**Developing a Website Evaluation Tool**

**Tips for Delivering This Lesson**

* Explaining what a rubric is can be a daunting task should your class be comprised of young teenagers. As a primer to this lesson an analogy of some sort might be a helpful aid for comprehension. As an example: say you were invited to judge a dog show. You'll want to be a fair, impartial judge, so you'll have to come up with some standards. What would your standards or “criteria” be for judging the dogs? Students are likely to say such things as behavior, grooming, physical build, etc. Make a simple rubric (for judging dogs) on a whiteboard to give them a visual.
* The lesson directs students to create a rubric for their group using markers and butcher paper. This is a low-tech task, but it allows the instructor to tape to the wall the multiple evaluation tools the groups devise. This method makes comparison and eventually synthesis easier. The instructor can use a projector, white board, or other technology to develop the final evaluation tool.
* For students who may benefit from some additional scaffolding for this activity, this lesson could be adapted around the [Rubistar](http://rubistar.4teachers.org/) web site. Rubistar is a free tool that helps teachers create quality rubrics, and includes rubrics related to web desighn. Students could use the website to gain ideas for building their own rubrics. For example, they could examine existing rubrics and select their top five criteria from the rubrics provided, and use those critiera to build their own rubric.
* This lesson calls for the instructor to assign students a website to evaluate. Previous versions of this curriculum have referenced specific sites, including [cheese.com](http://cheese.com) and [who.org](http://www.who.org). Rather than prescribe a specific website, the current version of the curriculum leaves this up to the instructor. From previous experience, we've learned that an ideal website is one that has content that is interesting, maybe even a little qwirky, and has design characteristics that could be subject to criticism. Sites that are too polished and professional are difficult for students to critique. It is also a good idea to select a site that includes some bells, whistles, and frills, in order to stimulate discussion about which is more important—content or aesthetics.
* Be prepared to work creatively to stimulate discussion within the groups. Some students may be slow to plunge in to analyzing web sites and synthesizing ideas and insights, and may require a boost.