**Designing Your Site**

**Create a Business Web Site Assignment #3**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | CATEGORY |  | **20** |  | **15** | **5** |  | **1** |  |  |
|  |  | **Background** |  | Background is |  | Background is | Background is |  | Background detracts |  |  |
|  |  |  |  | exceptionally |  | attractive, consistent | inconsistent across |  | from the readability |  |  |
|  |  |  |  | attractive, consistent |  | across pages, adds | pages and does not |  | of the site. |  |  |
|  |  |  |  | across pages, adds |  | to the theme or | detract from |  |  |  |  |
|  |  |  |  | to the theme or |  | purpose of the site, | readability. |  |  |  |  |
|  |  |  |  | purpose of the site, |  | and does not detract |  |  |  |  |  |
|  |  |  |  | and does not detract |  | from readability. |  |  |  |  |  |
|  |  |  |  | from readability. |  |  |  |  |  |  |  |
|  |  | **Spelling and** |  | There are no errors |  | There are one to | There are four to five |  | There are more than |  |  |
|  |  | **Grammar** |  | in spelling, |  | three errors in | errors in spelling, |  | five errors in |  |  |
|  |  |  |  | punctuation or |  | spelling, punctuation, | punctuation, or |  | spelling, |  |  |
|  |  |  |  | grammar in the web |  | or grammar in the | grammar in the web |  | punctuation, or |  |  |
|  |  |  |  | site. |  | web site. | site. |  | grammar in the web |  |  |
|  |  |  |  |  |  |  |  |  | site. |  |  |
|  |  | **Navigation** |  | Links for navigation |  | Links for navigation | Links for navigation |  | Some links do not |  |  |
|  |  |  |  | are clearly labeled, |  | are clearly labeled, | take the reader |  | take the reader to |  |  |
|  |  |  |  | consistently placed, |  | allow the reader to | where s/he expects |  | the sites described. |  |  |
|  |  |  |  | allow the reader to |  | easily move from a | to go, but some |  | A user typically feels |  |  |
|  |  |  |  | easily move from a |  | page to related | needed links seem to |  | lost. |  |  |
|  |  |  |  | page to related |  | pages (forward and | be missing. A user |  |  |  |  |
|  |  |  |  | pages (forward and |  | back), and internal | sometimes gets lost. |  |  |  |  |
|  |  |  |  | back), and take the |  | links take the reader |  |  |  |  |  |
|  |  |  |  | reader where s/he |  | where s/he expects |  |  |  |  |  |
|  |  |  |  | expects to go. A user |  | to go. A user rarely |  |  |  |  |  |
|  |  |  |  | does not become |  | becomes lost. |  |  |  |  |  |
|  |  |  |  | lost. |  |  |  |  |  |  |  |
|  |  | **Fonts** |  | The fonts are |  | The fonts are | The fonts are |  | A wide variety of |  |  |
|  |  |  |  | consistent, easy to |  | consistent, easy to | consistent and point |  | fonts, styles, and |  |  |
|  |  |  |  | read, and point size |  | read, and point size | size varies |  | point sizes was |  |  |
|  |  |  |  | varies appropriately |  | varies appropriately | appropriately for |  | used. |  |  |
|  |  |  |  | for headings and |  | for headings and | headings and text. |  |  |  |  |
|  |  |  |  | text. Use of font |  | text. |  |  |  |  |  |
|  |  |  |  | styles (italic, bold, |  |  |  |  |  |  |  |
|  |  |  |  | underline) is used |  |  |  |  |  |  |  |
|  |  |  |  | consistently and |  |  |  |  |  |  |  |
|  |  |  |  | improves readability. |  |  |  |  |  |  |  |
|  |  | **Layout** |  | The Web site has an |  | The Web pages | The Web pages |  | The Web pages are |  |  |
|  |  |  |  | exceptionally |  | have an attractive | have a usable layout |  | cluttered looking or |  |  |
|  |  |  |  | attractive and usable |  | and usable layout. It | but may appear busy |  | confusing. It is often |  |  |
|  |  |  |  | layout. It is easy to |  | is easy to locate all | or boring. It is easy |  | difficult to locate |  |  |
|  |  |  |  | locate all important |  | important elements. | to locate most of the |  | important elements |  |  |
|  |  |  |  | elements. White |  |  | important elements. |  |  |  |  |
|  |  |  |  | space, graphic |  |  |  |  |  |  |  |
|  |  |  |  | elements, and/or |  |  |  |  |  |  |  |
|  |  |  |  | alignment are used |  |  |  |  |  |  |  |
|  |  |  |  | effectively to |  |  |  |  |  |  |  |
|  |  |  |  | organize material. |  |  |  |  |  |  |  |

**Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Maximum 100 Points**