Webquest Evaluation Rubric

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| Evaluation Item | 1 | 2 | 3 | 4 | Score |
| Working with others | | | | | |
| *Cooperatively works as a team member (Inclusivity, Engagement, Social Support, Substantive Communication)* | Minimal or no evidence of cooperation. Takes little responsibility for completion of Webquest / presentation and assigned role. Conflicts with peers. | Some evidence of cooperation. Takes some responsibility for completion of Webquest / presentation and assigned role. Little to no conflict with peers. | Significant evidence of cooperation. Takes sufficient responsibility for completion of Webquest / presentation and assigned role. No conflict with peers. | Exemplary evidence of cooperation. Takes exceptional responsibility for completion of Webquest / presentation and assigned role. No conflict with peers. |  |
| *Fulfils job for team role (Students’ Self Regulation, Student Direction, Explicit Criteria)* | Minimal or no evidence of completion of assigned tasks and does not utilise all necessary resources to gather relevant information. | Some evidence of completion of assigned tasks and reasonably utilises necessary resources to gather relevant information. | Significant evidence of completion of assigned tasks and successfully utilises necessary resources to gather relevant information. | Exemplary evidence of completion of assigned tasks and exceptionally utilises necessary resources to gather relevant information |  |
| Using Technology | | | | | |
| *Webquest Navigation (Metalanguage, Students’ Self Regulation, High Expectations, Student Direction).* | Demonstrates minimal or no evidence / knowledge of webquest navigation. Unable to read instructions without assistance. | Demonstrates some evidence / knowledge of webquest navigation. Able to read instructions satisfactorily with minimal assistance. | Demonstrates significant evidence / knowledge of webquest navigation without assistance. | Demonstrates exemplary evidence / understanding of webquest navigation without assistance. |  |
| *PowerPoint Program (Higher Order Thinking, Metalanguage, Students’ Self Regulation).* | Shows minimal or no understanding of program. Unable to attempt program without assistance. | Shows some understanding of program. Minimal to no assistance required. | Shows significant understanding of program. No assistance required. | Shows exemplary understanding of program. No assistance required. |  |
| Knowledge of content / specific energy source. | | | | | |
| *Knowledge of the topic of Energy (Deep Knowledge, Deep Understanding, Metalanguage, Explicit Criteria).* | Minimal to no evidence of content understanding. Unable to answer questions about topic. | Some evidence of content understanding. Only able to answer simple questions about topic. | Significant evidence of content understanding. Able to answer most questions. | Exemplary evidence of content understanding. Able to answer all questions. |  |
| Presentation | | | | | |
| *Quality of PowerPoint (Deep Knowledge, Deep Understanding).* | Minimal to no evidence of slides during presentation. | Some evidence of effort to produce information on slides about their specific energy source. Only text is present, no colour or pictures and is hard to read. | Significant evidence of effort to produce information on slides about their specific energy source. More than half the slides are appealing in colour and design. Slides are easy to read. | Exemplary evidence of effort to produce information on slides about their specific energy source. All slides are appealing in colour and design. Slides are easy to read and adequate amount of information is present on each slide. |  |
| *Quality of Oral Presentation* *(Deep Understanding, Deep Knowledge, Engagement).* | Presentation is visually and orally unsound. Does not hold interest with audience. Inferences which were presented were a reflection of poor research. | Presentation is visually and orally acceptable. Holds moderate interest of audience. Inferences which were presented were a reflection of reasonable research. | Presentation is visually and orally sound. Holds a significant interest level of audience. Inferences which were presented were a reflection of substantial research. | Presentation is visually and orally exceptional. Holds a high interest level with audience. Inferences which were presented were a reflection of outstanding research. |  |
| Teacher’s Notes Total | | | | | **/28** |
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