



AACPS Digital Citizenship

Lesson Title: Rating Websites

Grade 5

Time: 30 minutes

Overview: Students discuss and apply criteria for rating informational Web sites, compare their results, and infer that all Web sites are not equally good sources of research information.

Objectives:

- Interpret criteria for evaluating informational sites
- Apply criteria to evaluate informational sites
- Infer that all sites are not of equal quality

Materials:

Activity Sheet: *Rating Websites, two per student*

Computer Access for Students

Websites: Tech Connections

- [U.S. Fish and Wildlife Kids' Corner](#)
- [Endangered Animals by 5th Grade](#)
- [Endangered Earth](#)
- [World Wildlife Fund: Species](#)

Maryland Technology Literacy Standards for Students (MTLSS)

Standard 5.0 – Technology for Information Use and Management: Students will use technology to locate, evaluate, gather, and organize information.

Activities:

- Have students imagine they are asked to do a report and are going to look for information on the Internet.
- **Ask:** *How will you know which sites are the best to use?* Students should share their criteria for recognizing helpful sites.
- Distribute one copy of the activity sheet, *Rating Websites*.
- Take students to Web Resources > Tech Connections > Digital Citizenship. Find the title of this lesson, and open its links. Choose a site to explore with the class.
- With students, complete the activity sheet, making sure students understand each criterion and how to select and circle only one score per criterion.
- Together, add up the circled scores in each column and then add the three subtotals to obtain a final score.
- Distribute a second copy of the activity sheets.
- Assign individuals or groups the remaining sample informational sites to evaluate.
- When finished, have students compare their results.

- **Ask:** *What is the highest score a site can receive?* (42 points)
- **Ask:** *What is the lowest score a site can receive?* (14)
- Have students consider the range of possible scores and discuss what score would constitute a "passing grade" for an informational site.

Closure:

- **Ask:** *How do you use the activity sheet to rate Web sites?* (Each question is answered by circling a score and then the scores are added up. The scores of various sites can then be compared.)
- **Ask:** *Which of the questions for rating sites do you think are most important?* Students should support their opinions.
- **Ask:** *Why is it important to compare sites when doing research?* (because not all sites are equally useful)

Extension:

- As student use technology throughout the year, periodically have them evaluate websites that they are using to conduct and complete research.

Websites used in this lesson:

- [U.S. Fish and Wildlife Kids' Corner](http://www.fws.gov/endangered/kids/kids_help.html) - http://www.fws.gov/endangered/kids/kids_help.html
- [Endangered Animals by 5th Grade](http://www2.lhric.org/pocantico/5thgrade99/animals.htm) - <http://www2.lhric.org/pocantico/5thgrade99/animals.htm>
- [Endangered Earth](http://endangeredearth.com/) - <http://endangeredearth.com/>
- [World Wildlife Fund: Species](http://www.worldwildlife.org/species/index.html) - <http://www.worldwildlife.org/species/index.html>

Websites may be replaced by other websites within the AACPS Tech Connections that support current unit topics in the content area.

Name _____ Date _____

Rating Web Sites

Name of Site _____

URL _____

Date visited _____

Read each question below. Circle the number for the answer the site deserves.

Can the author be trusted?

Is the author's name clear?	1 cannot find it	2 hard to find	3 easy to find
What makes the author an expert?	1 no information given	2 author's title given	3 title and organization of author given
How is the grammar?	1 many errors	2 one or two errors	3 no errors
How is the spelling?	1 many errors	2 one or two errors	3 no errors
Can you contact the author?	1 no contact information given	2 E-mail address given	3 E-mail and postal addresses given

Will this site have the information I need?

Does the information look useful?	1 not useful	2 might be useful	3 sure to be useful
Is it worth bookmarking for future research?	1 not worth bookmarking	2 might bookmark	3 will be sure to bookmark

Name _____ Date _____

Is this site up to date?

Can you find the date the site was created?	1 cannot find a date	2 the date was hard to find	3 the date was easy to find
When was the site last revised?	1 cannot find a date	2 last revised more than six months ago	3 last revised in the past six months
Do the links work?	1 many dead links	2 one or two dead links	3 all links work

Is this a good research site for students?

Is the text readable?	1 need an adult to help read it	2 need help reading some parts	3 can read it all
How is the "look" of the site?	1 ugly and hard to use	2 the look is okay	3 the look really helps me find what I need
Is it easy to move around the site? (this is called <i>navigation</i>)	1 keep getting lost	2 have some trouble finding my way	3 very easy to find my way
Is there useful information for students?	1 few parts of the site seem useful for students	2 some parts of the site would be useful for students	3 most of the site would be useful for students
TOTAL SCORE IN EACH COLUMN			

Total score for all three columns _____