cost for budget – majority of criteria can justify purchase. Percentage of budget for resource is balanced.	Acceptable cost for budget – majority of criteria can justify purchase. Price correlates with student need and balances with "anticipated frequency and length of use." (Riedling, 2019, p. 25)

Figure 2 – Rubric: Evaluation Criteria for Geography Encyclopedias.
*Encyclopedias 10/X/MUSTIE & Dewey Class 910 – 3/2/MUSTIE (Larson 62,76)