



## Teacher Evaluation Tool for Webquests

### Evaluation Criteria for **School Awareness Campaign**

(See your teacher about how these criteria will be applied to your webquest.)

	Four Points	Three Points	Two Points	One Point
Investigation of the Health Problem	Students demonstrate an understanding of the long-term health risks/benefits related to the issue. Students have demonstrated an understanding of the short-term, social risks/benefits associated with the health issues. Students have identified exactly what individual students can do to avoid or prevent the problem. Students have identified the actions that others in the school can take to prevent the problem or promote the health of students.	Students have an adequate understanding of the health problem. Students have identified some of the short-term or social risks or benefits related to the health problem. Students have identified some of the actions that students or others can take.	Students have identified the long-term health risks but none of the short-term social or immediate risks/benefits. The actions that students or others can take are not clearly identified in the campaign materials.	The campaign materials do not reflect any research into the health issue by the students.
Understanding of the School Audience (Students, Staff or Parents)	Students have identified and selected a segment of the school audience, or tailored messages for different segments of the student population. Students have understood the social, psychological, or physical barriers that prevent individuals from adopting the healthy behaviours. Students have understood the related interests, concerns and current attitudes of the student audience and tailored their messages to respond to those interests, concerns or current preoccupations.	Students have analyzed the audience and provided some focus on the different segments of the school audience they want to reach. Some of the barriers to taking action are addressed in the campaign. The campaign materials seek to appeal to the current interests, concerns of the audience, but it misses the mark.	Students have analyzed the audience, but did not try to identify different segments. The campaign materials do not address the barriers that audience members will face in changing their behaviours. There is no attempt to relate the campaign to current interests, concerns or pre-occupations of the audience.	The students did not analyze the audiences that they were trying to reach in the campaign. They did not try to identify the current interests and concerns of the audience.

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Understanding of the School/Community Context	Students have understood the potential and constraints of the school. Community, staff or student characteristics are taken into account in the planning. Students have sought appropriate partners in the campaign, including teachers, parents, the administration and external partners. Students have obtained the necessary formal and informal consent and permissions.			Students did not consult with others about how the campaign could be accomplished in their school. There is no evidence that the students considered the characteristics of their school in their planning.
True Understanding the Health Problem/Barriers	Students identify more than 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 4 reasonable, insightful barriers/problems that need to change.	Students identify at least 3 reasonable, insightful barriers/problems that need to change.	Students identify fewer than 3 reasonable, insightful barriers/problems that need to change.
Defining the Health Messages	Students identify more than four reasonable, insightful possible solutions/strategies to encourage change, (things that individuals can do to avoid/prevent the problem or things that the school, parents or others can do to prevent it).	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Nature of the arguments/facts/examples	Students include four or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Campaign Products, Elements, Timing, Frequency and Coordination (Including posters, displays, health fairs, a web page on school site, an ad/insert in school handbook/agenda, outreach to parents, special events, presentation to parents, presentation to teachers, articles in school newspaper, article in local community newspaper)	Students create original, accurate and interesting products that adequately address the issue. The elements of these products are consistent. The products/activities are presented in a coordinated way and the timing of the campaign is appropriate. There is sufficient frequency of events and duration in the campaign for the audience to notice the campaign	There are several products and activities in the campaign. Campaign products are done well, but they are not coordinated in regards to their timing, content or overall look and feel. There is sufficient frequency and duration to the campaign.	There are more than two products or activity in the campaign. But there is not sufficient frequency and duration of the events in the campaign for the audience to notice.	There is only one or two products or elements to the campaign. They are not coordinated and they are not of sufficient frequency and duration to have the audience notice them.

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Built-in Link to More information, Support	Campaign products and activities lead audience to local or online resources, information or support. The steps to access this information/support are clearly described. The contact information is clearly stated. Students checked with these sources of support/information before designing or launching their awareness campaign.	The campaign products do include accurate references to local or on-line information or support services. The students checked with those sources before launching the campaign.	The campaign products suggest that the audience contact various sources for information or help, but no contact information is provided in the materials.	The students did not identify local or on-line sources of health or information in the campaign materials.
Potential for More Action and Follow-up	The awareness campaign includes links to additional activities, actions and programs that organizing and participating students can engage in after the campaign. These activities offer the potential for institutionalizing the awareness activity in the regular school day or school year. Students have identified, invited and truly welcomed other students to join the campaign or provided a meaningful opportunity to others to volunteer. Contact has been made with external groups about their related programs or activities that could follow the awareness campaign.	Some appropriate follow-up activities are suggested in the campaign. An attempt to invite members of the audience to get involved was made, but that invitation was ineffective or badly timed. Contact with external groups was made, but no practical ideas were identified to be included in the campaign planning.	Some follow-up activities were suggested in the planning of the campaign, but they were not realistic for the students or the school.	The awareness campaign did not suggest, nor plan on including related follow-up activities to make the awareness grow into action.
Evaluation is Planned	The campaign includes feedback mechanisms such as evaluation forms to be completed after every event. The campaign began with a survey to help the planners understand the current level of awareness about the issue. The campaign will conclude with an evaluation survey similar to the first one. Adequate campaign records are kept (eg minutes, timelines, plans).	The campaign included feedback forms and campaign record-keeping, but not pre or post surveys.	The evaluation plan was developed but not followed.	No evaluation was planned or done