

Guidelines for Assessing WebQuests

	Low Probably not a WebQuest	Medium A solid draft	High Ready for the Web
Engaging Opening	No attempt made to appeal to learners.	Honestly attempts to appeal to student interests.	Has that “something” that piques interest.
The Question / Task	Fuzzy Question or Task. Maybe what’s asked for is lower level thinking.	The Question or Task target higher order thinking, but may not be totally clear.	Clear Question or Task. These naturally flow from the introduction and signal a direction for learning.
Background for Everyone	No attempt to access prior learning or build common background.	Some mention of addressing a common body of knowledge. (May not happen within the activity.)	Clearly calls attention to the need for a common foundation of knowledge and provides needed resources.
Roles / Expertise	Roles are artificial or not requiring interdependent teamwork.	Roles are clear. They may be limited in scope.	Roles match the issues and resources. The roles provide multiple perspectives from which to view the topic.
Use of the Web	This activity could probably be done better without the Web.	Some resources reflect features of the Web that make it particularly useful.	Uses the Web to access at least some of the following: interactivity, multiple perspectives, current information, etc.
Higher Order Thinking	No Transformative thinking. (This is not a WebQuest, but may be a good WebHunt).	Higher level thinking is required, but the process for students may not be clear.	Higher level thinking required to construct new meaning. Scaffolding is clearly provided to support student achievement.
Real World Evaluation	No evaluation included.	The learning product could easily be used for authentic assessment although this may not be mentioned.	Some feedback loop is included in the Web page. May include a rubric.
Conclusion	Minimal conclusion. No mention of student thinking or symmetry to introduction.	Sums up the experiences and learning that were undertaken. Probably returns to the introduction ideas.	Clear tie-in to the introduction. Makes the students’ cognitive tasks overt and suggests how this learning could transfer to other domains.