



Teacher Evaluation Tool for WebQuests

Evaluation Criteria for Brochures

(See your teacher about how these criteria will be adapted for your webquest.)

Criteria	Four points	Three points	Two points	One point
Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Grammar, Spelling, Punctuation	There are no grammatical mistakes in the brochure. No spelling errors remain after one person other than the typist reads and corrects the brochure. Capitalization and punctuation are correct throughout the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.. No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure. Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.. No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure. There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult	There are several grammatical mistakes in the brochure even after feedback from an adult. Several spelling errors in the brochure. There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Health, Human Interest	The brochure highlights health issues of interest to youth and conveys their importance. The graphics, organization and other features emphasize the actions that youth can take to prevent the health problem.	The brochure addresses a health topic of interest to youth, but the elements of the brochure do not effectively communicate the actions that youth can take to prevent the problem	The brochure addresses a health topic of interest to youth, but does not convey its importance.	The brochure does not address an health topic or issue of interest to youth
Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Health Promoting Purpose	The brochure presents several health-promoting actions feelings/ attitudes/beliefs or understandings that youth are likely to remember.	The brochure presents at least one action, feeling/attitude/belief or understanding that youth are likely to remember.	The health-promoting message is present, but not clearly defined or presented.	The health promoting purpose of the brochure is not presented.

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Attractiveness	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.