▸AAS-VC Web Design Skills: Evaluation Plan

EDCI: 577 – Strategic Assessment and Evaluation

Ellen Twomey ▸Purdue University ▸10/6/2013

Presented to:
Juan Primo
Professional Development Coordinator
Tri-state University

Mr. Primo,

Thank you for the opportunity to work with you on the Evaluation Plan of the Web Design Skills of the Associates in Applied Sciences in Visual Communications (AAS-VC) program. I can assure you that together we will address your specific needs. The Evaluation Plan will guide you through the evaluation process to ensure strategic data is collected ensuring maximum value to your organization. Contained in this document are the specific steps necessary to complete an effective and efficient evaluation.

Thank you for your time and energy on this worthwhile endeavor.

Thank you,

Ellen Twomey
Evaluation Engineer
Evaluation Revolution

I.   Executive Summary

Purpose of the Evaluation

The purpose of this evaluation is to effectively and efficiently assess the web design skills' training provided by the Associates in Applied Sciences in Visual Communications (AAS-VC) program at Tri-State University. The AAS-VC program contains highly technical courses and the fundamental concept required to be successful in the program is the ability master web design. This evaluation will determine the program's effectiveness to accomplish this goal.

Primary Objective

The primary objective of this evaluation plan is to effectively and efficiently evaluate the web design skills of the AAS-VC program to improve learning and demonstrate higher learner achievement in technical areas related to the field. Specifically web design skills are a key area of this program and will be the focus for this evaluation plan.

Evaluation Plan Summary

The evaluation of the AAS-VC program for web design skills training effectiveness will take place over the course of three semesters which equates to one school year. In order to begin as soon as possible, the winter semester of the 2013-2014 school year is the recommended start time. Three semesters will be observed over the course of the evaluation: winter 2014, summer 2014, and fall 2014. As students in this program are typically from non-traditional school backgrounds, the three semesters have relatively consistent enrollment from which to determine the effectiveness of the web design training on student performance.

Key Recommendations

Positioning of HTML5 structural tags, HTML5 and CSS3 syntax, HTML5 application, communication creativity, higher quality student output and improved HTML foundational skills are some the main web design areas that will come out of the recommendations. The analysis of the data will inform on these specific areas of web design skills. The necessary adjustments to instructions of these key areas will be made based on the results of the evaluation.

Data Findings

The data will reveal areas for improvement in reaction, learning, behavior and results (Kirkpatrick & Kirkpatrick, 2006) of web design skills. Specifically, the data will be continually reviewed throughout the process in order to address many issues as soon as they are identified. For example, mid-term reaction sheets are given to the Web Design classes in order to assess the impression students have of the course while they are still in the course. This enables instructors to make adjustments to the course while the students are still experiencing the course. The goal is that end-of-term reaction sheets demonstrate improvements from the mid-term reaction sheets. Results of learning will be shown in side-by-side comparisons of pre-tests and post-tests. A review of final projects will be conducted to assess behavioral changes.

II.   Evaluation goals and project scope

Instructional Product Description

Students pursuing an Associate of Applied Sciences (AAS) degree in a multimedia-related area are required to understand technical aspects of communicating to users. HTML and CSS are technical skills required to be successful during the degree program and ultimately to be highly desirable candidates for the marketplace. The program in AAS in Visual Communications (AAS-VC) contains the following highly technical courses. Note that the asterisk denotes pre-requisite courses that are required before the alternative higher level courses (no asterisk) courses.

- Pre-requisites
  - Design media *
  - Digital communication *
  - Digital graphics *
  - Web design *
- Electives
  - Animation
  - Graphic design
  - 3-D modeling
  - Computer illustration
  - Electronic publication

Purpose of Evaluation

Faculty in the web design AAS-VC track performed a team analysis of the HTML5 documents produced by the AAS-VC students. The faculty report revealed that the major issues were found in the student produced documents. The main issues are detailed below:

- Incorrect positioning of HTML5 structural tags

- Incorrect syntax (including CSS3)

- Lack of skills required to code HTML5

- Lack of skills in applying HTML5 accurately

- Lack of displayed creativity in communication formats

- Lack of quality in student output

The faculty group recommended a more detailed look at the technical skills required in the AAS-VC degree. The faculty asked that the particular areas of improvement be identified for the enhancement of the program and the betterment of the students. This evaluation plan is in response to the faculty recommendations.

