

A Rubric for Evaluating WebQuests

Name of Evaluator: Shanyon Storey

Name of WebQuest: Georgia's Habitats

Name of WebQuest Author: Kristen Cooper

URL of WebQuest: <http://georgiashabitats.weebly.com/>

WebQuest 1 Of 3	Beginning	Developing	Accomplished	Score
Overall Aesthetics <input type="checkbox"/> Refers to the WebQuest site itself, not to the external resources linked to it.				
Overall visual appeal	<p>0 points</p> <p>There are few or no graphic elements. No variation in layout or typography.</p> <p>Or</p> <p>Color is garish and/or typographic variations are overused & legibility suffers. Background interferes with the readability.</p>	<p>2 points</p> <p>Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p>4 points</p> <p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p> <p>See Fine Points Checklist.</p>	<p>4 Points</p> <p>The template and theme are visually appealing to me as an adult/ teacher. I like the pictures/ graphics and I think that students will find them appealing too.</p> <p>The font style and size are appropriate.</p> <p>The pages have enough white space to keep from looking too crowded.</p> <p>Overall, I think the look is clean and crisp.</p>

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<p>Navigation & Flow</p>	<p>0 points Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</p>	<p>2 points There are a few places where the learner can get lost and not know where to go next.</p>	<p>4 points Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</p>	<p>2 Points The navigation is seamless, but the navigation bar is black so it can confuse students about which page s/he is currently reading.</p>
<p>Mechanical Aspects</p>	<p>0 points There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>1 point There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>2 points No mechanical problems noted. See Fine Points Checklist.</p>	<p>2 points The links worked, no problems</p>

Introduction				
Motivational effectiveness of introduction	<p>0 points</p> <p>The introduction is purely factual, with no appeal to relevance or social importance</p> <p>OR</p> <p>The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.</p>	<p>1 point</p> <p>Introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</p>	<p>2 points</p> <p>Introduction draws the reader into the lesson by relating to the learner's interests or goals and engagingly describes a compelling essential question or problem.</p>	<p>2 points</p> <p>The introduction is appropriate for third graders. Even students who do not like to read will the few sentences on this page.</p>
Cognitive Effectiveness of the Introduction	<p>0 points</p> <p>The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	<p>1 point</p> <p>The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>	<p>2 points</p> <p>The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.</p>	<p>1.5 points</p> <p>The introduction asks questions to activate the students' prior knowledge</p>
Task				
The task is the end result of student efforts... not the steps involved in getting there.				

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<p>Connection of Task to Standards</p>	<p>0 points The task is not related to standards.</p>	<p>2 point The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards</p>	<p>4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>	<p>3 points The essential questions on the task page reference the standards from the welcome page. The EQs anchor the task.</p>
<p>Cognitive Level of the Task</p>	<p>0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>	<p>3 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p>	<p>6 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product. See WebQuest Taskonomy</p>	<p>4.5 points The task is appropriate for all students. It leaves room for students to include interesting facts/ information about each of the five Georgia habitats.</p>

Process □The process is the step-by-step description of how students will accomplish the task.				
Clarity of process	0 points	2 points	4 points	3 points
	Process is not clearly stated. Students would not know exactly what they are supposed to do just from reading this.	Some directions are given, but there is missing information. Students might be confused.	Every step is clearly stated. Most students would know exactly where they were in the process and what to do next.	The steps are clear for students to follow

Scaffolding of Process	0 points	3 points	6 points	4 points
	<p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Checks for understanding are built in to assess whether students are getting it. See:</p> <ul style="list-style-type: none"> • Process Guides • A Taxonomy of Information Patterns • WebQuest Enhancement Tools • Reception, Transformation & Production Sc affolds 	<p>There is an amazing amount of resources on the Teacher page including modifications.</p> <p>Providing the resources for the student is a form of scaffolding and allowing the students to use graphic organizers counts as well.</p>

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Richness of Process	<p>0 points Few steps, no separate roles assigned.</p>	<p>1 points Some separate tasks or roles assigned. More complex activities required.</p>	<p>2 points Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>0 Points The steps appear the same for all students.</p>
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Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video, and other off-line resources can and should be used where appropriate.)

Relevance & Quantity of Resources	<p>0 points Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.</p>	<p>2 point There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.</p>	<p>4 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.</p>	<p>4 points The teacher page is rich with resources that are relevant to completing the WebQuest.</p>
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Quality of resources	<p>0 points</p> <p>Links are mundane. They lead to information that could be found in a classroom encyclopedia.</p>	<p>2 points</p> <p>Some links carry information not ordinarily found in a classroom.</p>	<p>4 points</p> <p>Links make excellent use of the Web's timeliness and colorfulness.</p> <p>Varied resources provide enough meaningful information for students to think deeply.</p>	<p>4 points</p> <p>The links are varied and appropriate</p>
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Evaluation				
Clarity of evaluation criteria	<p>0 points</p> <p>Criteria for success are not described.</p>	<p>3 point</p> <p>Criteria for success are at least partially described.</p>	<p>6 points</p> <p>Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors.</p> <p>The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.</p> <p>See Creating a Rubric.</p>	<p>2.5 Points</p> <p>There is an overall rubric for the project, but it is not detailed for student to distinguish how many points s/he will earn based on the worked completed. It is subjective.</p>
Total Score (Georgia's Habitats: WebQuest 1 of 3)				37.5 /50

