

Skills Overview Rubric

Design Skills

Category	Does not meet expectations	Meets expectations	Exceeds expectations
Composition	There is no use of white space, symmetry, and focal point. Site pages (and elements within pages) are cut off inappropriately at their borders or are surrounded by excessive white space.	There is some use of white space, symmetry, and focal point. Site pages (and elements within pages) usually fit appropriately within their borders.	White space, symmetry, and focal point are used effectively. Site pages (and elements within pages) fit within their borders in a pleasing manner.
Color	Colors clash and do little for the theme of the design. Background color interferes with text and images. Colors make text less readable.	Colors are somewhat complementary. Background color coordinates with images and text design. Colors do not interfere with readability.	Colors work together, reinforcing the theme of the design. Background color enhances images and text design. Colors strongly support readability.
Typography	Text is not easily readable. White space is not used effectively. Fonts and text effects interfere with the design and readability.	Text is readable. Type sizes communicate information and are compatible with overall site design. White space around text supports readability and design. Fonts and text effects are compatible with the design and readability.	Text is readable, and selected fonts support design goals. Type sizes reflect desired emphasis. White space around text strongly supports readability and design. Fonts and text effects add to mood and tone. Fonts enhance readability through color, size, and contrast.
Usability	Site navigation appears on some pages, and not all links function properly. Navigation does not allow users access to all main pages in the site and is not intuitive to use. Some site pages take a noticeable time to load, and the delays are caused by irrelevant elements.	Site navigation appears on all pages, and all links function properly. Navigation gives users access to most main pages in the site and is intuitive to use. Some site pages take a noticeable time to load, but most delays are worth the wait.	Consistent site navigation appears on all pages, and all links function properly. Navigation gives users access to all main pages in the site and is intuitive to use. Site pages load in a reasonable time, and any noticeable delays are worth the wait.

Category	Does not meet expectations	Meets expectations	Exceeds expectations
Use of technical elements (Dreamweaver, Fireworks, or Flash)	Use of technical elements and effects does not enhance the user's experience or consistently support the overall goals and message of the site.	Use of technical elements and effects consistently supports the overall goals and message of the site but does not enhance the user's experience. Use of such elements or effects is not excessive or distracting.	Use of technical elements and effects adds to the overall design of the site by enhancing the user's experience and supporting the goals and message of the site. Use of such elements or effects is not excessive or distracting.
Storyboard	Storyboard provides incomplete or contradictory production information.	Storyboard is complete but somewhat difficult to interpret.	Storyboard is thorough, complete, and very clear.

Technical Skills

Category	Does not meet expectations	Meets expectations	Exceeds expectations
Accessibility	Very few graphical site elements, such as images and buttons, have alternative text tags.	Some graphical site elements, such as images and buttons, have alternative text tags.	All graphical site elements, such as images and buttons, have alternative text tags.
Drawing	Illustrations and buttons are poorly drawn, not always using appropriate drawing and effects tools.	Illustrations and buttons are drawn in a sufficient manner, using a range of drawing and effects tools.	Illustrations and buttons are cleanly and clearly drawn, effectively using the full range of drawing and effects tools.
Color panels	Color is not consistently applied and panels are usually not configured for the web.	Color is consistently applied most of the time, and panels are usually configured for the web.	Color is consistently applied, and panels are configured for the web.
Optimization	The quality of images is not sufficient, or the file size is too large.	Images have a satisfactory balance of quality and file size.	Images have an excellent balance of quality and file size.

Research and Communication Skills

Category	Does not meet expectations	Meets expectations	Exceeds expectations
Design process	The design process does not include all appropriate elements, such as sketches, site map, storyboard, and review comments. The final product does not completely reflect the storyboard and feedback.	The design process includes elements such as sketches, site map, storyboard, and review comments. The final product reflects the storyboard, with some revisions based on feedback.	The design process includes all appropriate elements, such as sketches, site map, storyboard, and review comments. The final product accurately reflects the storyboard, including storyboard revisions based on feedback and thoughtful design decisions made during production.
Feedback	Reviews of other students' designs do not adequately address content and design. Feedback does not use informative vocabulary and is often not constructive.	Reviews of other students' designs provide some analysis of content and design. Feedback uses some informative vocabulary and connects comments to design and content. Feedback is not always constructive.	Reviews of other students' designs provide thorough and insightful analysis of content and design. Feedback uses clear and informative vocabulary and connects comments to design and content. Feedback is always constructive.
Presentation	Design presentations provide little information on the goals, design concepts, and requirements of a project.	Design presentations cover the goals, design concepts, and requirements of a project.	Design presentations clearly and completely state the goals, design concepts, and requirements of a project.
Team collaboration	Student does not collaborate with other students to provide feedback or assistance. Fulfills assigned team roles but does not contribute equally to project work. Does not consult with other team members before making major project decisions. Does not help others build skills.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project.

Project Management Skills

Category	Does not meet expectations	Meets expectations	Exceeds expectations
Progressive design	Student does not use a storyboard or peer feedback.	Student uses a storyboard to guide the design process. Inconsistently uses peer feedback to guide the redesign process.	Student consistently uses a storyboard to guide the design and development process. Thoughtfully uses peer feedback to guide the redesign process.
File management	Student files and folders are inconsistently named and not logically organized. File organization is not seen as an important task.	Most student files and folders are named and organized logically on both local and remote drives. File organization evolves as project work progresses.	Student files and folders are consistently named and logically organized on both local and remote drives. File organization is created at the start of a project.
Task review	Student does not respond to feedback, or student redesigns without deciding whether the feedback improves the content and design of the project.	Student responds to feedback, deciding which feedback improves the content and design of the project. Incorporates some of this feedback into redesign.	Student responds thoughtfully and completely to feedback, deciding which feedback most effectively improves the content and design of the project. Incorporates this feedback into redesign of a project.
Time management	Student does not effectively allot time for the phases of the design and development process. Completes few phases on schedule.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.