**Key Assessment: Design a WebQuest for a Content Area
with a Lesson Plan for Learning Strategies Portfolio**

40% of grade   Due **November 19, 2015**

One of the goals of working with students in the content areas is to model effective strategies that will lead to students' ability to unlock content area materials independently. One means of learning and practicing the strategies that will help students build meaning is through the WebQuest. WebQuests provide an authentic, technology-rich environment for problem-solving, information processing, and collaboration. Design and implement a WebQuest in using the attached guidelines and rubric as guide.

Include all **Five Basic Components of a WebQues**t:

- **Introduction**
  Sets the stage for the activity
  Catches the readers' attention to draw them into the quest
  Provides background information

- **Task**
  States what the students will be required to do
  Details what products will be expected and the tools that are to be used to produce them

- **Process**
  A description of the steps learners should go through in accomplishing the tasks, with links embedded in each step
  A list of resources (bookmarked websites, print resources, etc.) that students will need to complete the task

- **Evaluation**
  Displays a rubric to measure the product as objectively as possible
  Standards should be fair, clear, consistent, and specific to the task

- **Conclusion**
  Summarize the experience
  Allow students to reflection about the process
  Add higher level questions that can be researched at a later time

1. Write out all parts of your WebQuest in Word to create a printable copy of your WebQuest content. Include the "Overview" as described below. The "student product option" described below is the task as defined above.

2. Use a tool such as PowerPoint, Prezi, or Zunal to create a version for use with students. The student version will include the five components described above: Introduction, Task, Process, Evaluation, and Conclusion

3. Create a lesson plan for your WebQuest using the MAP Lesson Plan Form.

4. Use the WebQuest with students

5. Complete the Self-Assessment/Reflection portion of your WebQuest Lesson Plan

Design a WebQuest in <u>one content area</u> which includes but is not limited to the following guidelines:

Overview (This segment does not appear as content of the WebQuest.

  a. Describe what the WebQuest will address.

  b. Specify the content area and grade level which is the focus of the WebQuest

  c. Identify related Ohio Core Standards in the specific content area and grade level selected

Introduction (This segment is the content which your students see and constitutes your Home Page for the WebQuest)

  a. Write an <u>introduction</u> or opening to your WebQuest that gives background information about the subject under study, including specific identification of the issue, problem or question about which research will be conducted. Use this to interest and motivate the students. Be sure your page has a title.

  b. Include any general information that will help students in conducting the WebQuest activity. (Give students an idea of what they will be doing.)

  c. The opening page should contain the topic title, appropriate graphics, introduction to the main topic in the form of a question, issue or problem that students must solve, appropriate background information.

Process
  a. Create a page which includes thematic graphics and visual connections that contribute to understanding the concepts, ideas and relationships explored in the study.

  b. Make navigation paths clear to the learner so that the information is understandable and the pieces flow

  c. Establish links that demonstrate your understanding of appropriate text difficulty level and general reading development associated with the selected grade level

Student Product Option

  a. Create grade-level appropriate tasks that require synthesis of multiple sources of information, and/or taking a position, and /or going beyond the data given and making a generalization or creative product.

  b. Provide varied and creative option that consider diverse learning modalities

  c. Include resources that are varied sufficiently so that students are challenged to think deeply

  d. Create opportunities for synthesis of information

  e. Look for opportunities to structure fruitful student collaboration and incorporate them into the WebQuest design

  f. Products contain strong ties to learning objectives that warrant the amount of time spent in the WebQuest activity

Reflection: (This segment does not appear as content of the WebQuest)

    a. Revisit content area indicator and describe the quality of the learning achieved by the students in their "pilot run" of the WebQuest

    b. Consider whether the originating question, issue, or problem and related tasks offered sufficient focus, organization, depth and breadth of experience for the students to develop new and powerful understandings about the topic understudy; cite specific examples of success

    c. Include a thoughtful and detailed discussion or description of student interaction with the WebQuest that would support the analysis above.

    d. Include your personal reaction to the construction and implementation of the WebQuest. Note the changes or revisions which have already occurred to you as a result of this reflection and your students' experiences.

> Note: The reflection above may be included as part of the MAP lesson plan.