Primary Objective

The primary objective of this evaluation plan is to effectively and efficiently evaluate the AAS-VC degree program in order to improve the technical abilities of the students as identified by higher quality outputs throughout the degree program. Of the students entering the AAS-VC

program, 42% pass the HTML5/CSS3 Web Basics assessment on the first attempt. The faculty has set a goal of achieving a 75% pass rate. Each course in the AAS-VC requires a final project. Currently 61% of students produce final projects of significantly high quality so as to receive a grade of 'A' or 'B'. The faculty has a set goal of 85% of students receive a grade of 'A' or 'B' for their final projects.

Learner Analysis

Primary Audience
The primary audience is composed of students enrolled in an AAS-VC degree. The typical participants include recent high-school graduates and lifelong learners acquiring new skills. All students in the program have basic computer operation and Internet navigation skills essential to coursework. Some of the participants have some knowledge of HTML5 or previous versions of HTML (formal and informal). The majority of students understand the practical uses of HTML, and how it relates to CSS. Most of them understand HTML5 as a core component of professional skills required in visual communication and multimedia design.

Individuals in this program generally have full- or part-time employment. This employment is typically outside the field of AAS-VC as students are using the degree to move into their field of choice. A minority of students are employed in a visual communications-related area, and plan to utilize the skills they use in the program to improve their standing within their own organization. Academic motivation is significant as students in this program are looking to attain job placement in this field within two years. As such, they approach learning knowing that they will be using this information in a job setting soon.

Learners, context, and tools: The context will be academic projects that require or encourage the use of HTML5, CSS3 and other related technical skills. Future contexts will be a workplace setting in which former students can apply the aforementioned skills in their post-graduation job. The school computer lab with accompanying software composes the tools.

Secondary Audience
The secondary audience for the AAS-VC degree program courses are Tri-State University students in a program other than the AAS-VC program. Students outside of the AAS-VC program could benefit from these courses by honing web development skills in order to prepare for coursework within their own program that may allow for web development. Additionally, students will improve his/her standing with potential employers by demonstrating an aptitude for technical subjects in addition to their field of study.

Tertiary Audience
The tertiary audience of the AAS-VC degree program courses is a faculty member in a related or non-related field that seeks to learn web development skills or other technical skills at no cost. Although minor, there is an anticipated increase in faculty members participation in courses as web development and other related technical skills are becoming more practical over time.

III.   Evaluation Process

The evaluation strategy detailed below is based on the Kirkpatrick and Kirkpatrick (2006) model as defined in <u>Evaluating Training Programs</u>. The four levels are "the most recognized and widely used training evaluation model in the world" (Kirkpatrickpartners.com, para. 2).

Level One – Reaction

Level One will be implemented in two phases within each course in the AAS program. Reaction sheets will be utilized at the mid-point of the course (week 8) and at the conclusion of the course (week 16). Gaging learner reaction is essential because the first step in motivating is to gain leaner's attention (Keller, 1987). Assessing the students' reactions will aid in identifying where gaps in learners attention are.

Evaluation Instruments: Appendix A is the "AAS Mid-term Evaluation" and Appendix B details "AAS End-of-term Evaluation".

Evaluation Procedure: At the beginning of weeks eight and sixteen, the "AAS Mid-term Evaluation" and "AAS End-of-term Evaluation," respectively, will be conducted. The surveys are conducted electronically in the school computer lab at the conclusion of the identified (first meeting of weeks eight sixteen) class period. Ten minutes at the end of the course are allowed for completing the survey. The survey is anonymous; however, students receive completion points in the course for completing the survey. After the student completes the survey, a confirmation screen appears. Students print the confirmation page and turn it into their professor for completion point.

Rationale

Students are highly motivated to complete the survey as they receive credit towards their course. Additionally, the electronic submission allows for easy collaboration and analysis of the data. Kirkpatrick and Kirkpatrick (2006) states that the "the ideal form provides the maximum amount of information and requires the minimum amount of time" (p. 28). This standard will be adhered to with the Level One Reaction sheets. The 5-point Likert scale will be used in order to quantify the reaction (Kirkpatrick & Kirkpatrick, 2006) in ten of the twelve questions on the evaluation. The final two questions are open-ended questions but will be quantified using a systematic coding system. The coding system groups like responses and assigns a category title to each. A table is created with categories and number of responses for each category.

