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**SAGE'S NEW ENCYCLOPEDIA OF EVALUATION – THE BEST REFERENCE
SOURCE AVAILABLE ON THE TOPIC**

Thousand Oaks, CA, USA (April 5, 2004) – Since ancient times, people have practiced evaluation – the most common form of reasoning – but called it by other names. Today, the formal practice of evaluation has moved from the margins to the center of many organizations and agencies, emerging as both a profession and discipline. Sage Reference's new [Encyclopedia of Evaluation](#) is the first authoritative reference source to chronicle this field's growth and transformation.

Written by an international team of evaluation experts and practitioners, 600+ entries cover the field's issues, including terms, concepts, procedures, techniques, and publications, as well as the major theorists associated with evaluation. Here's just a glance at the entries:

- *American Journal of Evaluation*
- Backward mapping
- Countenance model
- Focus groups
- Hawthorne effect
- Meta analysis
- Photography
- Rand Corporation
- Stakeholder involvement
- Triangulation

Beyond just an encyclopedia, this benchmark resource presents a number of stories about evaluation practice around the world. Integrated into the text in sidebars, they provide a valuable glimpse into the nature of evaluation practice in different circumstances, delineating the common and uncommon issues for evaluators around the world, and pointing to the complexities of importing evaluation from one culture to another.

Ideal for anthropology, ethics, political science, literary criticism, psychology, and systems theory students, this timely reference is also an indispensable tool for evaluation practitioners and theorists. People who simply want to understand the terms and concepts of evaluation relating to everyday life will also find it valuable.

Editor Sandra Mathison is Professor of Education at the University of British Columbia, Canada. She has been conducting evaluations, primarily in educational settings for more than 25 years. She is co-editor with E Wayne Ross of *Defending Public Schools: The Nature and Limits of Standards Based Reform and Assessment*.

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