

## Web Resource Evaluation

Educators should evaluate web sites used to create lessons or sites used to direct students similar to the process used to evaluating text books, library books, kits, and CD-ROM/DVD resources.

You understand that web sites may

- promote basic instruction
- provide practice of basic skills
- enhance or enrich a topic of study
- provide unique learning experiences (e.g., web quests, simulations)

During a recent grade level team/department meeting, you volunteered to search out websites for students to use in the next unit of study. You need to present your team/department with the instrument and 3-4 sites worth linking to support the curriculum.

1. Decide what curriculum/topic area for which you are interested in finding web resources.
2. Find three or four different sites related to your topic and look them over!! (This may be an opportunity to examine more closely what each site has to offer your students.)
3. Decide what criteria/attributes are important for you to consider in order to evaluate the use of these sites with students and your intended classroom use. (See sample curriculum evaluation forms and borrow liberally-but **cite the sources** that helped you!) Be aware that the forms out there do not usually address a wide range of curricular or learning issues that you find important. . . modify. . . modify. . . modify. Add curricular criteria/attributes.
4. Create your OWN curriculum-based web resource evaluation form. It should have a scale from which you can capture the strength of the criteria used (e.g., -- good 5 4 3 2 1 bad -- ranking is convenient). What works depends on what you want to do. Use the form you create to review three to four web sites.

You may want to explore these sites to examine some evaluation instruments (Teachers Pay Teachers have several that are free). (Website links updated 2024)

**To access a “click-able” list use this URL:**

<http://rebecca.clemente.faculty.noctrl.edu/edn506/resources>

Here is a list to start with.

Website Name	URL
How to Evaluate a Website	<a href="https://www.kathleenamorris.com/2018/11/20/evaluate-websites/">https://www.kathleenamorris.com/2018/11/20/evaluate-websites/</a>
Evaluating Web Pages:	<a href="http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html">http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html</a>

Website Name	URL
<b>Techniques to Apply &amp; Questions to Ask</b>	
<b>Check List for Website Evaluation</b>	<a href="https://lincs.ed.gov/professional-development/resource-collections/profile-940">https://lincs.ed.gov/professional-development/resource-collections/profile-940</a>
<b>Website Evaluation Form for Teachers</b>	<a href="http://arcmit01.uncw.edu/nelson/512WebsiteEvaluationFormforTeachers.pdf">http://arcmit01.uncw.edu/nelson/512WebsiteEvaluationFormforTeachers.pdf</a>
<b>Common Sense on Evaluating Websites</b>	<a href="https://www.everettsd.org/cms/lib/WA01920133/Centricity/Domain/426/k-5-familytip-evaluatingwebsites.pdf">https://www.everettsd.org/cms/lib/WA01920133/Centricity/Domain/426/k-5-familytip-evaluatingwebsites.pdf</a>
<b>How Can Teachers Evaluate Websites Before Introducing Them To Students?</b>	<a href="https://k12teacherstaffdevelopment.com/tlb/how-can-teachers-evaluate-websites-before-introducing-them-to-students/">https://k12teacherstaffdevelopment.com/tlb/how-can-teachers-evaluate-websites-before-introducing-them-to-students/</a>
<b>WWW cyberguide ratings for content evaluation</b>	<a href="http://www.cyberbee.com/content.pdf">http://www.cyberbee.com/content.pdf</a>
<b>WWW cyberguide ratings for web site design</b>	<a href="http://www.cyberbee.com/design.pdf">http://www.cyberbee.com/design.pdf</a>

5. Prepare your document for your team/department. WHAT YOU HAND IN – a document, a copy of your evaluation instrument, spread sheet, and chart.

- A. Explain in the document what class/subject unit area you intend the web sites to be used in, what the intended purpose is for the curricular/learning application(s) and the link to the standards (State and Nets standards and performance indicators).
- B. Describe (in a brief narrative) each web site you are reviewing. Give a general description with information on content covered, links, and other resources- see example.
- C. Rank each web resource on your review criteria/attributes and compare them on the basis of your chosen criteria. Put your data into a spread sheet and create a chart to clearly illustrate the strengths of each web site.

D. At the end of your document MAKE A RECOMMENDATION ON WHICH web site(s) would be the best to use!! Remember: Your team or department wants you to cut to the chase so RANK the choices in order of preference.

E. The spreadsheet and the copy of the evaluation form will be attached to the document.

### **Curriculum Items to Consider**

#### **Preparing your Evaluation Tool**

To help you get started on the curricular things you should look for in web sites, here is a beginning of a list to get you going.

1. Extends understanding of the concepts
2. Link to the ISTE Technology Standards <https://iste.org/standards>
3. Specific State Standards that can be met by students using this site
4. Link to district's/grade level standards clear/strong
5. Subject/topic information accurate
6. Facts presented rather than opinion
7. Material effective for teaching concepts, skills, or content
8. Teacher materials/resources available from the site enhance the curriculum
9. Questioning/problem solving presented at all levels of Bloom's Taxonomy  
(<https://innovativeteachingideas.com/blog/a-teachers-guide-to-blooms-taxonomy/> )
10. Reading level appropriate for grade level

#### **Sample of a web page description**

Page Title: Education: Ignite the spirit of exploration

URL: <https://education.nationalgeographic.org/>

Description: This site provides a wide range of resources. From the Education page a topic can be explored through the search box or select a grade level or type of resources (e.g., article). For example, using the key word “electricity” in the search box results in a list of potential resources. These include articles, learning tools, videos, info graphics and collections. Selecting “Putting Wind to Work” brings up an article and additional picture resources related to this topic. Throughout the article key concepts and academic language are linked to a definition. The article is appropriate for average to strong readers.

A Video titled *Where Does Electricity Come From?* Is useful for teachers in preparing for a unit on energy. This video shows how one teacher engages students in a conversation about where electricity comes from.

The value of this site is to deepen or refresh teachers' knowledge on the topic.

Link to [State Standards]

Link to [ISTE Standards]

## Evaluating Web Resources

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Name \_\_\_\_\_

Score \_\_\_\_\_ / \_\_\_\_\_

Document	clear – concise and detailed	5	3	1/0	unclear – meanders, lacks details
	goal(s) clearly stated		3	1/0	goal(s) unclear or not stated
	[State] Learning Standards articulated		3	1/0	[State] Learning standards missing or incomplete
	ISTE Standards and performance indicators articulated		3	1/0	ISTE Standards and performance indicators missing or incomplete
	recommendation made		3	1/0	recommendation missing
Web sites	descriptions are informative, link to the curriculum evident	5	3	1/0	descriptions lack detail, link to the curriculum unclear or missing
Evaluation form	adaptation of form addresses curricular issues		3	1/0	adaptation of form examines none or one curricular issue
	items related to curricular attributes informative and appropriate	5	3	1/0	items related to curricular attributes not informative appropriate, and/or present
	rating scale apparent		3	1/0	rating scale not apparent or missing
	Definition/description of significant attributes clear		3	1/0	Definition/description of significant attributes unclear
	source(s) of evaluation form cited in APA format		3	1/0	source(s) missing and/or not in APA format

Spread sheet and chart	clearly compares all web sites reviewed	3	1/0	comparison of web sites reviewed unclear
	chart utilizes labels		1/0	chart has no labels
	chart has a meaningful titled		1/0	chart has no meaningful title
	chart utilizes a legend		1/0	chart has no legend
Project as a whole	Electronic page numbering used	3	1/0	pages not electronically numbered
	proofread for spelling		1/0	not proofread for spelling
	proofread for grammar and mechanics		1/0	not proofread for grammar and mechanics
	cover page and stapled		1/0	