Level Two – Learning

A pre-test and post-test will be utilized in order to evaluate knowledge both before and after instruction as occurred as recommended by Kirkpatrick and Kirkpatrick (2006). A control group will be utilized and will take pre-tests and post-tests identical to the experiment groups.

Evaluation Instrument: Appendix C "Web Design Pre-test" and Appendix D "Web Design Post-test"

Evaluation Procedure: Students will complete the pre-test on the first day of the course and the post-test on the last day of the course. Comparisons will be made between the experimental groups progression between tests. Additionally, the control group will be comprised of students at Tri-State University whom are outside of the AAS-VC program. At the beginning and ending of each term, the AAS-VC honor society will host a get-together where students will be offered free food in exchange for completing the pre-tests and post-tests. Data collected will be compared against the experimental group's results as described by Kirkpatrick and Kirkpatrick in "Evaluation Increase in Knowledge and Changes in Attitudes" (2006, pp. 44-45).

Rationale

Kirkpatrick and Kirkpatrick (2006) state that, "we are measuring our own effectiveness as instructors when we evaluate participants' learning" (p. 50). To this aim our Level Two Instruments will evaluate students on the most important concepts covered in each specific course. Failure of student retention as displayed on the post-test will result in changes in the course to improve the instruction in the identified area. The pre-test will cover the same topics as the post-test in order to allow for comparison. The tests contain the information assembled by the faculty member team in consultation with Evaluation Revolution. This ensures that subject matter experts are covering the required material, while evaluators ensure that the aspects of evaluation are accurately followed. The pre-test will ensure that the topics covered in the course are necessary. For example, if the majority of students perform well on one aspect of the pre-test, it can be eliminated from the course as the learning has already occurred. This can be a great relief to faculty who are burdened by time constraints to cover all the course material in a relatively short period of time. The comparison of the control group to the experimental group will detail the net gains of the learning and will serve as data findings for determining the learning that took place as a direct result of the course.

Level Three – Behavior

The behavioral assessment will take place in the form a web design final project at the conclusion of the semester.

Evaluation Instrument: Appendix E is "Web Design Course: HTML/CSS Rubric for final project" 100 points possible.

Evaluation Procedure: Each student will create a properly structured web page (document declaration, header, and body) with basic CSS for formatting of headings and paragraphs. The page will pass the W3C validator without errors. The page will be completed at the conclusion on the Web Design class and additionally at the beginning of each of the pre-requisite courses: Design media, Digital communication, and digital graphics. Repetition of this foundational concept will ensure that students retain the information taught in the Web Design course, and identify gaps in behavior precisely when they occur.

Rationale

Intrinsic satisfaction (Dick, Carey & Carey, 2009) will be gained as learners take an empty Notepad file (representative literally and figuratively as a blank page) and from that blank page, create a functional web page. By requiring that this skill be attained in the pre-requisite courses, learners will be able to apply basic web design principles to all of their future coursework, adding more advanced skills as their learning progresses. The pre-requisite instructors will be able to

observe the learner behavior for themselves with the aid of the "Web Design Course: HTML/CSS Rubric for final project." By repeating the web page from a blank page activity at the beginning of each pre-requisite course, the Kirkpatrick (2006) suggestions of "repeat the evaluation at appropriate times" as well as "allow time for behavior change to take place" (p. 53) are met.

Level Four – Results

Results will be analyzed in various forms throughout the evaluation. Final results analysis at the conclusion of the evaluation will be extensive and utilize all data obtained throughout the evaluation process. It is imperative that we can trust the results (Horton, 2001) and effectively communicate those results to stakeholders. All data from the previous steps will be utilized in the results phase to ensure data is received from the trusted source of the AAS-VC department.

