Webquest Rubric

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| Category | 3 Exemplary | 2 Satisfactory | 1 Needs Improvement |
| WebQuest Components | All six components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources | Five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources | Less than five components of the WebQuest are present: introduction, task, process, evaluation, conclusion, resources |
| Cooperative Learning | WebQuest requires cooperative learning and all tasks are clearly defined. | WebQuest provides opportunity for cooperative learning, but tasks are not clearly delineated. | WebQuest does not require cooperative learning |
| Introduction | The introduction is highly engaging, and strongly connects to a problem or issue of interest to the student | The introduction is somewhat engaging and relates to an important problem or issue | The introduction is boring or vague and does not connect to the student |
| Task | The task requires students to consider multiple perspectives, analyze or synthesize information, provides opportunity to create an original product that demonstrates knowledge and skill gained | The task requires some higher order thinking and/or provides opportunity to create an original product | The task does not require higher order thinking. It is the electronic equivalent of a worksheet requiring factual recall |
| Process | All steps are clearly explained and provide a variety of strategies to ensure students of varying abilities can complete the task | Steps may be missing some information, and strategies may be inadequate to ensure all students can complete the task | Steps are incomplete or confusing and do not provide support for all students to complete the task |
| Evaluation | All criteria for completing the task are clearly communicated in a rubric | Some criteria may be missing or somewhat unclear on the rubric | Criteria are in the form of a list rather than a rubric, or criteria are missing |
| Conclusion | Clearly summarizes learning goals and key understandings. | Conclusion briefly summarizes learning goals. | Conclusion is missing or unrelated to learning goals. |
| Resources | Resources are high quality, appropriate for students of varying abilities and provide multiple perspectives to address the task. | Resources are average quality, adequately address the task but may not offer multiple perspectives, or may not be suitable for varying student abilities. | Resources are poor quality, inadequately address the task, or are not appropriate for the students’ ability |
| Use of Graphics | Graphics are related to the theme/purpose of the WebQuest, are of high quality and enhance reader interest or understanding. | Graphics are related to the theme or purpose of the WebQuest, are of average quality, but do not enahnce interest or understanding | Graphics seem randomly chosen, are of low quality or distract the reader. |
| Navigation | All buttons and links work correctly. Navigating the WebQuest is very easy | Most (80-9%) of the buttons and links work correctly. Navigating the WebQuest presents a few challenges | Fewer than 80% of the buttons work correctly. Navigating the WebQuest is difficult and confusing |
| Spelling and Grammar | WebQuest has no misspellings or grammatical errors. | WebQuest has 1-2 grammatical errors or misspellings. | WebQuest has more than 2 grammatical and/or spelling errors. |