

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?		
Can you tell when the document was created?		
If there is no date, does the the information seem to be current?		
Does up-to-date information matter for your purpose?		
Is the information on the page/site 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 is useful for your purpose? <ul style="list-style-type: none"> If not, what can you do next? 		
If you do a search on the Web 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

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