Evaluation Instrument: Appendix F is "Web Design Skills Chart"

Evaluation Procedure: The Web Design Skills Chart will be used to evaluate the effectiveness of web design training throughout the AAS-VC program. The chart includes the results of the Web Design Pre-test results and the Web Design Post-test results in a side by side comparison. The evaluation procedures for this level involve analyzing the results and comparing the timeline of student ability to complete this fundamental assignment. Tri-State's Learning Management System allows for automated results to be amalgamated into a chart for side-by-side comparison. The procedures are to obtain the results of the student assignments for the specified courses and generate a chart with that data. The final procedural step in the results level is to analyze the results at each round in the process. The findings will be released in the form of an AAS-VC Web Design skills report. The reporting release will take place at a faculty meeting at the conclusion of the three semester evaluation process.

Rationale

Kirkpatrick and Kirkpatrick (2006) guide that "time for results to be achieved" (p. 65) must be allowed. The recommended time period for this evaluation is one year, however, the results will determine if additional time will be necessary. Once the key components for the evaluation are put in place, the results can be viewed annually with little additional cost or effort. This will allow faculty members to continually re-assess the state of the web design skills of their students and the effectiveness of the training that the students are receiving.

IV.   Data Collection and Analysis

Data in the Web Design Skills Chart will enable the AAS-VC faculty to easily review, at a high level, the area for improvement in the Web Design course. The high level view is easily drilled down in the details so that each element of the assessments can be analyzed. This will enable the faculty to identify specific areas for improvement. It also enables easy identification of previously known material so that unnecessary information can be eliminated from the instruction.

Mid-term evaluations are an excellent formative assessment tool that faculty can use to improve the course while the course is still in session. This can provide an enhanced learning environment for students. Students will be motivated by feeling a sense of contributing to an improved learning environment, while benefitting from experiencing it as well. The End-of-term evaluations will allow for evidence of improvements to the learning environment. Additionally, they provide areas for future growth. A review of final projects will occur at the conclusion of each term. Particularly impressive web pages will be shared with the faculty committee in order to create web design benchmarks. Students failing to achieve an 80% or higher on their final web design project will be highly scrutinized. Key area of instructional improvement will be identified based on the final project input.

V.   References

Dick, W., Carey, L., & Carey, J. O. (2009). *The Systematic Design of Instruction* (7th ed.). Upper Saddle River, NJ: Pearson.

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Kirkpatrickpartners.com. *Kirkpatrick Partners LLC.* Retrieved September 28, 2013, from http://www.kirkpatrickpartners.com/AboutUs/DonKirkpatrick/tabid/223/Default.aspx.

VI.   **Appendices**

    Appendix A: Gantt Chart

    Appendix B: AAS-VC Mid-term Evaluation

    Appendix C: AAS-VC End-of-term Evaluation

    Appendix D: Web Design Pre-test

    Appendix E: Web Design Post-test

    Appendix F: Web Design Course: HTML/CSS Rubric for final project – 100 points possible

