

WebQuest Instructional Design Scoring Rubric

	Beginning	Developing	Accomplished	Site Scores		
				1	2	3
Introduction						
Instructional Context	<p>0 points</p> <p>The instructional context does not provide meaning or purpose for learning the intended skills.</p>	<p>2 points</p> <p>The instructional context provides some meaning and purpose for learning the intended skills, but the context is contrived and somewhat less-than-authentic.</p>	<p>4 points</p> <p>The context provides meaning and purpose to all the skills the WebQuest is designed to facilitate.</p>			
Cognitive Effectiveness of the Introduction	<p>0 points</p> <p>The introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.</p>	<p>1 point</p> <p>The introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.</p>	<p>2 points</p> <p>The introduction provides opportunities for the learners to identify in some way those skills, knowledge, and attitudes already needed to succeed within the new learning environment.</p> <p>Opportunities are provided in for learners to relate what they will be learning (goals and objectives) to what they already know how to do.</p>			
Big Picture	<p>0 points</p> <p>No attempt is made to relate the WebQuest to a larger conceptual, intellectual, or social context.</p>	<p>1 points</p> <p>Information is provided that relates the WebQuest to a larger conceptual, intellectual, or social context, but the learners are not encouraged to reflect upon or create this "Big Picture"</p>	<p>2 points</p> <p>Learners are encouraged to create and/or reflect on a "Big Picture" that focuses attention on the bigger conceptual, intellectual, and/or social contexts in which the current instructional goals reside.</p>			

Role Definitions	<p>0 points</p> <p>The roles of the learners and instruction (instructor, resources) are not clearly defined.</p>	<p>1 point</p> <p>If cooperative groups are encouraged, the roles of each group member are described, but mechanisms for individual accountability and/or interdependence are not clear.</p> <p>Also, the role of the instruction (the instructors and other support mechanisms) may not be clearly identified.</p>	<p>2 points</p> <p>The introduction establishes clearly-perceived learner accountability, role(s) and task(s) within the learning environment,</p> <p>Clearly-perceived instructor role(s) and learner support mechanisms are also established</p>			
Connection of Task to Standards	<p>0 points</p> <p>The task is not related to standards.</p>	<p>1 point</p> <p>The task is referenced to standards but is not clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>	<p>2 points</p> <p>The task is referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.</p>			
Activities						
Scaffolding of Process	<p>0 points</p> <p>The process lacks strategies and organizational tools needed for students to gain the knowledge needed to complete the task.</p>	<p>2 points</p> <p>Strategies and organizational tools embedded in the process are insufficient to ensure that all students will gain the knowledge needed to complete the task.</p>	<p>4 points</p> <p>Access to learning scaffolds is clearly identified, especially procedural scaffolds (guidance on how to utilize resources and tools, such as how-to sheets, peer tutors, guided tours, maps and overview diagrams, tables of content, search engines, etc.)</p> <p>The process provides students coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</p> <p>Checks for understanding are built in to assess whether students are getting it.</p>			

Relationships Between Separate Activities	<p>0 points</p> <p>Activities are of little significance to one another and/or to the accomplishment of the task.</p>	<p>1 point</p> <p>Some of the activities do not relate specifically to the accomplishment of the task.</p>	<p>2 points</p> <p>Activities are clearly related and designed to take the students from basic knowledge to higher level thinking (if applicable).</p>			
Instructional Strategies	<p>0 points</p> <p>No attempt is made to provide easy access to strategies that will help the learners acquire the skills that the WebQuest intends.</p>	<p>2 points</p> <p>Access to some specific instructional strategies is provided, but they may not be the most adequate for the type(s) of skills facilitated. For example:</p> <p>Examples are provided, but the WebQuest should provide more.</p> <p>The process of performing or applying rules is not broken down into steps for the learners.</p>	<p>4 points</p> <p>Access to appropriate instructional strategies is provided. For example, if the WebQuest is designed to help facilitate intellectual skills, then the following strategies should be available:</p> <p>Varied examples or instances of concepts and rule applications are presented. Nonexamples or noninstances of new concepts are also provided if they help clarify meaning.</p> <p>The process of performing or applying rules is broken down into steps, and the application of new rules are demonstrated (with access to expert performances whenever possible)</p>			

Practice & Feedback					
Practice and Feedback	0 points	2 points	4 points		
	No practice with adequate feedback is provided over the specific skills that the WebQuest is designed to facilitate.	Some practice over specific skills is provided, but feedback is inadequate. No strategies are employed to help facilitate individual practice when groups of learners are experiencing the WebQuest together.	Practice is provided over skills, knowledge and attitudes indicated within objectives (if objectives are stated). If groups are used, strategies are employed to ensure that all group members receive adequate practice/feedback over the intended instructional objectives. Group practice and consensus-building strategies are provided (if groups are used). Feedback is as immediate as possible.		
Review					
Review	0 points	1 point	2 points		
	No opportunities to review are included in the WebQuest.	Learners are directed to review the WebQuest experience, but the review only addresses some (not all) of the following elements: - Learners summarize key ideas - Learners identify how the new skills acquired fit into the "Big Picture" - The instruction restates the goal/objectives	Opportunities are provided for learners to summarize the key ideas emerging from the learning experience. Opportunities are provided for learners to reflect upon and articulate what they learned and how they personally learned it. Opportunities are provided for learners to identify how their newly-acquired skills, knowledge and attitudes fit into the "Big Picture" presented at the beginning of the experience. The instruction restates the instructional goal(s) and objectives.		
Total Score [28 points possible]:					

