

EDU2022/WebQuest Scoring Rubric/Mrs. Reid

Name:

Date:

Section #:

	4 High Quality	3 Quality	2 Fair	1 Minimal	0 Missing
Overall Visual Appeal	Appropriate and thematic graphics are used making visual connections that contribute to the understanding of concepts. Differences in type size, font and/or color are used effectively and consistently.	Graphics sometimes make a connection to the understanding of the concepts. There is some inconsistency in type size; font and/or color are used well and fairly consistent.	Color is garish and/or variation in fonts are overused and readability suffers. Background interferes with readability.	There are few or no graphic elements. No variation in layout or typography.	No graphics were used.
Motivational Effectiveness of Introduction	The introduction draws the reader into the lesson by relating to the learner's interests and/or engagingly describing a compelling question or problem.	The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	The scenario posed is farfetched or does not appeal to the learner.	The introduction is purely factual, with no appeal or relevance or social importance.	The introduction is not included.
Task	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.	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 resources.	Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	Task requires student to complete worksheets or answer questions but does not require application of the information.	

Process	Every step is clearly stated. Students will know exactly where they are at each step of the process and know what to do next.	Some dimensions are given but there is missing information. Students might be confused. Students will need a little guidance from the teacher.	Process is not clearly stated. Students will not know exactly what to do from reading this.	Process is unclear.	Directions missing.
Resources	Resources provide basic information as well as related information and are quality sites that will aid the students in completing the task at a higher level of understanding. Sites are appealing to the children. Links are excellent and provide a thorough understanding of topic.	Resources provide information that will aid the students in completing the task. Sites are appealing for children. Links lead to other relevant important sites.	Sites provide basic information, and/or links are difficult to navigate through.	Sites selected do not provide the information students will need to solve the task.	Minimal number of sites.
Evaluation	The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative description.	Criteria for success are at least partially described.	Criteria for success is vague.	Criteria is not included.
Conclusion	The conclusion provides the students with a sense of closure. The conclusion is reflective about the process and/or extends what was learned.	The conclusion is a reflection of the process or extends what was learned.	The conclusion is a list of what was accomplished, but does not reflect on the process or extend the student's thinking.	The conclusion is vague.	No conclusion.
Grammar & Spelling	There are no distracting spelling or grammatical errors.	There are 1-3 non-distracting spelling or grammatical errors.	There are 4-6 spelling or grammatical errors.	There are more than six grammatical or spelling errors.	The spelling and grammatical errors interfere with the task.

Original WebQuest rubric by Bernie Dodge. This is modified from version 1.03 modified by Laura Bellofatto, Nick Bohl, Mike Casey, Marsha Krill, and Bernie Dodge and last updated on June 19, 2001.