    Appendix G: Web Design Skills Chart
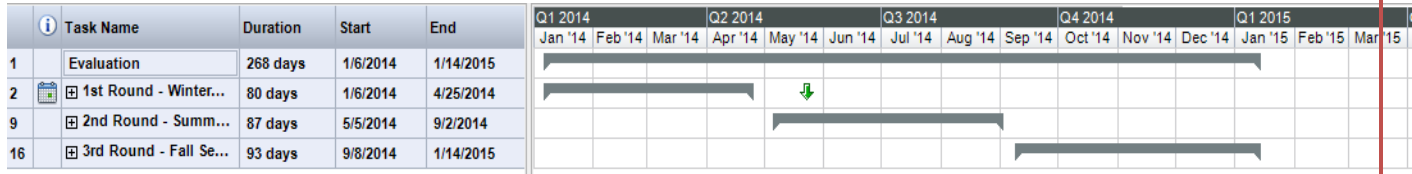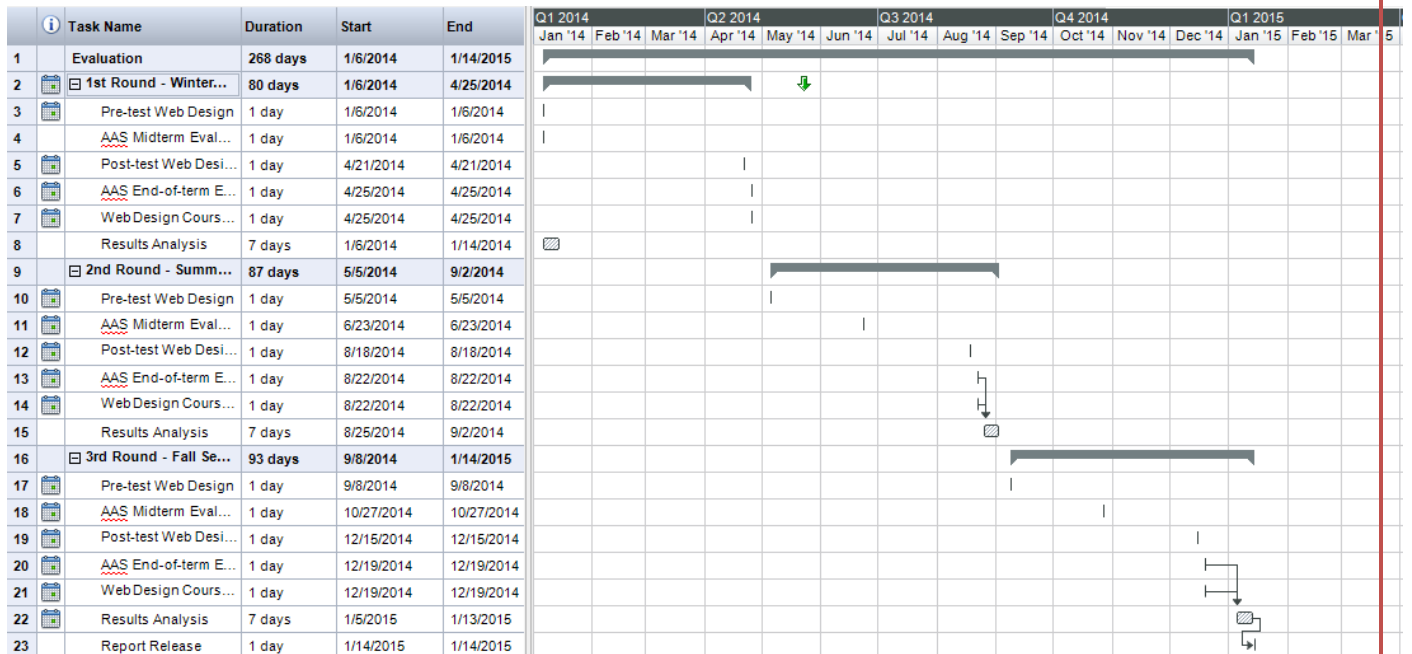
Appendix A: Gantt Chart

Figure 1: Timeline Overview

		Task Name	Duration	Start	End
1		Evaluation	268 days	1/6/2014	1/14/2015
2		⊞ 1st Round - Winter...	80 days	1/6/2014	4/25/2014
9		⊞ 2nd Round - Summ...	87 days	5/5/2014	9/2/2014
16		⊞ 3rd Round - Fall Se...	93 days	9/8/2014	1/14/2015

Figure 2: Timeline Details

		Task Name	Duration	Start	End
1		Evaluation	268 days	1/6/2014	1/14/2015
2		⊟ 1st Round - Winter...	80 days	1/6/2014	4/25/2014
3		Pre-test Web Design	1 day	1/6/2014	1/6/2014
4		AAS Midterm Eval...	1 day	1/6/2014	1/6/2014
5		Post-test Web Desi...	1 day	4/21/2014	4/21/2014
6		AAS End-of-term E...	1 day	4/25/2014	4/25/2014
7		Web Design Cours...	1 day	4/25/2014	4/25/2014
8		Results Analysis	7 days	1/6/2014	1/14/2015
9		⊟ 2nd Round - Summ...	87 days	5/5/2014	9/2/2014
10		Pre-test Web Design	1 day	5/5/2014	5/5/2014
11		AAS Midterm Eval...	1 day	6/23/2014	6/23/2014
12		Post-test Web Desi...	1 day	8/18/2014	8/18/2014
13		AAS End-of-term E...	1 day	8/22/2014	8/22/2014
14		Web Design Cours...	1 day	8/22/2014	8/22/2014
15		Results Analysis	7 days	8/25/2014	9/2/2014
16		⊟ 3rd Round - Fall Se...	93 days	9/8/2014	1/14/2015
17		Pre-test Web Design	1 day	9/8/2014	9/8/2014
18		AAS Midterm Eval...	1 day	10/27/2014	10/27/2014
19		Post-test Web Desi...	1 day	12/15/2014	12/15/2014
20		AAS End-of-term E...	1 day	12/19/2014	12/19/2014
21		Web Design Cours...	1 day	12/19/2014	12/19/2014
22		Results Analysis	7 days	1/5/2015	1/13/2015
23		Report Release	1 day	1/14/2015	1/14/2015

Appendix A: Gantt Chart (cont.)

