

## RUBRIC TO ASSESS THE DESIGN OF A DIGITAL SITE

Student's name: \_\_\_\_\_

ITEMS	5 Proficient user!	3-4 Advanced work!	2 Need outcome!	1 Revise carefully!
<b>AIM AND TOPIC</b>	The digital site has clear aims and topics, both of which are very well structured and coherent at the whole site.	The digital site has clear aims and topics; however, there are one or two odd one out elements.	The digital site has somehow confusing and/or unclear aims and topics.	The digital site has no aim or topic.
<b>CONTENT</b>	All the information provided by the student in the digital site is precise and fully matches the requirements of the assignment.	Almost all the information provided by the student in the digital site is precise and matches the requirements of the assignment.	Some of the information provided by the student in the site is precise, but not all. The digital site matches the requirements of the assignment, but not all of them.	There are several inaccurate pieces of information in the digital site and/or it does not much many of the requirements of the assignment.
<b>KNOWLEGE OF THE MATERIAL</b>	The student proficiently understands the material included in the digital site and knows where to find additional information. The student can easily answer questions regarding the content and the procedure used to create the online site.	The student understands the material included in the digital site well. The student can easily answer questions regarding the content and the procedure used to create the online site.	The student has a basic understanding of the material included in the digital site. The student cannot answer questions regarding the content easily, or about the procedure used to create the online site.	The student does not seem to have learned a lot throughoyt the project. The student cannot answer most of the questions regarding the content, or about the procedure used to create the online site.
<b>IMAGES (accessibility)</b>	Every image (above all, those used for navigation) has an ALT label and its corresponding link, so that disabled viewers are able to surf the site well.	Every image used for navigation has an ALT label and its corresponding link, so that disabled viewers are able to surf the site well, but not the rest of the images.	Most images used for navigation have an ALT label and their corresponding links, so that disabled viewers are able to surf the site well.	Needs of disabled viewers are ignored.
<b>GRAPHICS</b>	Graphics are coherent to the topic/aim of the digital site. Their	Graphics are coherent to the topic/aim of the digital site.	Graphics match the topic/aim of the digital site	Graphics look as if they have been randomly chosen; they



	size is carefully chosen, they have high quality and they both engage and interest the visitor.	They have high quality and are both engaging and interesting for the visitor.	and have good quality.	have low quality and detract the visitor from the topic/aim of the digital site.
<b>LAYOUT</b>	The digital site is exceptionally attractive and a useful showcase. It is easy to find key elements and both blank spaces and multimedia elements as well as spatial principles are effectively used to organise the material.	The digital site is attractive and can be regarded as a useful showcase. Every key element is easy to find.	The digital site is a useful showcase, but it looks too full of information and/or it is not engaging. Most elements are easy to find.	The digital site has too much information, it is detracting, and it is often difficult to find key elements.
<b>MECHANICS</b>	The digital site is free of grammar and spelling mistakes.	The digital site has 1-3 grammar and/or spelling mistakes.	The digital site has 4-5 grammar and/or spelling mistakes.	The digital site has more than 5 grammar and/or spelling mistakes.
<b>TEAM WORK</b>	The students are respectful towards each others' ideas, are able to distribute tasks in a fair way, show commitment to quality and support one another.	The students are respectful towards each others' ideas, and are able to distribute tasks in a fair way. Some of the students show commitment towards quality and support one another, but not all.	The students are respectful towards each others' ideas, and are able to distribute tasks in a fair way. However, there is little evidence that shows commitment towards quality by the members of the team.	The students argue with one another and/or do not respect each others' ideas and contributions. Feedback is not positive and the members of the team do not support each other. The project has been carried out by 1 or 2 members of the team.
<b>SITE ENGAGEMENT</b>	The author has made an exemplary job at designing a really engaging interesting site for its target audience.	The author has made a neat job at designing an engaging interesting site for its target audience.	The author has included lots of information in the digital site, but there is little evidence of the intention of designing an engaging and interesting site for its target audience.	The author has provided the minimum information required in the digital site and has not adapted it in order to design a more interesting site for its target audience (e.g. only a list of links to content by others is provided).
<b>COPYRIGHT</b>	All the material is Creative Commons, and the author has made an exemplary job when citing and attributing.	Citing and Attributing is neatly done and almost all the material is Creative Commons.	Some of the material is Creative Commons but citing and attributing needs improving.	Citing and attributing guidelines have not been taken into account and the material is not Creative Commons.

