

## **Appendix A - Selection Criteria [detail]**

### **GENERAL CRITERIA**

These guidelines apply to all format types. It is not necessary for a resource to meet all the requirements.

#### **Relevancy**

- Aligns with curriculum and teacher and student needs
- Is the level of detail appropriate for learners

#### **Appropriateness**

- Content, language, symbols and concepts are at a suitable level for target audience and cognitive level /reading level/learning style
- Mindful of controversial content and/or issues

#### **Authority**

- Qualified and/or experienced author
- Reputable source of information
- Recognised publisher

#### **Accuracy**

- No spelling or grammatical errors
- Accurate presentation of information
- Are opinions/biases, if they exist, acknowledged as such

#### **Currency**

- Up to date

#### **Format & Presentation**

- The most suitable medium to present the subject matter
- Easily accessible
- Sturdy construction
- Attractive presentation

#### **Cost**

- Value for money
- May be used across a number of curriculum areas and levels

### **NON-FICTION PRINT**

#### **Informational quality**

- Clear and functional
- Contains index, table of contents, glossary, bibliography as appropriate
- Clearly defined chapters/sections

#### **Illustration quality**

- Illustrations support or extend the information base of the text

- May include diagrams, maps, graphs, photographs, drawings, paintings, tables
- Labelled/captioned effectively/accurately

### **Bias**

- Avoids stereotypes in text or illustrations
- Avoids biased opinions
- Reflect gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping)
- Relevant to Australian conditions, as appropriate

## **FICTION**

### **Plot**

- Stimulates the readers imagination
- Encourages awareness of issues
- Factual elements are correct

### **Readability**

- Text and print size appropriate to the intended user
- Reading level of the title matches readers experience and capability

### **Curriculum Relevance**

- May be used to support Non-Fiction curriculum learning areas

### **Bias**

- Avoids stereotypes in text or illustrations
- Avoids biased opinions
- Reflect gender equity principles of social justice (includes race, sex, physical and intellectual disability, cultural grouping)
- Relevant to Australian conditions, as appropriate

### **Sensitive Issues**

- Elements of language may be unacceptable to some members of the school community
- Treatment of issues e.g. Sex, violence, death, religion, the supernatural

## **AUDIO-VISUAL**

### **Sound Picture Quality**

- Clarity of sound and images

### **Accompanying Materials**

- Materials appropriate, useful, accessible and relevant

## **WEBSITES / DIGITAL & E-RESOURCES**

### **Relevancy**

- Does the resource meet an existing or anticipated need?
- Does the website suit the learning intention/s of the teacher? Will it enable students to achieve the learning intention/s?
- Does this site extend the learning of students?
- Does the content of the site align with the curriculum?
- Does this website add to the collection overall? Is its content replicated in other resources already on the catalogue?

### **Cognitive level**

- Is the reading level of the site appropriate for the students and easy to understand by the intended audience?
- Is the material developmentally appropriate to the information needs of students?
- Is there provision on the site for extension of students, levels for differentiation and different learning styles?
- Does it support the learning of students with special needs?

### **Authority**

- Does the website clearly state its author? Is there contact information?
- Does it provide information on the author's credentials?
- Is the publisher well established/reputable in the field?

### **Reliability**

- Is the information presented in line with other texts on the same topic?
- Is the website sponsored by a biased source? Is the content free of bias, or can bias be easily detected?
- Are facts and opinions identified and presented impartially?
- Is article hosted on a respected website and/or domain? (.edu, .org, .gov sites preferred)

### **Currency**

- Does the website have a 'last updated' date?
- Was the website updated recently?
- Is the information current, especially in the areas of science and technology and geography?
- Are the tables, charts and other relevant data in the resource recent?
- Is the information and presentation in keeping with current educational practice?

### **Accuracy**

- Is the content accurate?

- Is the text well written without spelling and grammatical errors?
- Does the content reflect the Australian situation or can it be adapted to do so?

### **Appropriateness**

- Are there advertisements or pop-ups on this website? If so, are they inappropriate? (Sites that contain few or no interfering ads or pop-ups should be given preference).
- Are the links on the site to reliable sources? Do the links work?

### **Accessibility & Usability**

- Is the author of the site's content legally entitled to present the content within copyright and fair use guidelines? (Sites that knowingly violate copyright statutes or other laws should not be linked, listed, or recommended).
- Does the page and all associated links and files load quickly and easily, even at different times of the day?
- Are the links to other sites, images, multi media well presented and all working?
- Are all required “plugins” or other helper applications clearly identified?
- Do you need a password to access the site? Is there any trouble logging in?
- Can the site be accessed from home or is it only available at school?

### **Security & Safety**

- Does the site protect the privacy of users? (Requiring users to supply names, email addresses or other personal information is not acceptable except to access limited or restricted portions of the site).

### **Format & Presentation**

- Is the site organised in a logical, easy to use manner?
- Is this website easy to navigate for students at the targeted age level and/or IT skill level?
- Is the site design should be appealing to its intended audience?
- Do the fonts and colours used on the site make it easy to read? (The text should be easy to read, and not cluttered with distracting graphics, fonts, and backgrounds).
- Does the website allow access for all users? (i.e. accessibility options such as named graphics for visually impaired students who may be using text-to-speech options. The site should be Web Content Accessibility Guidelines (WCAG) compliant, as much as possible.

### **Cost**

- Does it need a subscription or site licence? (Preference is given to sites that require no registration or subscription for access).
- Is it easy to renew or cancel subscription?
- Is the cost justified in terms of the potential use and value to the collection?

### **Graphic Materials & Realia/Models**

Graphic resources include charts, posters, pictures, games, maps, models, realia such as puppets, globes etc. Specific selection criteria for Non-Fiction and Fiction print

resources also apply.

- Supports and educational purpose
- Simplifies information and summarises key points
- Durability
- Safe to handle
- Easy to use