Figure 3: Task List only

	(i)	Task Name	Duration	Start	End	Predecessors
1		Evaluation	268 days	1/6/2014	1/14/2015	
2	📅	⊟ 1st Round - Winter Semester Evalu...	80 days	1/6/2014	4/25/2014	
3	📅	Pre-test Web Design	1 day	1/6/2014	1/6/2014	
4		AAS Midterm Evaluation	1 day	1/6/2014	1/6/2014	
5	📅	Post-test Web Design	1 day	4/21/2014	4/21/2014	
6	📅	AAS End-of-term Evaluation	1 day	4/25/2014	4/25/2014	
7	📅	Web Design Course final project	1 day	4/25/2014	4/25/2014	
8		Results Analysis	7 days	1/6/2014	1/14/2014	
9		⊟ 2nd Round - Summer Semester Eva...	87 days	5/5/2014	9/2/2014	
10	📅	Pre-test Web Design	1 day	5/5/2014	5/5/2014	
11	📅	AAS Midterm Evaluation	1 day	6/23/2014	6/23/2014	
12	📅	Post-test Web Design	1 day	8/18/2014	8/18/2014	
13	📅	AAS End-of-term Evaluation	1 day	8/22/2014	8/22/2014	
14	📅	Web Design Course final project	1 day	8/22/2014	8/22/2014	
15		Results Analysis	7 days	8/25/2014	9/2/2014	14;13
16		⊟ 3rd Round - Fall Semester 2014	93 days	9/8/2014	1/14/2015	
17	📅	Pre-test Web Design	1 day	9/8/2014	9/8/2014	
18	📅	AAS Midterm Evaluation	1 day	10/27/2014	10/27/2014	
19	📅	Post-test Web Design	1 day	12/15/2014	12/15/2014	
20	📅	AAS End-of-term Evaluation	1 day	12/19/2014	12/19/2014	
21	📅	Web Design Course final project	1 day	12/19/2014	12/19/2014	
22	📅	Results Analysis	7 days	1/5/2015	1/13/2015	20;21
23		Report Release	1 day	1/14/2015	1/14/2015	22

Appendix B: AAS-VC Mid-term Evaluation

Mid-term Evaluation
Instructions: Please honestly rate the following statements. Your feedback will be used to make specific and necessary changes to the AAS-VC degree program. Thank you for your time and attention.

1. The course has met my expectations thus far.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
2. The pace of the course suits my needs.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
3. The material is presented in an interesting way.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
4. The material presented contains useful content.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
5. The instructor is well prepared for class.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
6. The instructor is an effective communicator.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
7. I feel the information presented will help me in my career.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
8. I would recommend this degree program to a friend.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
9. [Course specific question] I am able to create a W3C compliant web page using HTML5.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
10. [Course specific question] I am able to create a web page using CSS3 formatting.
    Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
11. What is the best aspect of the course thus far?

12. What would you change about the course?

Appendix C: AAS-VC End-of-term Evaluation

<div style="text-align: center;">End-of-term Evaluation</div>

Instructions:
Please honestly rate the following statements. Your feedback will be used to make specific and necessary changes to the AAS-VC degree program. Thank you for your time and attention.

1. The course met my expectations.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
2. The pace of the course suited my needs.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
3. The material was presented in an interesting way.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
4. The material presented contained useful content.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
5. The instructor was well prepared for class.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
6. The instructor was an effective communicator.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
7. I feel the information presented will help me in my career.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
8. I would recommend this degree program to a friend.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
9. [Course specific question] I am able to create a W3C compliant web page using HTML5.
   Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
10. [Course specific question] I am able to create a web page using CSS3 formatting.
    Strongly Disagree   Disagree   Somewhat Agree   Agree   Strongly Agree
11. What was the best aspect of this course?

