



Teacher Evaluation Tool for Webquests

Evaluation Criteria for Writing an Editorial about Health (See your teacher about how these criteria will apply to your webquest)

Criteria	Four Points	Three points	Two points	One point
Health, Human Interest	The editorial highlights one or more health issues of interest to youth and conveys their importance. The arguments emphasize the actions that youth or others can take to prevent the health problem.	The editorial addresses a health topic of interest to youth, but the arguments do not effectively communicate the actions that youth or others can take to prevent the problem.	The editorial addresses a health topic of interest to youth, but does not convey its importance, nor the actions that should be taken.	The report does not address a health topic or issue of interest to youth
Accuracy	All health arguments in the editorial are logical, realistic and well-presented.	Most of the arguments in the editorial are logical and realistic	The arguments presented are about the health issue, but are not logical or realistic.	The health arguments made in the editorial are not logical or are unrealistic.
Health Promoting Purpose	The editorial suggests several health-promoting actions, feelings/ attitudes or beliefs that youth are likely to remember or that others are likely to act upon.	The editorial suggests at least one action, feeling/attitude/belief or understanding that youth are likely to remember or action that others are likely to act upon.	The health-promoting message is present, but not clearly defined or presented in the editorial.	The health promoting purpose of the editorial is not clearly presented.
Lead/Title/Background/Intro	The editorial is written with an interesting lead to bring the reader into the story. The content contains abundant background information about the issue. The editorial has a clearly stated opinion toward the beginning.	This editorial is written with an interesting lead to bring the reader into the story. This story contains some background information about the issue being debated. This article has an opinion that could be stated more clearly.	This editorial is written with a lead but it needs to be more interesting. This story contains very little background information about the issue at hand. This article has an opinion which is somewhat confusing..	The editorial contains an issue that impacts only a few people in the society. This editorial is written with a boring lead. The editorial contains no background information about the issue. The writer is very confusing about his/her opinion on the issue.
Logical Reasoning	This article contains at least 3 different, but logical reasons for the stated opinion. All of the reasons are written to convince the appropriate audience. The writer ends the article giving at least 3 specific recommendations for the reader to take action.	This editorial contains at least three reasons for the stated opinion with two being very distinct from each other and logical. Two of the reasons would concern the intended audience. The writer ends giving at least two specific recommendations.	The editorial contains only one really valid reason for the opinion given, and only two debatable reasons. Only one of the reasons would concern the intended audience. The writer ends the article giving at least one recommendation.	This article does not contain any valid reasons for the given opinion. None of the reasons address the intended audience. The ending of the story does not give any clear recommendations for the reader to take action.
Organization, Structure, Presentation	Each reason is written in a topic sentence of separate paragraphs. The writer uses effective words throughout the editorial to make transitions between ideas. The ending of the editorial restates all the reasons in one sentence. The writer uses all correct grammar and spelling	Each reason is written in separate paragraphs, but not necessarily in the topic sentence. The writer uses some transitions between each idea. The ending of the story restates most of the reasons. The article contains mostly correct grammar and spelling.	The reasons are not necessarily written in distinct paragraphs. The writer uses only a couple transitions between ideas. The ending of the story restates one of the reasons. The article contains several grammar and spelling mistakes.	The reasons are not written in good paragraphs and have no logical order. The writer does not use any transitions between ideas. The ending of the story does not summarize any of the reasons. The article contains many grammar and spelling mistakes.