WebQuest Component Scoring Rubric

	Beginning	Developing	Accomplished	Site Scores		
				1	2	3
Introduction						
Motivational Effectiveness of Introduction	0 points The introduction is purely factual, with no appeal to relevance or social importance OR The scenario posed is transparently bogus and doesn't respect the media literacy of today's learners.	1 point The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	2 points The introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.			
Task (The task is the end result of student efforts... not the steps involved in getting there.)						
Cognitive Level of the Task	0 points Task requires simply comprehending or retelling of information found on web pages and answering factual questions.	2 points 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 sources.	4 points 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.			
Process (The process is the step-by-step description of how students will accomplish the task.)						
Clarity of Process	0 points Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	2 points Some directions are given, but there is missing information. Students might be confused.	4 points Every step is clearly stated. Most students would know exactly where they are at each step of the process and know what to do next.			

	0 points	1 points	2 points			
Richness of Process	Few steps, no separate roles assigned.	Some separate tasks or roles assigned. More complex activities required.	Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.			

Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block. Also note that books, video and other off-line resources can and should be used where appropriate.)

	0 points	2 point	4 points			
Relevance & Quantity of Resources	Resources provided are not sufficient for students to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.	There is some connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the task. Every resource carries its weight.			
Quality of Resources	Links are mundane. They lead to information that could be found in a classroom encyclopedia.	Some links carry information not ordinarily found in a classroom.	Links make excellent use of the Web's timeliness and colorfulness. Varied resources provide enough meaningful information for students to think deeply.			

Evaluation

	0 points	1 points	2 points			
Clarity of Evaluation Criteria	Criteria for success are not described.	Criteria for success are at least partially described.	Criteria for success are clearly stated in the form of a rubric. Criteria include qualitative as well as quantitative descriptors. The evaluation instrument clearly measures what students must know and be able to do to accomplish the task.			
Total Score [22 points possible]:						