

# WebQuest Rubric

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Design-Overview:</b> Color, font, and layout	Used color and fonts to make the project easy to read. Design made the reader want to continue viewing the project. Successfully used design elements such as white space, consistency, and contrast.	Used color and fonts to make the project easy to read. Layout made the project attractive. Used design elements such as white space, consistency, and contrast.	Used too many different fonts and too many colors. Layout made the project hard to read.	Did not change fonts or add color. Did not pay attention to project layout.
<b>Content-Amount of Information:</b> Topic and length	Topic was completely addressed. Statements were clearly supported by many facts and detailed examples.	Topic was addressed. Most statements were supported by facts and examples.	Topic was addressed. Some statements were supported by facts and examples.	Topic was not addressed. Statements were not supported by facts or examples.
<b>Planning-Overview:</b> Plan for completing the final project	WebQuest was organized and contained clear and comprehensive information. WebQuest provided a roadmap for completing the project.	WebQuest was organized and contained enough information to complete the project.	WebQuest was organized, but some components were missing. Did not include enough information to complete project as envisioned.	WebQuest is disorganized. Plan is missing key elements. Did not include enough information to complete project as envisioned.
<b>Media-Creativity and Originality:</b> Uses original media and combines media in new and unique ways	Made extensive use of original photographs, illustrations, sounds, movies, etc. Combined multiple media elements to create a unique effect.	Used three or more original media elements. Used media in a unique way.	Used one or two pieces of original media. Missed opportunities to creatively use media elements.	Used no original media or used simplistic or gratuitous media. Media choices detracted from the project.
<b>Writing-Overview:</b> Ideas, voice, conventions, fluency, organization, and word choice	Ideas presented in logical order. Unique and interesting details supported the main idea, and natural flow made writing easy to read. Used scholarly, topic-specific vocabulary and made no spelling, grammar, capitalization, or punctuation errors. Used personal style and feeling.	Most ideas presented in logical order. Details supported the main idea. Used scholarly vocabulary. Made less than 5 spelling, grammar, capitalization, or punctuation errors.	Some ideas presented in logical order. There were few details to support the main idea. Made 5 to 10 spelling, grammar, capitalization, or punctuation errors.	Ideas were not presented in logical order. Details did not support the main idea. Made more than 10 spelling, grammar, capitalization, or punctuation errors.
<b>Research-Documentation:</b> Bibliography and citation	Project bibliography or credits were complete and flawlessly formatted. All sources were cited and media included captions showing source.	Project bibliography or credits were complete. All information and media sources were cited.	Project bibliography or credits were incomplete. Less than half of the sources were cited.	Did not include project bibliography or credits. One or two sources were cited.
<b>Content-Essential Question:</b> Appropriateness, relevance, details, and examples	All information was accurate and was delivered effectively. Subject knowledge was thorough. Extensive details and relevant examples were used to align to the standards.	Subject knowledge was evident. Information included details and strong examples that provided a clear answer to align to the standards.	Information was relevant, but details and examples did not address the essential question. Subject knowledge was evident, but was not used to support the standards.	Information was confusing or irrelevant. Had few supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make successful argument.

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<b>Behavior-Overview:</b> Friendly, helpful, positive	Followed all directions and completed project as assigned. Took part in all activities. Was helpful to others and made constructive suggestions about their work.	Made a few minor deviations from tasks assigned but successfully completed project. Had a positive attitude about assigned work. Shared ideas and took part in all activities.	Followed most directions, but did not complete all tasks. Took part in most activities. Was unwilling to try new things or share ideas.	Did not follow directions, resulting in an incomplete end product. Had a negative attitude about the project, team, and work assigned.
<b>Evaluation:</b> Defines goal of evaluation	Used clear, accurate language to create an evaluative tool for the students.	Evaluative tool was vague and does not indicate a clear return on investment.	Evaluation tool was incorrectly aligned to the tasks.	Evaluation tool missing.

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\_\_\_\_ I make good use of color and fonts.

\_\_\_\_ My work is on topic and contains supporting details.

\_\_\_\_ My plan is organized and includes information showing how students will complete the project.

\_\_\_\_ My project uses original, creative media.

\_\_\_\_ My writing is organized and fluent. I express my ideas using proper vocabulary, spelling, and conventions.

\_\_\_\_ My project includes citations for all sources and a complete bibliography.

\_\_\_\_ My project provides a clear answer to the alignment to the standards and includes supporting details and examples.

\_\_\_\_ I was friendly, helpful, and had a positive attitude.

\_\_\_\_ My lab report states the purpose of my experiment.