

Assessment of Web Foundations 1

Website Peer Review Guide



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Code	WebF1 / U21260
Purpose	This document should help you become familiar with the peer marking you'll be doing as part of WebF1. Herein you'll see several statements indicating from low to high (usually), how well the site meets the requirements. In the peer assessment you'll need to choose the statement that best matches the site being assessed (it may not be an exact match - it is a guide). You can also use this guide to help you focus on how to improve your site prior to the review.
Version	1.0 — Initial Release

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Basics

Useful default page

Visit the website, what do you see before you do anything else?

- A server-generated list of pages is displayed and the home page must be manually selected.
- The home-page loads.

HTML5 is used throughout

Examine all the HTML pages submitted.

Are *all* the pages marked up using HTML5?

- No. None of the pages use the **doctype** directive.
- Yes, but at least one HTML page has no doctype or a doctype other than HTML5.
- All pages are HTML5, as evidenced by `<!doctype html>` as the opening line for every HTML page.

Accessibility

- No evidence of any accessibility consideration.
- Basic accessibility consideration. (e.g. good or useful alt attributes on images, good link labelling)
- Beyond basic accessibility consideration (e.g. a transcript on the video, use of aria-label attributes)

Pages easily validated

Look on each page and in the source if necessary. How easy is it to validate the HTML?

- There are no validation links.
- There are validation links on some (or all) HTML pages, but they *do not automatically validate* the referring page.
- There are validation links on some HTML pages, these links automatically validate the referring page.
- There are validation links on all HTML pages which automatically validate the referring page.

Pages are valid HTML

Use the W3C validator to check the validity of *all* non-trivial HTML pages (e.g. the home page, literature review and discovery log should all be non-trivial - if there are other non-trivial pages, check these too).

- None of the tested pages validate.
- A few pages validate without errors (warnings are ok).
- Most (but not all) pages validate without errors (warnings are ok).
- All pages validate without errors (warnings are ok).

Content

Navigation

Navigation should be consistent on all pages across the site (unless there is good reason for otherwise, e.g. if one of the pages is an immersive game).

- Navigation is non-existent, unfathomable, awkward to use, or has a hard-to-comprehend structure.
- Navigation flows well and has logical organisation with good consistency.

Discovery Log

- No discovery log.
- The discovery log covers a few weeks then peters out, or covers multiple weeks with scant detail.
- The discovery log includes extensive detail/examples of research into HTML elements and their use.
- The discovery log includes *extensive* detail/examples of research into HTML elements and their use, including reflective commentary on the research that was necessary in order to complete the discovery log (e.g. where it was necessary to learn more HTML in order to mark up a log-entry about an unrelated HTML capability).

Images

The site is required to have at least one image using the tag.

- No images.
- One image included.
- Several images that use basic markup.
- Several images that use the picture element to select an image appropriate to the browser/circumstances.

Video

Incorporating multimedia in the website.

- No video.
- Video present, but does not use the <video> element (e.g. it's embedded from a third party site (e.g. YouTube).
- Video present, uses the <video> element **but** does not work in **any** browser.
- Video present, uses <video> element with only one source/file.
- Video present, uses <video> element, supports multiple codecs (e.g. Ogg Vorbis, WebM, MP4) and works when tested in Chrome and Firefox.

Anonymity

The uni requires that all work should be submitted anonymously, where possible.

- The website is completely **anonymous** (the inclusion of student ID number is ok).
- The website contains details that **identify the author**.
- The website **justifiably** and **unavoidably** contains details that identify the author.

Separation of Form & Content

Content formatting should be achieved using descriptive markup, combined with CSS. Procedural markup should be avoided.

Inline Formatting Avoided

Check in *all* pages to see if the **style** attribute (an example of *procedural markup*) has been used.

- The style attribute **has** been used for formatting.
- The style attribute has been used for formatting, but only where its use can be justified (e.g. in the discovery log as an example of how it works and what not to use).
- The style attribute **has not** been used.

BR Avoided

Check in *all* pages to see if the **br** element (*procedural markup*) has been used.

- `
` is used for a line break without arguable reason.
- `
` not used, or used sensibly (for example, in a poem).

Font Avoided

Check in all pages to see if the **font** element (obsolete markup) has been used.

- `` used to change page fonts.
- `` not used.

Center Avoided

Check in all pages to see if the **center** element (obsolete markup) has been used.

- `<center>` **has** been used position text, images, or anything else.
- `<center>` **has not** been used.

Normal Font Size

Many users set the preferred base font size in their browser. Respecting their preference is important.

- Page style ignores browser's default font size.
- Page style honours the default font size for *large bodies of text*.

Semantic Structure

We expect to see meaningful use of semantic elements that help us understand the structure of a document when looking at its source. Look at each non-trivial page - is this structure apparent?

- There is evidence of poor markup (e.g. site includes unjustified procedural markup such as using `<table>`, `
` or empty elements such as `<p></p>` to affect layout).
- There is some use of descriptive markup but the site remains mostly reliant on non-semantic tags for structuring content and navigation sections (e.g. using `<div>` with classes where better elements are available).
- Good use of semantic markup throughout. Use of the `<div>` element is only made where there are no appropriate semantic tags (e.g. `<article>`, `<section>`, `<nav>`, `<header>`, `<footer>`, `<aside>`, `<main>`, `<figure>`).

External stylesheets used

Does the site use an external stylesheet as opposed to a `<style>` element in the `<head>` of each html file?

- No external stylesheet is used.
- One or more external stylesheets are used.

Appropriate CSS Selectors used

Have appropriate CSS selectors been used throughout?

Use of #id Selectors

- ID selectors **not used**.
- ID selectors (e.g. #example {}) are **used inappropriately**, for example in places where a class or element selector would be better, such as in places where styles are shared across multiple elements.
- ID selectors (e.g. #example {}) are **used appropriately** (to style a unique element on a page).

Use of .class Selectors

- Class selectors **not used**.
- Class selectors (e.g. .example {}) are **used inappropriately**, (for example in places where styling an element directly would be better).
- Class selectors (e.g. .example {}) are **used appropriately** (e.g. when a style needs to be reused for several elements, or where styles need to be mixed together).

Use of Element Selectors

- Element selectors are not used.
- Element selectors (e.g. article {}) are used inappropriately, e.g. to style a unique element in the page without considering what happens if another such element is added.
- Element selectors (e.g. article {}) are used (to style all matching elements the same).

Use of Child / Pseudo Selectors

- No advanced CSS selectors used
- Light use of advanced CSS selectors used (e.g. Child selector article>section {}, or pseudo-classes section:hover {})
- Extensive and appropriate use of advanced CSS selectors.

Extent of Styling

To what extent has the overall site been styled?

- The site has no stylesheet.
- Some elements have been styled but there is little change to an unstyled page.
- Most page elements have been restyled in some way.

Effect of Styling

What is your opinion of the overall styling?

- The style detracts from the site.
- There is no benefit or harm from the style.
- The style enhances the site.

Site reacts to screen size

What happens when the browser tools are used to simulate use on a screen that's only 400 pixels wide?

- The site degrades noticeably and requires horizontal and vertical scrolling to read the content, or the text is so small as to be unreadable without zoom.
- The site reflows or changes structure to assist the user.