12. What would you change about the course?

Appendix D: Web Design Pre-test

Web Design Pre-test
Instructions:
Answer the questions to the best of your ability. The answers you provide are used to guide the faculty in determining the content of the course. Correctness of answers is not a requirement of this test. A completion grade of 10 points will be assessed.

1. Write the complete head tag of an HTML5 document.

2. Write the complete body tag of an HMTL5 document.

3. Write the tag that is the first line of every HMTL5 document.

4. Write the tags that compose the structure tags in an HTML5 document.

5. Write the title tag with sample content.

6. Where is the CSS3 content or filename located in the HTML5 document?
   a. Between the HTML5 head tags   b. Between the HTML5 body tags
      c. After the HTML5 closing body tag   d. At the bottom of the page

7. Write three separate header tags with sample content.

8. Write a paragraph tag with sample content.

9. Write the complete CSS3 tag that set the font color (you choose the color).

10. Write the complete CSS3 tag that set the font type (you choose the type).

11. Write a tag to create an HTML5 hyperlink with an alternative label to the url (you choose the link & label).

12. What tool should you use to ensure your web page meets the W3C standards?
    a. W3C compliance tool   b. W3C validator   c. TCP-IP validator   d. TCP-W3C

13. What are the steps for editing an HTML5 document?

14. What are the steps for viewing an HTML5 document?

15. All of the following are browsers except:
    Safari   b. Jungle   c. IE   d. Firefox   e. Chrome

Appendix E: Web Design Post-test

Web Design Post-test
Instructions: Answer the questions to the best of your ability. The correctness of the questions is used to determine your score. Each question is worth two points for 30 total possible points.

1. Write the complete head tag of an HTML5 document.

2. Write the complete body tag of an HMTL5 document.

3. Write the tag that is the first line of every HMTL5 document.

4. Write the tags that compose the structure tags in an HTML5 document.

5. Write the title tag with sample content.

6. Where is the CSS3 content or filename located in the HTML5 document?
    b. Between the HTML5 head tags   b. Between the HTML5 body tags
        c. After the HTML5 closing body tag   d. At the bottom of the page
7. Write three separate header tags with sample content.

8. Write a paragraph tag with sample content.

9. Write the complete CSS3 tag that set the font color (you choose the color).

10. Write the complete CSS3 tag that set the font type (you choose the type).

11. Write a tag to create an HTML5 hyperlink with an alternative label to the url (you choose the link & label).

12. What tool should you use to ensure your web page meets the W3C standards?
    b. W3C compliance tool   b. W3C validator   c. TCP-IP validator   d. TCP-W3C
13. What are the steps for editing an HTML5 document?

14. What are the steps for viewing an HTML5 document?

15. All of the following are browsers except:
a. Safari   b. Jungle   c. IE   d. Firefox   e. Chrome

Appendix F: Web Design Course: HTML/CSS Rubric for final project – 100 points possible

Criteria	Achievement Level			
	Achievement Level 1 (0%)	**Achievement Level 2** (30%)	**Achievement Level 3** (60%)	**Achievement Level 4** (100%)
W3C Validation	0 points Web pages not validated			50 points Page passes validation
HTML Structure	0 points More than two instances of improper use of HTML structural tags (DOCTYPE, HTML, HEAD, TITLE, STYLE, and BODY)	6 points Two HTML sections or elements missing or incorrect (DOCTYPE, HTML, HEAD, TITLE, STYLE, and BODY)	12 points One HTML section or element missing or incorrect (DOCTYPE, HTML, HEAD, TITLE, STYLE, and BODY)	20 points Clean and logical use of all HTML sections of the document (DOCTYPE, HTML, HEAD, TITLE, STYLE, and BODY)
Content Organization	0 points Three or more HTML tags missing or used incorrectly to organize content (h1, h2, h3, p)	5 points Two HTML tags missing or used incorrectly to organize content (h1, h2, h3, p)	10 points One HTML tag missing or used incorrectly to organize content (h1, h2, h3, p)	15 points All HTML tags properly used to organize content (h1, h2, h3, p)
Presentation (CSS)	0 points One or more major error(s) or two or more minor CSS formatting errors of h1 and p definitions		10 points One minor CSS formatting error (but not missing) of h1 or p definitions	15 points No errors on CSS formatting for h1 and p definitions

