



Title of Resource: _____

Evaluator: _____

Evaluator: _____

SECTION 1. CURRICULUM FIT

0= Not at all 2= Moderately
1= Slightly 3= Extensively

To what degree:

CF-1: does the resource support the philosophy, pedagogy, Rationale and goals of this BC curriculum? (Refer to the 'Introduction', 'Prescribed Learning Outcomes' and/or 'Achievement Indicators' sections of the Integrated Resource Package.) Consider:

- CF-1.1. does the resource support the rationale and goals of this BC curriculum?
- CF-1.2. is the resource consistent with the pedagogy suggested in this BC curriculum?
- CF-1.3. does the resource support active learning?
- CF-1.4. does the resource support a variety of learning styles?
- CF-1.5. does the resource support group interaction and independent learning?
- CF-1.6. does the resource support the development of critical thinking skills?
- CF-1.7. does the resource support the development of communication skills?
- CF-1.8. does the resource encourage and promote creativity?

	0	1	2	3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

References

CF-2: does the resource address the Prescribed Learning Outcomes of this BC curriculum?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Summary

0= Not at all 2= Moderately
1= Slightly 3= Extensively

Having considered the above questions, to what degree does the resource support these aspects of this BC curriculum?

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the resource does not support the BC curriculum, please explain why, with specific references and examples.

Additional comments, if applicable. _____

SECTION 3. INSTRUCTIONAL DESIGN

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

ID-1: does the resource support instruction and assessment?

Consider:

- ID-1.1. are instructional goals and purpose clearly stated?
- ID-1.2. are learner objectives clearly stated?
- ID-1.3. are the concepts clearly introduced?
- ID-1.4. are the concepts clearly developed?
- ID-1.5. are the concepts clearly summarized?
- ID-1.6. are pre-teaching activities provided?
- ID-1.7. are follow-up activities provided?
- ID-1.8. are assessment opportunities provided, consistent with the Prescribed Learning Outcomes and Achievement Indicators?
- ID-1.9. are technical terms consistently explained/ introduced?

ID-2: is the resource suitable for a wide range of learning and teaching styles?

ID-3: does the resource reflect a logical and consistent approach to the Prescribed Learning Outcomes and Achievement Indicators? Consider:

- ID-3.1. is the resource well organized, sequenced and structured?
- ID-3.3. do the activities meet the intended goals and purpose?

ID-4: do the ancillary materials contribute to the overall effectiveness of the resource?

	0	1	2	3	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

References

Summary

0= Not at all 2= Moderately
 1= Slightly 3= Extensively

0 1 2 3

Having considered the above questions, to what degree would the instructional design support student learning?

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the instructional design is an obstacle to student learning, please explain why, with specific references and examples.

Additional comments, if applicable. _____

SECTION 4. TECHNICAL DESIGN

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 N/A= Not Applicable

To what degree:

TD-1. does the visual presentation and layout support student learning? Consider:

TD-1.1: are the illustrations clear, effective and appropriately placed to support the text?

TD-1.2: is the visual design interesting and engaging?

TD-1.3: is the presentation logical, consistent and well-organized?

TD-1.4: are the font and type face appropriate for the intended audience?

TD-2. if there are various components to the resource, are these components organized in a clear, logical, user-friendly manner?

	0	1	2	3	N/A
TD-1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TD-1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TD-1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TD-1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TD-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

References

<p>Summary</p>	<p>0= Not at all 2= Moderately 1= Slightly 3= Extensively</p>
<p>Having considered the above questions, to what degree would the technical design support student learning?</p>	<p>0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.</p>	
<p>If the technical design is an obstacle to student learning, please explain why, with specific references and examples.</p>	
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<p>Additional comments, if applicable. _____</p> <hr/> <hr/>	

SECTION 5. SOCIAL CONSIDERATIONS

Social Considerations Criteria = Criteria that evaluators must consider when evaluating and shortlisting resources for student and teacher use to ensure that all references, including visuals, promote respect for and understanding of the diversity of Canadian society, and respects rights protected under the **Human Rights Code, RSBC 1996, C.210**

Evaluators must refer to the Guidelines - Social Considerations document for detailed descriptions of each general and specific criterion.

Evaluation ratings: The following evaluation ratings will be used for Social Considerations criteria:

A = **Acceptable**

U = **Unacceptable**

N/A = **Not Applicable** (Used for criteria that are not relevant for a specific context or curriculum)

C = **Consideration Required** (Used to indicate that teachers should consider use of other resources or teaching strategies to address a specific social consideration identified in this resource.)

O = **Omission** (Used to identify an omission related to the specific criterion. If the resource is Acceptable, teachers should consider use of other resources or teaching strategies to address this deficiency in this resource.)

- For each of the following statements, you **must** check either **A**, **U** or **N/A**, whichever best reflects your overall judgment of the resource. In addition, you **may** check a criterion with **C** and/or **O**.
- For any criteria marked **U** or **C**, specific examples with page numbers must be documented using the space following each item.
- For any criteria marked **O**, the specific omission must be documented using the space following each item.

A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC-1 Age			
			SC-2 Gender Roles			
			SC-3 Aboriginal Peoples			
			SC-4 Multiculturalism			
			SC-5 Gender Identity and Sexual Orientation			
			SC-6 Ability - Disability			
			SC-7 Belief System			

	SC-8 Socio-Economic		
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A	U	N/A	Criteria	Comments/Reasons/ References	C	O
			SC- 9 Violence			
			SC-10 Ethical and Legal			
			SC-11 Humour			
			SC-12 Safety			
			SC-13 Language			

Summary

0= Not at all 2= Moderately
 1= Slightly 3= Extensively
 0 1 2 3

Having considered the above criteria, to what degree would the cumulative social considerations support student learning?

Note: If the resource scores a 0 or 1 on the summary for this section, the resource is rejected. If so, complete comments below, then proceed directly to the last page of this evaluation form.

If the social considerations are an obstacle to student learning, please explain why, with specific references and/or examples.

Additional comments, if applicable. _____
