

Selecting and Evaluating Online Sources

	Very Poor	Poor	OK	Good	Very Good
Determined the nature and extent of the information needed					
I defined the need for information during the planning process and knew what I was looking for.					
I identified a variety of types and formats of potential sources of information.					
I considered the availability, feasibility, costs, and benefits of acquiring the needed information.					
I evaluated the nature and extent of the potential information according to my students' learning needs.					
Accessed the information effectively and efficiently					
I selected the most appropriate information retrieval systems for accessing the needed information.					
I effectively implement a variety of search strategies.					
I refined the search strategies as needed.					
I extracted, recorded, and managed the information and its sources.					
Evaluated information and its sources critically and incorporated selected information into a meaningful learning experience					
I developed and applied initial criteria for evaluating both the information and its sources.					
I evaluated the accuracy of the information and made sure it was free from bias and exaggerated statements.					
I assessed whether the new information would have an impact on students' value systems and took steps to reconcile these differences.					
I evaluated whether the level of information was appropriate for my students' reading and developmental levels.					
I made sure to select information that was clearly presented.					
I made sure the information aligned to the content, learning objectives, activities, and procedures.					
I selected information that was complete in scope and ready for use. I reorganized other information to make sure it was incorporated into and coherent with my whole package of instructional materials.					

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I validated my own understanding and interpretation of the information through discourse with colleagues or external subject-area experts when needed.					
Used the information effectively to accomplish specific instructional purposes					
I used the information effectively to accomplish at least one specific instructional purpose.					
I used the information in combination with an effective instructional strategy.					
I used information that enhanced student engagement.					
I used the information to develop students' higher-order thinking skills such as critical thinking.					

Sources: Adapted from Branch, R. M., Kim, D., & Koenecke, L. (1999). Evaluating online educational materials for use in instruction (ERIC Digest No. ED430564). Accessed at <http://files.eric.ed.gov/fulltext/ED430564.pdf> on April 30, 2015; Riedling, A. M. (2007). An educator's guide to information literacy: What every high school senior needs to know. Westport, CT: Libraries Unlimited.