Appendix G: Web Design Skills Chart
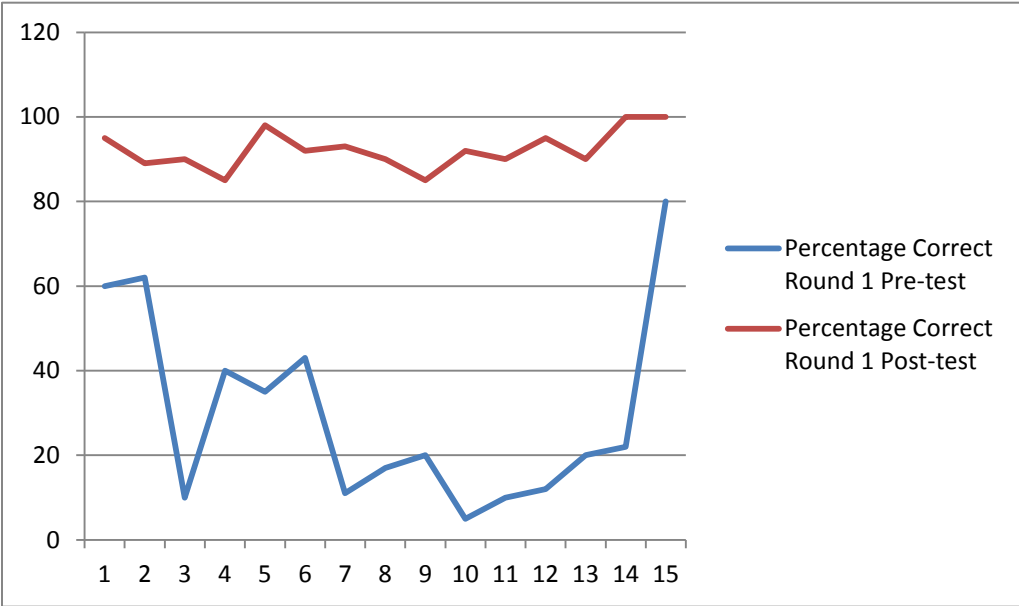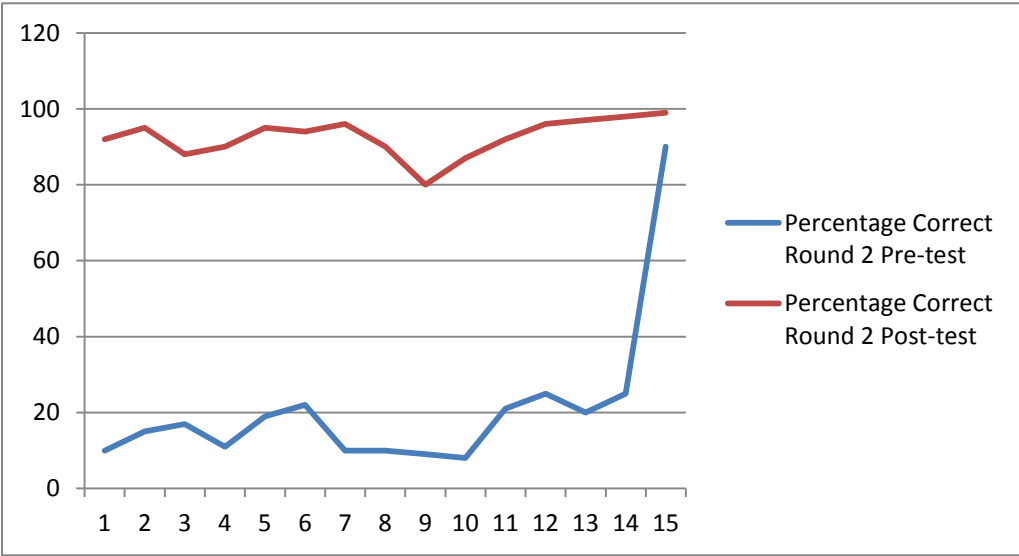
Figure 1: Round 1 Sample Data

Figure 2: Round 2 Sample Data

Appendix G: Web Design Skills Chart (cont.)

Figure 3: Round 3 Sample Data