A Rubric for Evaluating WebQuests

Name of Evaluator: Shanyon Storey

Name of WebQuest: Constructive And Deconstructive Forces Of The Earth WebQuest

Name of WebQuest Author: Cindy Reeves

URL of WebQuest: <http://earthsciencewebquest.weebly.com/>

WebQuest 2 of 3	Beginning	Developing	Accomplished	Score
Overall Aesthetics <input type="checkbox"/> Refers to the WebQuest site itself, not to the external resources linked to it.				
Overall visual appeal	<p>0 points</p> <p>There are few or no graphic elements. No variation in layout or typography.</p> <p>Or</p> <p>Color is garish and/or typographic variations are overused & legibility suffers. Background interferes with the readability.</p>	<p>2 points</p> <p>Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p>4 points</p> <p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p> <p>See Fine Points Checklist.</p>	<p>4 Points</p> <p>The format, theme and graphics are impressive.</p> <p>It is visually appealing and inviting.</p> <p>Over all, it has a professional quality.</p>
Navigation & Flow	<p>0 points</p> <p>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</p>	<p>2 points</p> <p>There are a few places where the learner can get lost and not know where to go next.</p>	<p>4 points</p> <p>Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</p>	<p>3 Points</p> <p>The navigation bar is black, so it is sometimes unclear which page the user is currently on, but it works with the overall appearance and older users may not mind.</p>

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Mechanical Aspects	<p>0 points</p> <p>There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>1 point</p> <p>There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</p>	<p>2 points</p> <p>No mechanical problems noted.</p> <p>See Fine Points Checklist.</p>	<p>2 Points</p> <p>No problems</p>
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Introduction				
Motivational effectiveness of introduction	<p>0 points</p> <p>The introduction is purely factual, with no appeal to relevance or social importance</p> <p>OR</p> <p>The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.</p>	<p>1 point</p> <p>Introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</p>	<p>2 points</p> <p>Introduction draws the reader into the lesson by relating to the learner's interests or goals and engagingly describes a compelling essential question or problem.</p>	<p>2 Points</p> <p>The introduction draws the user in. Using Voki is nice touch.</p>

Cognitive Effectiveness of the Introduction	0 points The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	1 point The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	2 points The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	2 Points The introduction spoken by Voki builds on the learner's prior knowledge and prepares the student for the up coming task.
Task The task is the end result of student efforts... not the steps involved in getting there.				
Connection of Task to Standards	0 points The task is not related to standards.	2 point The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards	4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.	3 Points Although the standards are not listed on the task page, the vocabulary/ key terms clearly align to a science curriculum

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Cognitive Level of the Task	<p>0 points</p> <p>Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>	<p>3 points</p> <p>Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p>	<p>6 points</p> <p>Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product.</p> <p>See WebQuest Taskonomy.</p>	<p>6 Points</p> <p>The tasks are appropriate and engaging. Each part of the process builds on the previous step.</p>
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Process The process is the step-by-step description of how students will accomplish the task.

Clarity of process	<p>0 points</p> <p>Process is not clearly stated. Students would not know exactly what they are supposed to do just from reading this.</p>	<p>2 points</p> <p>Some directions are given, but there is missing information. Students might be confused.</p>	<p>4 points</p> <p>Every step is clearly stated. Most students would know exactly where they were in the process and what to do next.</p>	<p>4 Points</p> <p>The steps are clearly stated for students to understand and follow.</p>
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<p>Scaffolding of Process</p>	<p>0 points</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>3 points</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>6 points</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Checks for understanding are built in to assess whether students are getting it. See:</p> <ul style="list-style-type: none"> • Process Guides • A Taxonomy of Information Patterns • WebQuest Enhancement Tools • Reception, Transformation & Production Sc affolds 	<p>6 Points</p> <p>Scaffolding is embedded in this WebQuest and additional differentiation strategies are found on the Educator Resources Page.</p> <p>Links to resources, and links to visuals to accompany key terms also provide scaffolding</p>
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Richness of Process	<p>0 points Few steps, no separate roles assigned.</p>	<p>1 points Some separate tasks or roles assigned. More complex activities required.</p>	<p>2 points Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>2 Points Choice is embedded within the process steps.</p>
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Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video, and other off-line resources can and should be used where appropriate.)

