



UNIVERSITY OF PUERTO RICO IN PONCE
DEPARTMENT OF EDUCATION AND PHYSICAL EDUCATION



TEED 4018 Section M03 Dr. Marilia Villafañe Santiago Date: _____
 WebQuest: ____/50 Plan: ____/25 Collaborative work ____/25 Total: Score ____/100

The WebQuest as a learning tool

Theme: _____

Criteria	MET 5		Partially MET 3		NOT MET 1	
Cognitive effectiveness of introduction ISTE 3.a	The structures of the introduction consider the students' previous knowledge and prepare them effectively.		The introduction makes a certain reference to the previous knowledge of the student.		The introduction does not prepare the student for the task to be done.	
Connecting the task to the subject curriculum for which it is designed ISTE 3.b	The task refers to standards and is clearly connected to what students need to know and be able to do to achieve the goals.		The task refers to the curriculum but is not clearly connected to what students need to know and be able to do to achieve the goals.		The task is not related to the curriculum.	
Cognitive level of the task ISTE 3b, 3d	The task requires the synthesis of multiple sources of information, and/or taking a position, and/or going beyond the given data and making a generalization or a creative product.		The task is interesting but limited in its significance to the lives of students. The task requires the analysis of the information and / or to put together the information from various sources.		The task boils down to finding certain information on the network.	
Clarity of process ISTE 3.c, 3.d	Each step is clearly indicated. Most students would know exactly where they are at every step of the process and know which one to do next.		Some directions are given, but there is missing information. Students can get confused.		The process is not clearly indicated. The students wouldn't know exactly what they're meant to do.	
Process quality ISTE 3.a, 4.b, 6.c	The process provides students who enter various levels of input strategies and organizational tools to access and gain the knowledge needed to complete the task. Activities are clearly related and designed to take students of basic knowledge to a higher level of thought.		Strategies and organizational tools embedded in the process are scarce to ensure that all students will gain the knowledge needed to complete the task. Some of the activities are not specifically related to the completion of the task.		The process lacks the strategies and organizational tools needed for students to gain the knowledge needed to complete the task. Activities are unrelated to the accomplishment of the task.	

Importance and amount of resources ISTE 1.b, 3.c, 7.a	There is a clear and meaningful connection between all resources and the information needed for students to accomplish the task.		There is a certain connection between the resources and the information needed for students to accomplish the task. Some resources don't add anything new.		The resources provided are not enough for students to accomplish the task.
Clarity of evaluation criteria ISTE 3.b	The evaluation criteria are clearly described by a rubric. Criteria include qualitative and quantitative descriptors.		The evaluation criteria are partially described.		Evaluation criteria are not described.
Spelling and grammar	The work is one free of spelling and grammatical errors.		The job has some spelling or grammatical errors.		The job has more than 10 spelling or grammatical errors.
Final reflection	The work provides the space for self-reflection of the learning process.		The work suggests self-reflection but is not specific in the instructions that lead to this process.		Work does not provide space or instruction for self-reflection.
Punctuality	Posted the required day		He posted with a day of delay.		He posted after three days of the deadline
TOTAL					

Adapted heading of the portal aula21.net: "Heading to evaluate your WebQuest". Recovered from <http://www.aula21.net/tallerwq/fundamentos/mirubrica.htm>

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