

Name: _____ Date: _____



CRITICAL EVALUATION OF A WEB SITE
SECONDARY SCHOOL LEVEL
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 Kathy Schrock's Guide for Educators
<http://discoveryschool.com/schrockguide/>

1. What type of connection do you have to the Internet?
 - ___ Dial-in connection: modem speed (circle one) 28.8 -- 33.6 -- 56k
 - ___ Direct connection: (circle one) 56K -- DSL -- T1 -- T3 -- Broadband/cable -- other: _____
2. What Web browser are you using? _____
3. What is the URL of the Web page you are evaluating?
 http:// _____
4. What is the name of the site? _____

Part 1: Technical and visual aspects of the page	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
Does the page take a long time to load?		
Do any pictures or photographs on the page add to the information?		
Is the spelling correct on the page?		
Are there headings and subheadings on the page? <ul style="list-style-type: none"> • If so, are they helpful? 		
Is the page signed by the author?		
Is the author's e-mail address included?		
Is there a date on the page that tells you when it was last updated? <ul style="list-style-type: none"> • If so, is it current? 		
Is the format standard and readable with your browser?		
Is there an image map (large clickable graphic with hyperlinks) on the page?		
Is there a table (columns of text) on the page? (Check the source code to be sure.) <ul style="list-style-type: none"> • If so, is the table readable with your browser? 		
If you have graphics turned off, is there a text alternate to the images?		
On supporting pages, is there a link back to the home page?		
Are the links clearly visible and annotated or explanatory?		
Are there photographs or sound files on the page? <ul style="list-style-type: none"> • If so, can you be sure that a picture or sound has not been edited? • If you're not sure, should you accept the information as valid for your purpose? 		

Summary of Part One

Using the data you have collected above, write a short statement explaining why you would or wouldn't recommend this site to a friend for use with a project.

Part 2: Content	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
Is the title of the page indicative of the content?		
Is the purpose of the page indicated on the home page?		
When was the document created?		
If there is no date, is the information current?		
Does up-to-date information matter for your purpose?		
Is the information useful for your purpose?		
Would it have been easier to get the information somewhere else?		
Would information somewhere else have been different? <ul style="list-style-type: none"> Why or why not? 		
Did the information lead you to other sources, both print and Web, that were useful?		
Is a bibliography of print sources included?		
Does the information appear biased? (One-sided, critical of opposing views, etc.)		
Does the information contradict something you found somewhere else?		
Do most of the pictures supplement the content of the page?		

Part 3: Authority	YES	NO
As you look at the questions below, put an X in the yes or no column for each.		
Who created the page?		
What organization is the person affiliated with?		
Conduct a <i>link:</i> command in a search engine to see who links to this page. Can you tell if other experts in the field think this is a reputable page?		
Does the domain of the page (k12, edu, com, org, gov) influence your evaluation?		
Are you positive the information is valid and authoritative? <ul style="list-style-type: none"> What can you do to validate the information? 		
Are you satisfied the information useful for your purpose? <ul style="list-style-type: none"> If not, what can you do next? 		
If you do a search in the newsgroups on the creator of the page, do you find additional information that shows the Web page author is an expert in the field?		

Narrative Evaluation

Looking at all of the data you have collected above while evaluating the site, explain why or why not this site is (or is not) valid for your purpose. Include the aspects of technical content, authenticity, authority, bias, and subject content.
