Name:

Date:

Hour:

Web Design

**How is the scoring process determined for your essay?**

Paragraph 1: Introduction

* Hook: Statistic, quote, anecdote
* Background: In my Web Design class, the theme was… It required me to…
* Thesis: While reflecting on my overall learning experience in this class/contest, I will outline…(6 requirements should be listed)

SITE WALKTHROUGH

Paragraphs 2-7: Reflect on your experience with building the website including code and photo editing tools/techniques. CHOOSE 5+NETS!

Discuss each of your five pages with one paragraph. Give me a brief overview of the page. Then, take 1+ of the suggested topics listed above and find specific talking points that emphasize each page.

* **\*\*REQUIREMENT:** What is the overall purpose of the site/theme? How did you choose your theme concept? Layout decisions? Color and font choices? Logo? Other details? (**POSSIBLE FOR ADVANCED ONLY):** Favicon, cursor, social media, CSS codes. Compare direct instruction (intro) with hybrid (vido tutorials/more freedom to make own decisions). What does it take to succeed independently? Which method of instruction do you prefer (or a combo of both)? Add a screenprinted picture of your site. (PAGE \_\_\_\_)
* **REQUIREMENT:** What was your favorite code? Which code did you struggle with? Add a screenprinted picture of your favorite/frustrating code. (PAGE \_\_\_\_)
* **REQUIREMENT:** What was your favorite photo edit? Which Photoshop lesson and/or graphic caused you the most problems? Add a screenprinted picture of your favorite/most useful picture edit. (PAGE \_\_\_\_)
* **REQUIREMENT:** Reflect on one specific lesson: quiz, chalk talk, color theory slide/ah-ha moment for you/a struggle that you figured out/time issue/theme redo/partnership versus individual. Which one was it? Walk me through how-to do it and how you may have used it on your website. Add a screenprinted picture that illustrates this requirement. (PAGE \_\_\_\_)
* **REQUIREMENT:** Using a variety of different resources demonstrates that your love for learning. Look back at your citations. Which resource did you find most valuable/useful? Why? Add a screenprinted picture of that resource. (PAGE \_\_\_\_)
* **REQUIREMENT:** Describe the field trip(s) and/or outside learning experiences. How did they help you reach your goal? Why is designing a website more than the task of writing code? Add a screenprinted picture of a field trip/outside experience.
* **REQUIREMENT:** How did you go about creating your video/sound clip/animation/slideshow/table? What was your process? Did it go as planned? Do you have a better idea NOW? Add a screenprinted picture of one piece of multimedia. (PAGE \_\_\_\_)
* **\*\*MUST:**  Outline all six benchmarks. Focus on the one you feel was most important to you in the development of your website. How did you master it? Be specific! <http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf> Add a screenprinted picture of that NET.

END SITE WALKTHROUGH

Paragraph 8: Conclusion

* What did you enjoy about the web design process?
* Based on teacher, peer, and self-evaluation feedback, I feel that my strengths are…  weaknesses are… If I could begin this contest over again and redo my website I would/n’t change…
* How is this class different from a traditional textbook class? What makes it different? Is this important to you? Why?
* How will the team members use this experience in the future? How has this class (contest) and other technology classes added meaning to your life? How has this contest benefited you, not only with the growth of technology knowledge, but as a person?

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| RUBRIC FOR ESSAY (35x2=70 points) |
| CATEGORY  | **Advanced (5)** | **Proficient (4-3)** | **Basic (2)** | **Below Basic (1-0)** |
| Appearance +Screenshots (3) | Appearance is aesthetically appealing, neatly organized and information is quite accurate.  | Appearance has some visual appeal, organized and information is precise.  | Appearance has some graphic details pleasing to the eye, organization skills and accuracy is semi-evident.  | Graphic details and organizational skills are completely nonexistent.  |
| Engaging/Amusing/Interesting | The writer successfully engages the reader by creating both clear and compelling paragraphs. | Has some strong elements of interest to captivated the reader's attention.  | Some levels of interest to command the reader's full attention.  | Completely lacks the necessary qualities to intrigue the reader.  |
| Quality of Work Responds to all REQUIREMENT areas | Information clearly relates to the main topic. It includes SEVERAL supporting details and/or examples.  | Information clearly relates to the main topic. It provides FEW supporting details and/or examples.  | Information clearly relates to the main topic. No details and/or examples are given.  | Information has little or nothing to do with the main topic.  |
| Vocabulary/Spelling | Excellent choice of creative language (vocabulary), sentence variety and structure. 0-1 spelling errors | Good word choice (vocabulary), sentence variety and structure. 2-3 spelling errors | Very limited word choice (vocabulary), repetitive sentence types, some errors in the sentence structure. 4-5 spelling errors | Poor word choice (vocabulary), list-like sentences with a significant amount of errors. 6+ spelling errors |
| Introduction Paragraph | Provides both an incredibly powerful and convincing hook, background, thesis. | Missing one important component, but compelling. | Missing more than one important component. Rushed. | There is no introduction. The paper just begins.  |
| Closing Paragraph | Effective closure that answers all asked questions. | Missing one important component, but compelling. | Missing more than one important component. Rushed. | There is no conclusion. The paper just ends.  |
| NETS | Outlined NETS and explained ONE thoroughly | Outlined and explained with few details | Mentioned  | Not present  |