WebQuest Evaluation Rubric

Criteria	Beginning	Developing	Accomplished	Score
Overall Design components	0 Points	4 Points	8 Points	
Visual Enhancement & Attractive Status	Small use of graphics Lack of color and design features	Use of graphics but limited in connecting knowledge and concepts Some components of color use and color variation	All elements connect the student making significant contributions to understanding of ideas, concepts, and associations	
Technicalities	Significant (4 or more) unusable links, images, and grammatical errors	A few broken or irregular links and images Grammatical errors	Mechanical problems non-existent. Positive and continual working elements	
Navigation & Flow	Constant breaks in navigation Easy confusion; limitation of flow	Parts cause confusion and limit flow Uneasy navigation	Continual and easy navigation Learner quickly understands use of Web Quest	
Introduction				
Student Connection & Engagement	Does not draw on interest of student Fails to relate to experience of students Fact based only	Somewhat engages students Poses questions of limited interest and understanding	Immediately engages students encouraging them to make personal connections Relates to student interests and understanding	
Cognitive Awareness	No buildable knowledge Lacks informational details	Some preparation through limited details Few student references made	Builds on student's current awareness Prepares students through detailed descriptive facts	
Task				
Influence of Educational Standards	Unrelated to educational standards	Some referencing to educational standards Inconsistent in use of educational standards	Educational standards identified and clearly referenced Tasks driven by educational standards	
Levels of Comprehension Activated	Only encourages students to retell information heard	Encourages comprehension but limited in ability to connect with student	Promotes higher order thinking skills, problem solving ethics, and understanding	
Process				
Precision & Flow	Students lack understanding of tasks, objectives, and steps involved	Students have some indication of expectations but students lack focus and intention	Process clearly indicated Students understand objectives, purpose, and steps of involvement	
Scaffolding	Lacks educational planning, intervention, differentiated instruction, tools, and resources	Students gains some insight through educational tools and strategies provided	(12 Points) Understanding built using Blooms Taxonomy Differential instruction provided for special populations	
Resources & Academic Attributes				
Resource Coherence & Quality	Limited to no resources used Resources do not connect with details	Resources have some involvement and connection with details	Resources clearly connect with details and information taught Use of varying resources to enhance learning experience	
Evaluation				
Evaluation Quality and Intelligibility	Effective learning unable to be measured or obtained	Learning is evaluated through indicated criteria	Successful and effective learning indicated by descriptors throughout rubric Student knowledge clearly measured and evaluated	
Total Score				/92