**Evaluating Websites**

National Educational Technology Standards-Students  
3 Research and Information Fluency  
c. Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks  
  
**Locate and evaluate three websites for the Mini Unit you are creating.** The websites may focus on content or instructional strategies.   
  
Evaluate each website with the following criteria:

* Site has a clear purpose that fits the topic
* Author or organization that created the site is identified and qualified
* Site contains accurate factual information or opinions that are supported with facts
* Site provides fair, balanced, and unbiased information
* Content is appropriate for students’ grade level (readability and appropriate topic)
* No advertizing or minimal advertizing that is clearly differentiated from content
* Information is current and frequently updated
* Information is well organized and presented clearly
* Site includes references that can be checked.
* Site includes visuals, sound, or animation that enhance the information
* Site loads quickly and provides any needed plug-ins or software
* Links to other sites are current and work properly
* Site includes interactive features that enhance student engagement

**Step One**. For each website include the following information  
Unit Topic  
Subject Area  
Grade Level  
Website  
URL  
Type of website domain (.gov, .edu,. .org, .com)  
Summary of the main features of the website

Effect of source domain (.gov, .org, .com, .edu, .net on accuracy of content  
  
**Step Two.** Review the Rubric for Evaluating Websites. For each website, provide a rating for each criteria (3-High Quality 2-Acceptable Quality 1-Poor Quality ) **Use the Likert type rating scale to record your answers.**  
  
Rubric for Evaluating Websites

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | 3 High Quality | 2 Acceptable Quality | 1 Poor Quality |
| Purpose | Site has clear purpose that fits topic | Purpose of the site seems to fit the topic but could be clarified | Purpose of the site is unclear or does not fit the topic |
| Author | Author (s) and strong qualifications are clearly identified | Author(s) are clearly identified but qualifications could be stronger | Author is not identified or author’s qualifications are missing |
| Accuracy | Accurate factual information or opinions supported with facts | Information contains a few factual errors, most opinions are supported with facts | Information contains numerous factual errors and opinions are unsupported |
| Fairness | Information is presented in a fair, balanced, and unbiased manner | Information is presented fairly; bias is minimal and easy to detect | Information is one-sided and very biased |
| Suitable Content | Readability and topic are appropriate for grade level | Readability or topic may be somewhat advanced for grade level | Readability is much too difficult and topic is unsuitable for grade level |
| Advertizing | There is no advertizing | Advertizing is minimal and is not a distraction | Too much advertizing distracts the reader |
| Currency | Information is current and frequently updated | Information seems current but could be updated more frequently | Information is not current and no information when it was last updated |
| Organization | Information is well organized and clearly presented | Information is organized but could be presented more clearly | Information is very disorganized and unclear |
| References | Information is clearly cited with references that can be checked | Information is cited; a few references are missing information | Information is not cited |
| Special Effects | High quality visuals, sound, animation enhance information | Visuals, sound, or animation are of average quality | Site is boring or visuals, sound, animation are poorly designed & distracting |
| Technical Quality | Loads quickly, provides needed plug-ins or software, links work properly | Loads somewhat slowly, a few dead links | Loads very slowly, needed plug-ins or software is missing, numerous dead links |
| Interactive Features | Interactive features enhance student engagement & creativity | Interactive features engage students | No interactive features. |

**Sample:**  
Unit Topic: Slave narratives  
Subject Area: US history  
Grade Level: 8-11  
Website: American Memory: Born in Slavery Slave Narratives  
URL: <http://memory.loc.gov/ammem/snhtml/snhome.html>  
Type of website domain (.gov, .edu,. .org, .com): .gov  
Summary of main features. The slave narratives on the Library of Congress website were recorded by the Federal Writers’ Project during the Great Depression. The collection includes over 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. The website is easily navigable by middle and high school students. The slave narratives vary in style and substance depending on the interviewer.

Effect of source domain on accuracy of content: This government-funded site is well-researched and organized and an excellent source of instructional content for classroom teachers and secondary students.

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | 3 | 2 | 1 |
|  | High Quality | Effective Quality | Poor Quality |
| Purpose | 3 |  |  |
| Author | 3 |  |  |
| Accuracy | 3 |  |  |
| Fairness | 3 |  |  |
| Suitable Content |  | 2 |  |
| Advertizing | 3 |  |  |
| Currency |  | 2 |  |
| Organization | 3 |  |  |
| References | 3 |  |  |
| Special Effects |  | 2 |  |
| Technical Quality | 3 |  |  |
| Interactive Features |  |  | 1 |

**SAVE your answers using this format: LastName,\_Evaluating Websites**