

A Rubric for Evaluating WebQuests

The WebQuest format can be applied to a variety of teaching situations. If you take advantage of all the possibilities inherent in the format, your students will have a rich and powerful experience. This rubric will help you pinpoint the ways in which your WebQuest isn't doing everything it could do. **If a page seems to fall between categories, feel free to score it with in-between points.**

	Beginning	Developing	Accomplished	Score
Overall Aesthetics (This refers to the WebQuest page itself, not 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 and 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>1 – The main graphics used in this webquest were the “present” dividers and background wallpaper. These graphics are far from the goal of the webquest and do not represent a sense of multiculturalism.</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>1 – The layout of the webquest is detrimental to the navigation and flow of the site due to a use of only 2 web pages. Resources are separated out from their designed</p>

				location, which makes navigation difficult. Broken links add to the poor flow of this webquest.
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>1 – There are some broken links on this webquest. For the most part, spelling and grammar are not a concern. However, it is even further damaging to the goal of the webquest that one of the few multicultural aspects (ie. Feliz Navidad) is misspelled as “Felice Navidad”.</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>The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</p>	<p>2 points</p> <p>The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.</p>	<p>1 – Students may have some interest in researching Christmas, but the topic could be insulting to students who are not Christian. Very dry and fails at an attempt of multiculturalism. While there is some attempt at including other holidays such as Kwanza, there is no historical value to how the holiday came about,</p>
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				whether through Christian design of the holiday or in the Pagan roots of the Winter Solstice.
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 – No reference to prior knowledge, but does state what is expected of the learners. There is little capability in this webquest for researching beyond the Christian holiday of Christmas. Information regarding Kwanza and Hanukkah is included almost as an afterthought.
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.	2 – Standards are referenced for the webquest but not all are clearly related to the activities of the webquest. It is not clearly discernable in which class this webquest has been utilized. Little problem solving is involved. No rubric is found.
Cognitive Level of the Task	0 points Task requires simply	3 points Task is doable but is limited in	6 points Task is doable and engaging,	3 – This task only involves the regurgitation of

	comprehending or retelling of information found on web pages and answering factual questions.	its significance to students' lives. The task requires analysis of information and/or putting together information from several sources.	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 .	information from other sites. There is no departure from the re-telling and compilation of information from other sources. Little significance to students' lives due to poorness of task and webquest, as stated under the Motivational Effectiveness of Introduction.
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Process (The process is the step-by-step description of how students will accomplish the task.)

Clarity of Process	0 points Process is not clearly stated. Students would not know exactly what they were 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 are at each step of the process and know what to do next.	2 – While many instructions are given, the disjointed nature of this webquest and lack of clarity will be confusing to students. No instruction is given in regard to the writing process. Student ability to complete this webquest would be affected by cognitive level, which is not discernible from the information provided.
Scaffolding of Process	0 points The process lacks strategies and	3 points Strategies and organizational tools embedded	6 points The process provides students coming	2 – The requirements for the article lack specifics that students are to

	<p>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>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>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 • Language Arts Standards and Technology • WebQuest Enhancement Tools • Reception, Transformation & Production Scaffolds 	<p>write about. The instructions for writing the article precede the questions to think about. The focus is on basic knowledge as stated in the instructions, but then students are asked to speculate why holidays are celebrated differently elsewhere.</p>
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<p>Richness of Process</p>	<p>0 points</p> <p>Few steps, no separate roles assigned.</p>	<p>1 points</p> <p>Some separate tasks or roles assigned. More complex activities required.</p>	<p>2 points</p> <p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p>	<p>1 – While the four tasks are clearly identified, they don't provide an equal division of the workload. While the editor and writer would have quite a lot of work to do, the graphic artist and food editor/ cartographer could be done with their jobs in 10 minutes or less. Different roles are assigned but I do not believe that these separate tasks ensure learning.</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.)

<p>Relevance & Quantity of Resources</p>	<p>0 points</p> <p>Resources provided are not sufficient for students to accomplish the task.</p> <p>OR</p> <p>There are too many resources for learners to look at in a reasonable time.</p>	<p>2 point</p> <p>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</p> <p>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>2 – Resources are provided but many do not add any new information. There is a lot of information about Christmas and a lack of information related to Kwanza and Hanukkah. Many of the resources are not sufficient to produce meaningful work beyond what is required of this 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.	2 – Poor use of internet resources for this task. More varied information could produce better quality work. Some webpages were too “busy” in their design, which is a detraction.
Evaluation				
Clarity of Evaluation Criteria	0 points Criteria for success are not described.	3 points Criteria for success are at least partially described.	6 points 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 .	2 – Criteria for success are partially discussed with what the paper to be prepared should include. No examples of successful work are given. No grading rubric provided. Confusion in the project combined with no grading rubric can result in great confusion and poor quality work.
Total Score				21/50

Original WebQuest rubric by [Bernie Dodge](#).

This is Version 1.03. Modified by Laura Bellofatto, Nick Bohl, Mike Casey, Marsha Krill, and Bernie Dodge and last updated on June 19, 2001.