Evaluating Internet Sites

Address of the site (sometimes called URL or Uniform Resource Locator):
__________________________________________________________________

(Notice that an address that ends in .com is a commercial site and has usually been created to support a business or commercial organization.)

Who is this site designed for?
○ Students ○ Teachers ○ Consumers
○ Researchers ○ General Public ○ Special Interest Group

Themes or keywords you used to get to this site:
__________________________________________________________________
__________________________________________________________________

Did you get pop-up advertisements on this site?
Yes ____ No ____

Do any of these pop-up ads contain material your parents would object to you seeing?
Yes ____ No ____

Visit the HOME page of this site or the ABOUT US page to obtain details about the site:
Is this site sponsored by:
A group? Name: _________________________________
A company? Name: _________________________________
A government department? Name: _________________________________
A school or educational group? Name: _________________________________
Another organization? Name: _________________________________
An individual? Name: _________________________________

Tip: Be cautious with websites that do not contain information about their purpose or goal. Keep in mind that any person or group who wishes to convey a message to other people can create a website. Also, remember that websites may be misleading and may contain errors. If the website is a student project, remember that it too may contain mistakes.

Purpose, goal, or mission stated by this website on its home page:
__________________________________________________________________

If the goal or purpose is not stated, for what purpose do you think this site exists?
__________________________________________________________________

Scroll to the bottom of the page. Is there a date or "last updated”? Record the date.
__________________________________________________________________
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Does the information on this site confirm information from another reliable print or electronic source? _________________________________________________________________

Does this site list sources it has consulted?    Yes ____     No ____

Does this site seem to contain mostly facts or mostly opinions? ________________________________
(Hint: Ask yourself, is this provable? Is there evidence to support it?)

Is it easy to find things on this site (navigate)?    Yes ____     No ____

Does the site contain a lot of spelling errors?   Yes ____     No ____

Does the site provide links to other information sources? Were these links up to date?
___________________________________________________________________

Did this site try to sell you anything? Give details.
___________________________________________________________________

Did this site include pop-up messages designed to convince you of a certain point of view?
Yes ____     No ____     Describe:
___________________________________________________________________

Did this site contain any statements that express hatred or prejudice toward certain groups or individuals? (Note: This is illegal. Provide the website to your teacher so that it can be reported.)    Yes ____     No ____     Describe:
___________________________________________________________________

What date did you visit this site? __________________________________________

Would you recommend this site to another student? Why or why not?
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Sources:
Media Awareness Network, Web Awareness Canada (Comprehensive information on web awareness for parents and teachers):
<http://www.media-awareness.ca/english/special_initiatives/web_awareness/>

Media Awareness Network, Games for Kids, Overview (Web awareness activities for young students):
<http://www.media-awareness.ca/english/special_initiatives/games/index.cfm>