Relevance & Quantity of Resources	<p>0 points Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.</p>	<p>2 point There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.</p>	<p>4 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.</p>	<p>3 Points The links are appropriate and relevant to the task.</p>
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Quality of resources	0 points Links are mundane. They lead to information that could be found in a classroom encyclopedia.	2 points Some links carry information not ordinarily found in a classroom.	4 points Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.	3 Points The links are varied and appropriate.
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Evaluation				
Clarity of evaluation criteria	0 points	3 point	6 points	5 points
	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. See Creating a Rubric .	The rubrics provide clear guidelines for students.
Total Score (Constructive And Deconstructive Forces Of The Earth WebQuest 2 of 3)				43 /50

A Rubric for Evaluating WebQuests

Name of Evaluator: Shanyon Storey

Name of WebQuest: Native Americans, Can You Walk In Their Shoes?

Name of WebQuest Author: Anthony Fredrick

URL of WebQuest: <http://654068262925471969.weebly.com/>

WebQuest 3 of 3	Beginning	Developing	Accomplished	Score
Overall Aesthetics <input type="checkbox"/> Refers to the WebQuest site itself, not to the external resources linked to it.				
Overall visual appeal	<p>0 points</p> <p>There are few or no graphic elements. No variation in layout or typography.</p> <p>Or</p> <p>Color is garish and/or typographic variations are overused & legibility suffers. Background interferes with the readability.</p>	<p>2 points</p> <p>Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, color, and layout.</p>	<p>4 points</p> <p>Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or color are used well and consistently.</p> <p>See Fine Points Checklist.</p>	<p>2 Points</p> <p>I like the theme for this webquest</p>
Navigation & Flow	<p>0 points</p> <p>Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</p>	<p>2 points</p> <p>There are a few places where the learner can get lost and not know where to go next.</p>	<p>4 points</p> <p>Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</p>	<p>4 Points</p> <p>It is easy for users to know where they are within the pages of this webquest</p>

Storey_Skill1_EvaluatingWebQuests_072614

Mechanical Aspects	0 points There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	1 point There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.	2 points No mechanical problems noted. See Fine Points Checklist .	2 Points No problems
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Introduction

Motivational effectiveness of introduction	0 points The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.	1 point Introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	2 points Introduction draws the reader into the lesson by relating to the learner's interests or goals and engagingly describes a compelling essential question or problem.	1.5 Points I like the fact that the author used his own voice, which should motivate his students, but may not motivate others
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Cognitive Effectiveness of the Introduction	0 points The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	1 point The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	2 points The introduction builds on learner's prior knowledge and effectively prepares the learner by foreshadowing what the lesson is about.	1.5 Points The introductions builds background knowledge for those who may not have any prior knowledge
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Task
The task is the end result of student efforts... not the steps involved in getting there.

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Connection of Task to Standards	<p>0 points The task is not related to standards.</p>	<p>2 point The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards</p>	<p>4 points The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>	<p>2.5 Points The tasks reference the essential question, which is linked to the standard found on the conclusion page</p>
Cognitive Level of the Task	<p>0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.</p>	<p>3 points Task is doable but is limited in its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.</p>	<p>6 points Task is doable and engaging, and elicits thinking that goes beyond rote comprehension. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creative product. See WebQuest Taskonomy.</p>	<p>4 Points The tasks are appropriate and are linked to the standards</p>

Process The process is the step-by-step description of how students will accomplish the task.

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Clarity of process	0 points Process is not clearly stated. Students would not know exactly what they are supposed to do just from reading this.	2 points Some directions are given, but there is missing information. Students might be confused.	4 points Every step is clearly stated. Most students would know exactly where they were in the process and what to do next.	3 Points The process is outlined and supporting links are listed for the students
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<p>Scaffolding of Process</p>	<p>0 points</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>3 points</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>6 points</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.</p> <p>Checks for understanding are built in to assess whether students are getting it. See:</p> <ul style="list-style-type: none"> • Process Guides • A Taxonomy of Information Patterns • WebQuest Enhancement Tools • Reception, Transformation & Production Scaffolds 	<p>3 Points</p> <p>By providing the appropriate links provide scaffolding for students in addition to the list of differentiation students provided on the conclusion page</p>
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Richness of Process	<p>0 points Few steps, no separate roles assigned.</p>	<p>1 points Some separate tasks or roles assigned. More complex activities required.</p>	<p>2 points Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>2 Points The roles are basically the same, but students have some choice built into the task</p>
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Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video, and other off-line resources can and should be used where appropriate.)

Relevance & Quantity of Resources	<p>0 points Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.</p>	<p>2 point There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.</p>	<p>4 points There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.</p>	<p>3 Points The connections between the resources are appropriate and relevant for the students to complete the tasks</p>
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Storey_Skill1_EvaluatingWebQuests_072614

Quality of resources	0 points	2 points	4 points	3 Points
	Links are mundane. They lead to information that could be found in a classroom encyclopedia.	Some links carry information not ordinarily found in a classroom.	Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.	The quality of resources are appropriate and relevant for the students to complete the tasks

Evaluation				
Clarity of evaluation criteria	0 points	3 point	6 points	4.5 Points
	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. See Creating a Rubric .	Rubrics are provided for students that clearly outline the expectations for their tasks
Total Score (Native Americans, Can You Walk In Their Shoes? WebQuest 3 of 3)				36 /50