Tools For the Development of Instruction: Rubric
Traditional Website

Design – 20 points

Effectiveness of Design - Headings or font characteristics should be used to indicate the hierarchy on the page. Indents, headings, blank lines, and other spacing should be used in such a way as to make the pages easy to read and understand.

0	1	3
Color choice, background images, font choice, and/or layout hampers legibility. Banner is extremely simple and does not contain any graphic element. Footer design elements may not be distinguishable from other areas of the site. Audience needs have not been addressed in the design.	Site design is basic but practical. Color, font and spacing choices make for an easily legible site. Graphic or background image may be used, but may not be clear or have been well integrated into the design. Design is generally satisfactory for audience needs.	Elements have been used to create an attractive, distinctive, and easily recognizable "brand" for the site. Clear evidence of a color palette exists including accent colors. Graphic elements in banner or other parts of the site are effectively used in the site design. Coordination between site graphics and color scheme is evident.

3- Site is clean and the design is practical. Color palettes and accent colors match. Fonts and graphics are coordinated within pages.

Consistency of Design - Page design should be consistent from page to page in the use of logos; background colors or images; headings; font face, size, color, and style; banners, footers, navigation, and general layout. Changes in any design element should be made only to convey meaning.

0	1	3
Site design contains non-meaningful variation from page to page. Use of headings is inconsistent and does not accurately convey the hierarchy of site elements. Spacing between elements varies without cause.	Site is generally consistent with several instances of non-meaningful variation. Headings have been used to organize information where appropriate.	Site design is extremely consistent. No variation in background colors and/or images, font characteristics, and spacing can be found from page to page. Header, footer, main navigation and general layout are identical on all pages. Any variation is necessary and justifiable and incorporated as a subset of the larger design.

3- Site design is consistent on each page. Header, footer, and main navigation are identical on all pages. Font matches on each page.

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Navigation and Flow - Hyperlinks are easily identified in all states. Main navigation bar is clearly evident. Verbiage used as hyperlinks clearly conveys the purpose of the hyperlink (ie –"teacher resources" as opposed to using "click here"). When images are used as hyperlinks, a text version of the same hyperlink is also included. Outside sites open in a new window. Internal links open in the same window except for specific, justifiable reasons (Example: printable worksheet).

0	1	3
Hyperlinks are generally difficult to identify in one or more states. Outside sites open in the same window and/or internal links open in new windows without justification. Verbiage of hyperlink text is confusing or does not indicate the purpose of the link. Graphics used as hyperlinks do not have a text link alternative.	Hyperlinks are obvious in all states. Verbiage of hyperlink text is generally clear but may be ambiguous or confusing in a few cases. Links to external sites generally open in new windows with one or more exceptions.	Navigation is seamless. It is always clear to the learner where a hyperlink will take them. Verbiage of hyperlink text always clearly indicates the hyperlink purpose. Text versions of graphic hyperlinks are always present and obvious. Outside links always open in new windows. Any internal links that open in new windows are applied consistently and with good reason.

3- Navigation is seamless and clear. All outside links open in a new window. All other links are PDF's. Links are labeled as "click here" because of the age of the students and it seems more developmentally appropriate.

Mechanical/Techncial Aspects - Images and/or video clips load correctly. Hyperlinks function correctly. No page requires a horizontal scroll bar in 1024x768 resolution. All pages should be html web pages except where some other format provides a specific advantage (ie – downloadable work sheet, etc.). All non-html pages shall be posted in pdf format and only when strict layout is required. Links to other formats can be posted only when the user requires the file in its original format (Example: MS Word file that needs to be edited). In such cases a link to a pdf version shall also be included. Spelling and grammar are correct on all pages.

0	1	3
Two or more images, videos or hyperlinks do not function as intended. Pages are posted in pdf format when strict layout is not required. Content is posted as MS Word pages or in some other format without absolute need. Horizontal scrolling is required at 1024x768 resolution. Several spelling and/or grammatical errors are present.	All images and videos load correctly. All hyperlinks function as intended. No more than two spelling and/or grammatical errors are present. No more than two links were created to files in non-standard formats without sound justification.	All images, videos, and hyperlinks function as expected. No spelling or grammatical errors exist. Each file has been posted in the most appropriate format.

3- All images function as expected. All documents are in PDF format. Spelling and grammar are correct on all pages.

