

RESOURCE TITLE & CREATOR(S):

RECOMMENDED: Y / N

Mark the appropriate box using the scale (leave blank if not applicable):		*** Exceeds Criteria	** Meets Criteria	* Does Not Meet Criteria
WHO CREATED THIS RESOURCE?	THE EXPERIENCE, EDUCATION AND/OR COMMUNITY AFFILIATION OF THE CREATORS GIVES THEM SUFFICIENT AUTHORITY.			
	THE PRINT / WEB PUBLISHER (THE ENTITY MAKING THE RESOURCE ACCESSIBLE TO THE PUBLIC) HAS A SOUND REPUTATION.			
WHY WAS THIS RESOURCE CREATED?	THE INTENDED PURPOSE OF THE RESOURCE IS FULFILLED AND THE DEPTH OF COVERAGE IS APPROPRIATE.			
	THE CONTENT IS CURRENT AND SUPPORTS THE CONCEPT BASED (BIG IDEAS), COMPETENCY DRIVEN BC CURRICULUM DESIGN.			
WHAT ARE THE MESSAGES WITHIN THIS RESOURCE?	THE FACTS PRESENTED AND SOURCES USED ARE RELIABLE; THE COVERAGE OF VARIOUS SUBJECTS IS APPROPRIATELY BALANCED.			
	THE RESOURCE AVOIDS OBVIOUS OR SUBTLE PREJUDICE AND STEREOTYPES (NON-FICTION ONLY).			
	REFERENCES IN THE RESOURCE RESPECT HUMAN RIGHTS AND THE DIVERSITY OF CANADIAN SOCIETY. (SEE BACK OF PAGE)			
HOW IS THE RESOURCE DESIGNED?	THE RESOURCE IS WELL-ORGANIZED, EASY TO NAVIGATE AND READABLE.			
	CONCEPTS ARE CLEARLY INTRODUCED AND DEVELOPED.			
	MULTIMODAL COMPONENTS (VISUALS, CHARTS, AUDIO, ANIMATION, ETC.) ARE CLEAR, EFFECTIVE AND APPROPRIATELY PLACED.			
	ANY PHYSICAL MATERIALS ARE OF QUALITY AND STURDY (BINDING, PAPER, ETC.).			
IS THIS RESOURCE A GOOD FIT FOR OUR CONTEXT?	THE RESOURCE'S UNIQUE CONTRIBUTION, POTENTIAL LIFESPAN AND COST MAKE IT A VALUABLE ADDITION.			
	THE CONTENT IS RELEVANT, SUITABLE FOR THE DISTRICT'S LEARNING COMMUNITY AND DEALS WITH REAL WORLD EXPERIENCES.			

The following resources were used to create this rubric: ERAC. (2008). *Evaluating, selecting and acquiring learning resources: a guide.*; FNEESC. (2016). Appendix 1 evaluation form. In *Authentic First Peoples resources.*; Riedling, A., Shake, L., & Houston, C. (2013). *Reference skills for the school librarian: tools and tips* (3rd ed.).

Social Considerations: Please explain if a portrayal within the resource requires a CAUTION.

<p>Evaluate whether or not portrayals of First Peoples:</p> <ul style="list-style-type: none"> ➤ are consistent with First Peoples' values and attitudes (cultural portrayals); ➤ recognize First Peoples as integral and contributing participants of contemporary society; ➤ recognize diversity among First Peoples - distinct societies, communities, ways of life, languages; ➤ recognize First Peoples as enduring, not vanishing or assimilated; ➤ provide a valid description of individual First Peoples' lives, past or present. (FNESC, 2016)
First Peoples
<p>Evaluate whether or not portrayals of social considerations:</p> <ul style="list-style-type: none"> ➤ are realistic and accurate; ➤ are equitable, inclusive, and respectful / emphasize ability and contribution; ➤ provide opportunities to develop critical and creative thinking, positive personal and cultural identity, personal awareness and responsibility, social responsibility and communication competencies; ➤ have a clear purpose, support instruction & are age appropriate; ➤ reflect the complexity of British Columbian / Canadian society;
Ability / Disability
Age
Sexual Orientation / Gender Identity
Gender Roles
Multiculturalism
Belief Systems
Socio-economic
Violence
Language and/or Humour
Ethical / Legal
Safety (<i>Impact on student emotional and physical safety is considered. e.g. potential triggers and modeling</i>)

For more information on evaluating social considerations, refer to pages 36-41 in Educational Resource Acquisition Consortium. (2008). *Evaluating, selecting and acquiring learning resources: a guide*.