

	Beginning	Developing	Accomplished	Score
Overall Aesthetics (This refers to the WebQuest page itself, not the external resources linked to it.)				
Overall Visual Appeal – Graphic elements	<i>0 points There are few or no graphic elements. No variation in layout or typography. OR Colour is garish and/or typographic variations are overused and legibility suffers. Background interferes with the readability.</i>	<i>1 point Graphic elements sometimes, but not always, contribute to the understanding of concepts, ideas and relationships. There is some variation in type size, colour, and layout.</i>	<i>2 points Appropriate and thematic graphic elements are used to make visual connections that contribute to the understanding of concepts, ideas and relationships. Differences in type size and/or colour are used well and consistently.</i>	
Navigation & Flow	<i>0 points Getting through the lesson is confusing and unconventional. Pages can't be found easily and/or the way back isn't clear.</i>	<i>1 point There is a few places where the learner can get lost and not know where to go next.</i>	<i>2 points Navigation is seamless. It is always clear to the learner what all the pieces are and how to get to them.</i>	
Mechanical Aspects	<i>0 points There are more than 5 broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</i>	<i>1 point There are some broken links, misplaced or missing images, badly sized tables, misspellings and/or grammatical errors.</i>	<i>2 points No mechanical problems noted.</i>	
Introduction				
Motivational Effectiveness of Introduction	<i>0 points The introduction is purely factual, with no appeal to relevance or social importance</i>	<i>1 point The introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.</i>	<i>2 points The introduction draws the reader into the lesson by relating to the learner's interests and/or engagingly describing a compelling question or problem.</i>	
Cognitive Effectiveness of the Introduction	<i>0 points The introduction doesn't prepare the reader for what</i>	<i>1 point The introduction makes some reference to learner's prior</i>	<i>2 points The introduction builds on learner's prior knowledge and</i>	

	<i>is to come, or build on what the learner already knows.</i>	<i>knowledge and previews to some extent what the lesson is about.</i>	<i>effectively prepares the learner by foreshadowing what the lesson is about.</i>	
Task (The task is the real life scenario and end result of learner efforts... not the steps involved in getting there.)				
Connection of Task to Assessment Standards	<i>0 points The task is not related to assessment standards.</i>	<i>1 point The task is referenced to assessment standards but is not clearly connected to what learners must know and be able to do to achieve proficiency of those standards.</i>	<i>2 points The task is referenced to assessment standards and is clearly connected to what learners must know and be able to do to achieve proficiency of those standards.</i>	
Cognitive Level of the Task	<i>0 points The task requires simply comprehending or retelling of information found on web pages and answering factual questions.</i>	<i>2 points The task is doable but is limited in its significance to learners' lives. The task requires putting together information from several sources.</i>	<i>4 points The task is doable and engaging, and challenges higher levels of thinking. The task requires synthesis of multiple sources of information, and/or taking a position, and/or going beyond the data given and making a creative product.</i>	
Scenario of the Task	<i>0 points The task describes no scenario.</i>	<i>1 point The task scenario is not believable and / or does not lead to a collaborative product.</i>	<i>2 points The task describes an imaginative and believable real-life scenario that will engage learners.</i>	
Process (The process is the step-by-step description of how learners will accomplish the task.)				
Scaffolding of Process	<i>0 points Process is not clearly stated. Learners would not know exactly what they were supposed to do just from reading this. The process lacks strategies and organizational tools needed for learners to gain the knowledge needed to complete the task.</i>	<i>3 points Some directions are given, but there is missing information. Learners might be confused. Strategies and organizational tools embedded in the process are insufficient to ensure that all learners will gain the knowledge needed to complete the task.</i>	<i>6 points Every step is clearly stated. Most learners would know exactly where they are at each step of the process and know what to do next. The process provides learners coming in at different entry levels with strategies and organizational tools to access and gain the knowledge needed to complete the task.</i>	

Engagement Through Roles	<i>0 points Few steps, no separate roles assigned.</i>	<i>2 points Some separate tasks or roles assigned to group members. These are cooperative but not collaborative. More complex activities required.</i>	<i>4 points Different roles are assigned to group members to help learners understand different perspectives and/or share responsibility in accomplishing the task.</i>	
Transformative Thinking	<i>0 points No transformative thinking. (This is not a WebQuest, but may be a good Knowledge Hunt).</i>	<i>2 points Higher level thinking is required, but the process for learners may not be clear. Some information is merely being repackaged.</i>	<i>4 points Higher level thinking is required to work with information gathered and construct new meaning.</i>	
Resources (Note: you should evaluate all resources linked to the page, even if they are in sections other than the Process block).				
Relevance & Quantity of Resources	<i>0 points Resources provided are not sufficient for learners to accomplish the task. OR There are too many resources for learners to look at in a reasonable time.</i>	<i>1 point There is some connection between the resources and the information needed for learners to accomplish the task. Some resources don't add anything new, or are irrelevant. No local resources are used.</i>	<i>2 points There is a clear and meaningful connection between all the resources and the information needed for learners to accomplish the task. Every resource carries its weight. Resources are localised where possible.</i>	
Quality of Resources	<i>0 points Resources are not at all useful. For example a link is made to a search engine. No pre-researching by the teacher is evident</i>	<i>1 point The resources are ordinary and lead to information that could typically be found in a classroom encyclopaedia.</i>	<i>2 points Some resources carry information not ordinarily found in a classroom. Links make excellent use of the Web's timeliness and colourfulness. Varied resources provide enough meaningful information for learners to think deeply.</i>	
Technology Integration	<i>0 points Technology use was either overpowering to the detriment of subject learning, or hardly evident at all.</i>	<i>3 points Technology was well integrated in some of the project phases but some significant opportunities for technology to enhance the learning process were missed.</i>	<i>6 points Technology does not overpower the project and its use by learners enhances the gathering, processing and reporting stages. The teacher used technology to provide an</i>	

			<i>engaging introduction during the challenge phase.</i>	
Assessment				
Clarity of Assessment Criteria	<i>0 points Criteria for success are not described.</i>	<i>3 points Criteria for success are at least partially described. OR The assessment tool does not assess the assessment standards sufficiently.</i>	<i>6 points Criteria for success are clearly stated and related to assessment standards. The assessment tool clearly measures what learners must know and be able to do to accomplish the task.</i>	
Acknowledgements				
Citing sources	<i>0 points No acknowledgements have been made</i>	<i>1 point Some acknowledgements have been made</i>	<i>2 points The source of the original WebQuest is acknowledged. References of images and other resources are cited.</i>	
Total Score				/50

Adapted by SchoolNet SA senior trainers: Original WebQuest rubric by [Bernie Dodge](#).