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Required Elements - All html pages pages must include information to identify the author, an email link to the author, last updated information, and a disclaimer. Any graphic obtained from an outside source must be sourced in APA or MLA format at the bottom of the page on which it is used. Each page contains a two-part page title that includes both a standard site identifier and a unique page identifier.

0	1	2
Some pages are missing the required properties.	The web site has no more than 5 missing properties. Sources are sited but format is incomplete. Page titles are used but may be incomplete.	All properties are included on all pages. Images are sited on the page used and are in either APA or MLA format. Each page contains a two-part page title that includes both a standard site identifier and a unique page identifier.

2- All pages include author, email link, and last updated information. All graphics are in the works cited in MLA format.

Use of Graphics - Graphics have been sized appropriately and the images. Pages are designed so as not to include more graphics then are needed or graphics that are larger if file size than is necessary. Graphics have been optimized to reduce download time of the page. Total page size limited to 80K. In the rare cases where large page sizes are unavoidable, pages have been designed to give minimize these issues. Example: Instead of creating a page with 6 large graphics, a series of pages should be created. Alternately a page with 6 thumbnails should be created each thumbnail linking to the larger graphic.

0	1	3
Page size consistently exceeded 80K. Graphic elements add little or no value to the page.	Pages generally total between 40K and 60K with a few exceptions. Alternate printable/viewable pages created for those pages in excess of 60K	All graphic elements have been resaved in their minimum size and have been optimized to the greatest degree possible.

3- All graphics are sized appropriately. The one graphic is rather large but it will be used to be shown on a smartboard for the students to be able to see clearly.

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Effectiveness of Home Page - The home page provides a clear vision of the purpose of the web site. It draws the user in by appealing to the interests of the intended audience. The home page describes a compelling essential question.		
0	1	3
Page lacks a clear description of either the purpose of the essential question addressed in the site.	The purpose of the site and the essential question are stated but not developed. Little evidence exists that the page attempts to engage the audience by appealing to their interests.	The purpose and essential question are included and well developed. They are related to issues larger than the site objectives and attempt to engage the user in an investigation of a complex and wide ranging issue. Verbiage draws user into a scenario or situation well suited to stimulating audience interest.
3- The purpose and essential question are included on the home page. The home page provides a clear vision of the web site.		

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Content – 30 points

Scaffolding of Activities - Activities are included that take the user from basic knowledge through the creation and evaluation of a new and unique construct. Activities are designed so that they provide the student with the appropriate support to successfully demonstrate mastery of the desired objectives. Formative and summative assessment elements are included in each activity to assess student progress as they move up the scaffold.

0	1	4
Activities are unconnected / disjointed or do not build on each other. They do not, in and of themselves, provide the necessary knowledge/skills to accomplish subsequent tasks.	Activities are logically sequenced and build on prior skills. Each activity provides some knowledge or skill required to accomplish the next subsequent step.	Activities are present and clearly designed to take students from basic knowledge to higher-level skills. Checks for understanding are built in so the user and instructor can assess progress during each activity.

4- I have activities that are at the basic level all the way up to higher level. After each activity there is some sort of assessment to see if the concept was mastered. The end unit task (summative assessment) will be used to apply the new skills learned to higher level project.

Quality and Relevance of Resources - A substantial number or outside resources are provided. They are age-appropriate and, in combination with original content, clearly and specifically supports student mastery of project objectives throughout the scaffold.

0	1	4
Resources may not be present, may not be closely related to student tasks, or may not be sufficient for students to accomplish tasks involved in the project.	There is some connection between the resources and the information needed for students to accomplish the desired outcomes. Some resources may not offer additional information to amplify student understanding or some desired outcomes may not be supported with either outside resources or original content.	There is a clear and meaningful connection between all the resources and the information needed for students to accomplish the expected outcomes. Every resource offers new information or a new connection to information to enhance meta-cognition. Resources compliment original content to provide the rich resources supporting the mastery of each task.

4- There are outside resources that are age and content appropriate. The content clearly links to what is being taught and will support the students' mastery of each task.

