

WebQuest Evaluation Form

Name of WebQuest: _____ URL: _____

Criteria and Source	Possible Score	Your Score	Explanation	Your Rationale
Overall				
Importance of Content and Connection to Standards (Moersch/Dodge)	0-8		Is the time it takes to do this, worthy of the learning that will take place?	
Feasibility (Moersch)	0-8		Do you have the resources and classroom control necessary to pull this off?	
Task				
Authenticity (Moersch)	0-6		Is the work students are asked to do, work that adults would do in this context?	
Cognitive Level (Bloom)	labels		Look for the action words associated with each level.	
LoTi level (Moersch LoTi level)	0-6		Look at the degree of higher order thinking, the student-centeredness and the connection to experts outside of the classroom.	
Cognitive Level of Task (Dodge)	0-6		Does the task require thinking at the higher Bloom's levels? Does the task require synthesis of multiple sources of information and using that information to create a new product?	
Evaluation				
Validity (March)	0-6		Does the rubric truly evaluate the goals you have for students in all of the content areas?	
Reliability (Moersch)	0-6		Can you use the rubric to judge all students' work equally?	
Clarity of Assessment (Moersch)	0-6		Is the rubric written in a way that enables students to guide, judge and discuss their own progress?	
Process				
Use of Web and Internet (March)	0-4		Does this WebQuest use the Web to harness its unique offerings such as interactivity, currency, access to multiple perspectives, multimedia, and communication?	

Roles/Expertise (March)	0-4		Do the roles enable the students to work collaboratively to accomplish the task? Does each of the roles provide a context in which to meet the curriculum goals of the WebQuest?	
Resources				
Relevance and Quantity of Resources (Dodge)	0-4		Are there sufficient resources to accomplish the task? Is there provision for resources that may be unavailable on a given day? Does the variety of resources support varying reading abilities?	
Quality of Resources (Dodge)	0-4		Are all of the resources of high quality and truly pertain to the task? Is the access to information at each site appropriate for the target students?	
Introduction				
Engaging Opening/Writing (March)	0-2		Does the opening set the stage for the kind of learning that is planned? Does it inspire higher order thinking about the topic?	
Conclusion				
Conclusion (March)	0-2		Does the conclusion encourage students to continue thinking about the topic and to apply what they've learned to new situations?	
Total Score Possible Points: 66 Your Total:			Your Overall Opinion (Is this worth doing, in whole or part? Can it be salvaged?)	

Rubrics for each of these items use the following documents:

- Bloom** Benjamin S. Bloom, Bertram B. Mesia, and David R. Krathwohl (1964). *Taxonomy of Educational Objectives* (two vols: The Affective Domain & The Cognitive Domain). New York. David McKay.
- Dodge** Dodge, et. al, B. (2001). *A Rubric for Evaluating WebQuests*. Retrieved Jan. 21, 2004, from San Diego State University: <http://webquest.sdsu.edu/webquestrubric.html>
- March** March, et. al, T. (2004). *Criteria for Assessing Best WebQuests*. Retrieved Jan. 21, 2004, from Ozone.com: <http://bestwebquests.com/bwq/matrix.asp>
- Moersch** Moersch, C. (2004). *Criteria For Evaluating The Quality Of Performance-Based Tasks And Assessments*. Portland, OR: Learning Quest, Inc..
- Moersch LoTi** Moersch, C. (2001). *Level of Technology Implementation (LoTi)*. Retrieved Jan. 21, 2004, from Learning Quest, Inc.: <http://www.learning-quest.com/technologyassessment.html>

This form was developed by Pat Sine, University of Delaware, sine@udel.edu. The complete training materials using these materials can be found at www.udel.edu/sine.