WEBQUEST RUBRIC
READING IN CONTENT AREA

Student: _____   Date: _____

Element Score	Target 10-15	Acceptable 5-10	Minimal 0-4	Score out of
Overview	Includes description, content focus, OCS correlation; contains an issue, problem or question that is worthy of in-depth study at the grade level selected	Includes most elements but may not show strong relationship between the topic and organizing question and the standard, or may provide only surface-level inquiry experience for students	There is limited information provided to describe the purpose and the connection with curriculum	15
Introduction	Background information is complete and appropriate for the audience; WebQuest is likely to spark student interest and bears a relevance for students' lives; home page includes clearly labeled title, organizing problem and sections	Introduction does not align with the focus of the activity or question/issue has only general importance to curriculum and student lives and interests	Introduction is incomplete, lacks motivation and /or does not have student appeal	15
Process	WebQuest includes thematic graphics, big ideas and significant relationships; navigation is seamless; it is clear to the learner what all the pieces are and how to get to them; no mechanical problems, grammatical or spelling errors noted	Graphics, connections, ideas and relationships are not immediately apparent; there may be places where the learner can get lost and not know where to go next; may be weak relationships between the tasks and the focus of the WebQuest; no mechanical problems or grammatical/spelling errors noted	Processes may be generally unclear, difficult for students to follow or confusing; pages require prolonged effort to navigate; navigation back may be absent; misspellings or grammatical errors may be present	15
Relevance and Quality of Links	Clear and meaningful connection between all the links and the information needed for students to accomplish the task; every resource carries its weight; links take advantage of the Web's timeliness and visual appeal; varied resources provide enough meaningful information for students to think deeply or to examine a variety of perspectives or aspects of the study	There is some connection between the links and the information sought; some resources may duplicate knowledge generally acquired by learners at given age/grade level before the WebQuest activity, and other links carry information not ordinarily found in a classroom	Links provided are not sufficient for students to accomplish the task or may be too numerous for learners to handle; links could easily be found in a classroom encyclopedia; some links may contain useful information that is not accessible to students due to the text difficulty level	15

Student Product Options	Varied and creative options are offered; clearly structured and promote synthesis of information gathered; at least three learning modalities are presented in the options	At least one option offers a valuable alternative to traditional written report format; may be loosely structured, causing potential difficulty in rating products	May contain products which do not warrant using electronic resources, or which focus narrowly on only one type of learning modality; may be weakly linked to organizing issue or problem.	15

Element Score	Target 17-25	Acceptable 9-16	Minimal 0-8	Score out of
Reflection (*See additional breakdown below*)	WebQuest is used with students; reflection describes students' interaction with the WebQuest Activity in ways that support the quality of learning rating assigned; cogent discussion of whether problem and related tasks offered sufficient focus, organization, depth and breadth of experience for the students to develop new and powerful understandings about the topic under study; reveals an acknowledgement of success as well as a critical eye	WebQuest is presented to students but appears not to have been used with students; analysis may be supported only by scant description of interaction; reflection may highlight the potential value of the WebQuest Activity; specific examples of success may be cited; may include some insights for revision of activity	WebQuest is prepared but not used with any students; reflection appears to demonstrate limited willingness to engage in deep analysis of what has taken place; scant evidence of revisiting the WebQuest project in a manner which would inform practice	25

TOTAL _____

Reflection components	Target 6	Acceptable 4	Minimal 2
Student interaction	Describes student interaction with WebQuest in ways that support the quality of student learning	Describes student interaction with WebQuest with some indication of the quality of student learning	Describes student interaction with very limited indication of the quality of student learning
Focus, organization and experiences	Discussion of problem and related tasks offers clear focus, organization, depth and breadth of experiences for students	Discussion of problem and related tasks offers some but not all of the elements of focus, organization, depth and breadth of experiences for students	Discussion of problem and related tasks indicates limited focus, organization, depth and breadth of experiences for students.
Student learning	Experiences provide students opportunity to develop new and powerful understandings about the topic	Experiences provide students opportunity to develop new understanding about the topic	Experiences provide students with limited opportunity to come to new understandings about the topic
	Target 7	Target 5	Target 3
Personal reaction	Statements include positive and problematic nature of the experience with clear indication of what was beneficial for student learning, what changes need to be made for this to be more effective for student learning and your personal experience of creating the WebQuest	Statements include both positive and problematic nature of the experience with some reference to benefits Personal reaction does not clearly state future adaptation of the process or the experience of creating the WebQuest	Statements do not address both positive and negative reactions, effect on student learning, or your personal experience of creating and implementing the WebQuest