

WEB SITE DESIGN RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Color Choices	Colors of background, fonts, unvisited and visited links form a pleasing palette, do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content, and are consistent across pages.	Colors of background, fonts, unvisited and visited links do not detract from the content.	Colors of background, fonts, unvisited and visited links make the content hard to read or otherwise distract the reader.
Fonts	The fonts are consistent, easy to read and point size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent, easy to read and point size varies appropriately for headings and text.	The fonts are consistent and point size varies appropriately for headings and text.	A wide variety of fonts, styles and point sizes were used.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Contact Information	Every Web page contains a statement of authorship, school name, and date of publication/date last edited.	Almost all Web pages contain a statement of authorship, school name, and date of publication/date last edited.	Most (75-80%) Web pages contain a statement of authorship, school name, and date of publication/date last edited.	Several Web pages do not contain a statement of authorship, school name, and/or date of publication/date last edited.
Links (content)	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.
Copyright	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for almost all borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Fair use guidelines are followed with clear, easy-to-locate and accurate citations for most borrowed material. No material is included from Web sites that state that permission is required unless permission has been obtained.	Borrowed materials are not properly documented OR material was borrowed without permission from a site that requires permission

Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all-important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all-important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Navigation	Links for navigation are clearly labeled, consistently placed, allows the reader to easily move from a page to related pages (forward and back), and take the reader where s/he expects to go. A user does not become lost.	Links for navigation are clearly labeled, allow the reader to easily move from a page to related pages (forward and back), and internal links take the reader where s/he expects to go. A user rarely becomes lost.	Links for navigation take the reader where s/he expects to go, but some needed links seem to be missing. A user sometimes gets lost.	Some links do not take the reader to the sites described. A user typically feels lost.
Work Ethic	Student always uses classroom project time well. Conversations are primarily focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well. Most conversations are focused on the project and things needed to get the work done and are held in a manner that typically does not disrupt others.	Student usually uses classroom project time well, but occasionally distracts others from their work.	Student does not use classroom project time well OR typically is disruptive to the work of others.
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.

Interest	The author has made an exceptional attempt to make the content of this Web site interesting to the people for whom it is intended.	The author has tried to make the content of this Web site interesting to the people for whom it is intended.	The author has put lots of information in the Web site but there is little evidence that the person tried to present the information in an interesting way.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).
Images (accessibility)	All images, especially those that are used for navigation, have an ALT tag that describes the image and its link so people who are visually impaired can use the Web site well.	All images used for navigation have an ALT tag that describes the image and where it links to so people who are visually impaired can use the Web site well.	Most images used for navigation have an ALT tag that describes the image and where it links to so people who are visually impaired can use the Web site well.	The needs of visually impaired Internet users are ignored.
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.

SCORING: 60 POINTS TOTAL (Your points/total points x 100 = Percentage Grade)

SCORING EXAMPLE: 40 points earned/60 possible points x 100 = 67% Grade

OVERALL EVALUATION GRADE:

COMMENTS:

STUDENT SIGNATURE: _____