

Teacher Evaluation Tool for Webquests
Criteria for Evaluating Biographies and Autobiographies Related to Health



A. Preparation and Research

	Five points	Four points	Three points	Two points	One point
Selection of person	Person was selected with a clear purpose that relates to a health/social topic that is of personal interest or relevant to previous studies. Person was carefully chosen for wisdom, expertise, experiences, human interest, knowledge of youth issues, celebrity, or other reasons related to the health topic.	Person was selected carefully and had a clear connection to the health topic.	The person was appropriate to the health topic. However, this was not identified by the student in their selection process.	The person had a connection to a health topic, but that connection was superficial or contrived.	The person was selected at last minute, without thought or planning. There was no clearly identified health topic underlying the choice of subject.
Research	Student conducted research on the person as well as the health topic that was going to be discussed, Specific questions were prepared and they were relevant to person and to the health topic. Questions were designed to bring out the wisdom, expertise, experiences or insights of the person related to the health issue.	Student conducted research on the person and the health topic. Questions were prepared, but did not bring out the wisdom, experience, insights or expertise of the person.	Student conducted research on the health topic but not on the person to be studied.	Student conducted minimal research on person. The student had an inadequate understanding of the health topic and therefore the biography's relevance to health was limited.	Student did not conduct research on person or the health topic

B. Coverage of Assigned Content: Individual or multiple points can be assigned for the content covered in the biography or autobiography. Allow for one point for every assigned question or sub-topic for the biography/autobiography. **(See your teacher for how this will be done for each assignment.)**

C. Style of Biography (Add one point for each of these style-related criteria used in the writing of the report.

Opening: The writer begins with a strong lead--dialogue, sensory description--to draw the reader into the biography	Significance to Health: The writer provides the reader with an understanding of the subject's importance to health.	Details: The writer includes details to help visualize the person and their connection to health.	Focus: The biography focuses on the person and the writer's concern with the health issue being explored in the biography.	Dialogue, pictures, or other devices: The writer uses dialogue or other devices to reconstruct an incident in which the character of the person is revealed or the nature of the health issue is explained.	Presentation: The essay has a title, is written in ink, and, when typed, is double-spaced. Grammar, punctuation, spelling are satisfactory
Tone: The writer establishes a tone which clearly conveys his/her attitude toward the person and the health issue.	Coherence: The writer ties together memories or anecdotes in a way that makes sense.	Ending: The writer ends with a final assertion--a reflection on the subject, an anecdote, or a call to action on health.	Showing Writing: The writer shows rather than tells throughout the biography.	Narrates: Writer presents an anecdote (sequence of events) and communicates their health significance to the audience	Personal Impact: The author describes his/her thoughts about the person. The author tells what he or she thinks or feels.