

Education 260: WebQuest Evaluation Form

Name of WebQuest: _____

URL: _____

Student: _____

Total Score: _____

Grade level: _____

Learning Outcomes: _____

Technical aspects (4 points total): Ease of use, layout, readability _____

All links work and graphic requirement is met. Layout of page is clear and easy to both read and follow. Color scheme and design are aesthetically pleasing. Navigation is seamless and it is clear to the learner how to work through the WebQuest.

Introduction (2 points total): Effectiveness of introduction _____

The introduction draws the student into the lesson by relating to interests of goals and/or engagingly describing a compelling question or problem. Effectively prepares the learner for the lesson by foreshadowing new concepts and principles.

Task (4 points total): Cognitive level of task _____

Task is authentic to the scenario, and elicits thinking that goes beyond rote memorization and comprehension — it requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a generalization or creating product. The task clearly indicates what students must know and be able to do to achieve proficiency related to standards (i.e. learning outcomes as described in the IRP's.)

Process (2 points total): Clarity and richness of process

Every step is clearly stated. Activities are clearly related to one another and the overall task. Strategies and organizational tools embedded in the process support students from different entry levels to gain knowledge needed to complete the task. Most students would know exactly where they were in the process and what to do next.

Resources (4 points total): Quantity and quality of resources

Includes on-line and off-line resources which are all tightly focused with the learning outcomes. On-line resources provide data, information or perspectives generally not available in the classroom and/or best presented in an on-line medium.

Evaluation (2 points total):

Criteria for levels of success are clearly stated, perhaps in the form of a rubric for self-, peer-, or teacher use. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task. (Half marks for grading on surface features like number of pages, formatting, neatness, etc.)

Conclusion (2 points total)

Summarizes what was learned and/or accomplished from the task and provides questions or comments (which might possibly be used in class discussion) to help students reflect upon, extend and/or generalize what was learned.

Other comments: