

Combined RUBRIC for
Evaluating the Inquiry Quotient of a WebQuest
NLU; TIE 542; Spring 2006; Professor Cunningham

Does the introduction include a question? Is the question an “essential” question?

- No question: 0 pts
- Question is not “essential”: 1 pt.
- Essential question: 2 pts.

Is there a problem to be solved? Is the problem real-world (authentic, based on a real-life situation)?

- No problem: 0 pts.
- Problem, not real-world: 1 pt.
- Real-world problem: 2 pts.

How much interest is the question or problem likely to present to its target audience (what evidence is there that the question or problem is relevant to the learners’ experience)?

- No evidence of relevance/interest: 0 pts
- Some evidence of relevance/interest: 1 pt.
- Compelling evidence of relevance/interest: 2 pts.

Does answering the question or solving the problem require students to use *inference* (use prior knowledge and higher-order thinking to go beyond the text to infer possible answers or solutions)?

- No inference required: 0 pts.
- Some inference required: 1 pt.
- Substantial inference required: 2 pts.

Does student have to make choices about what kinds of information to gather in order to answer the question or solve the problem? Is the student expected to justify those choices explicitly?

- No choices required: 0 pts.
- Some choices required, not justified: 1 pt.
- Choices required; must be justified: 2 pts.

Does answering the question or solving the problem require the student to investigate (go beyond the surface to find out underlying facts), experiment (affect circumstances and collect data), or manipulate (process, compute, or apply formulas to) data?

- No investigation, experimentation, manipulation of data: 0 pts.

Little investigation, experimentation, manipulation: 1 pt.
 Some investigation, experimentation, manipulation: 2 pts.
 Substantial investigation, experimentation, manipulation: 3 pts.

Does answering the question or solving the problem require the student to give opinions based on values, judgment, and choices, going beyond the text? If so, is the student required to justify these choices, judgments, or values?

No opinions: 0 pt.
 Opinions without justification: 1 pt.
 Opinions with justifications: 2 pts.

Does completion of the webquest require learning new vocabulary or to understand synonyms or less-common definitions of words?

No: 0 pts.
 Yes: 1 pt.

Is there an authentic task or product to be created?

No: 0 pt.
 Yes: 1 pt.

Where on Bloom's taxonomy does the highest-level task fall?
 (Knowledge, 0 pts, Comprehension 1 pt., Application 2 pts., Analysis 3 pts. , Synthesis 4 pts, Evaluation 5 pts.)

Knowledge	The site gives wide opportunity of inquiry based on the ability to recall, identify, describe, or recognize data or information.
Comprehension.	The site gives wide opportunity of inquiry based on paraphrasing, summarizing and extending thoughts.
Application	The site gives wide opportunity of inquiry based on discovery, predictions, and application.
Analysis	The site gives wide opportunity to analyze, infer, and inquire using logical deduction.
Synthesis	The site gives wide opportunity to revises, modify, organize and improve the outcome.
Evaluation	The site gives wide opportunity of inquiry based on comparisons, contrasts, explanations, and evaluation.