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Quantity and Quality of Original Content - Substantial original content has been created. It is well organized, age-appropriate, and in combination with outside resources clearly and specifically supports student mastery of project objectives throughout the scaffold		
0	1	4
Project has minimal original content. All or most of the project created from links or citations. Little creativity and/or original writing is included.	Project contains few pages of original content. Some creativity and/or original writing is included.	Project contains substantial original content to augment and support outside resources. Original content is audience appropriate, well organized, and well written. It provides learning opportunities that exceeds those available through outside resources and inspires students to think outside the parameters of the tangible outcome.

4- Project contains original content and supportive outside resources. Original content is organized and appropriate for grade level. The unit itself inspires students to think beyond the typical "scientific method."

Process/Differentiation of Activities - Student process in accomplishing desired outcomes should be clearly stated in age-appropriate language. All activities contain clear, concise directions that emphasize key objectives. Differentiation of instruction is clearly evident through three or more examples of activities that have been or could be modified to accommodate learners with differing needs.		
0	1	4
Activity or process is not clearly stated. It may assume steps or be poorly sequenced. No option for differentiated outcomes.	Each step of process is clearly stated in proper sequence so that needed knowledge/skills would logically be acquired by the user. Minimal choices for differentiation.	Directions are accurate, explicit, clearly stated, and written in age-appropriate language. Three or more examples of differentiated activities and/or student outcomes are clearly evident.

4-Each step of the lesson is clearly stated and in age appropriate language. Each of the lessons are differentiated (found on teacher page).

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Teacher Created Student Model - With the exception of activities that focus on the lower level skills of knowledge and comprehension, each activity in the scaffold should include a model that illustrates mastery of the desired objectives. Attention should be drawn to the key elements of the model that prove mastery.		
0	1	4
No student models are included.	Poor or incomplete models of student projects are included or models of some activities are missing or incomplete.	Models of completed student activities are present and clearly illustrate mastery of desired objectives. Model is an excellent example of constructivist thinking and should compel students to produce similar work.

4- Student models are shown for lessons. These can be found on the teacher page.

Method of Assessment - Assessment checkpoints are included for each activity within the scaffold. These assessment tools are available to students throughout the project and instruct students in the completion of the project at a high level.		
0	1	4
Rubrics or outcome measures are missing, incomplete, unclear and/or are too rigid to serve as good instructional tools. They don't allow for differentiation or for constructivist thinkers to create unique products.	Rubrics or other outcome measures are present for most activities, are targeted to project objectives, and generally provide students with information to help them identify and pursue project objectives.	Rubrics or other outcome measures are present for each activity, are clearly written and easy to understand, and provide superior ongoing formative assessment to the student. The standards against which the student outcomes are measured are set high and are embrace the concepts of meta-cognition and constructivist thinking.

4- Each activity has a form of assessment. Some lessons have a rubric that will explain the expectations of the assignment. Some lessons have a quiz that will give immediate feedback to the student. The assessments vary from starting at a basic level to a high level. Also on the teacher page, there are two rubrics for observing participation throughout the unit and an overall science grade.

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Pedagogy/Citations - The project includes citations in correct APA or MLA format for all graphic elements or other outside resources ***contained within*** your site. These resources will be cited in appropriate locations as described in the rubric. One page will be set aside for references to and discussion of the pedagogy utilized in your site including such elements as: Booms Taxonomy, multiple intelligences, learning styles, brain-based learning, differentiation of instruction, essential questions, correlation to standards, and other elements of pedagogy.

0	1	4
No citations or citations not in appropriate formats. References to a pedagogical perspective of the project are not included	Citations included but not in correct format or location. Some reference to pedagogy included on a "teachers page" somewhere in the site.	All citations are in included, are in their proper location, are in appropriate format, are cited correctly. A thorough analysis of pedagogical elements of the project is included in a "teacher's page" somewhere in the site.

4- Citations from all outside resources are cited in MLA format on the works cited page. All pedagogy is in the project proposal document listed on my teacher page.

Student Outcome - Student outcomes for each activity are clearly referenced to New Jersey Core Curriculum Content Standards or other appropriate standards.

0	1	2
Student outcomes or tasks are not related to standards.	Standards are referenced but student outcomes are not clearly connected to what students must know and be able to do to achieve proficiency of those standards.	Student outcomes or tasks are referenced to standards and is clearly connected to what students must know and be able to do to achieve proficiency of those standards.

2- All standards are listed in the project proposal document listed on my teacher page. The technology standards are in a separate document found on my teacher page.