Web Design and Development Evaluation Tool

2020 Curricular Materials Review

Idaho Engineering and Technology Education (ETE) Web Design and Development Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard PGRM.1.0: Understand Programming Principles

### Performance Standard WEB.1.1 Use Standards-Compliant HTML to Create Basic Web Pages

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.1.1.1 Describe how the Internet and the World Wide Web work. |  |
| CTE WEB.1.1.2 Investigate roles and responsibilities behind the development of a Web site. |  |
| CTE WEB.1.1.3 Understand the Web design environment. |  |
| CTE WEB.1.1.4 Create conventions for filenames and URLs. |  |
| CTE WEB.1.1.5 Set a directory structure. |  |
| CTE WEB.1.1.6 Identify and use tags on a Web page |  |
| CTE WEB.1.1.7 Document HTML code using comments. |  |
| CTE WEB.1.1.8 Save a text document as an HTML file. |  |
| CTE WEB.1.1.9 Specify headings. |  |
| CTE WEB.1.1.10 Format Web page text. |  |
| CTE WEB.1.1.11 Insert HTML entities, superscripts, and subscripts. |  |
| CTE WEB.1.1.12 Create a horizontal rule. |  |
| CTE WEB.1.1.13 Create ordered and unordered lists. |  |
| CTE WEB.1.1.14 Learn where to place anchors on a Web page. |  |
| CTE WEB.1.1.15 Create links. |  |
| CTE WEB.1.1.16 Create links to email. |  |
| CTE WEB.1.1.17 Use the <img> element. |  |
| CTE WEB.1.1.18 Use and image as a link. |  |
| CTE WEB.1.1.19 Organize files in your web directory. |  |
| CTE WEB.1.1.20 Understand paths and their application to links. |  |

### Performance Standard WEB.1.2 Use Styles To Format Web Pages

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.1.2.1 Identify the differences between HTML and CSS. |  |
| CTE WEB.1.2.2 Write CSS Styles. |  |
| CTE WEB.1.2.3 Create an embedded style. |  |
| CTE WEB.1.2.4 Understand and use the font property. |  |
| CTE WEB.1.2.5 Control line spacing and white space. |  |
| CTE WEB.1.2.6 Change foreground and background colors on a Web page. |  |
| CTE WEB.1.2.7 Create and apply inline styles. |  |
| CTE WEB.1.2.8 Use classes to style several tags. |  |

### Performance Standard WEB.1.3 Demonstrate an Understanding of Advanced CSS Selectors and Properties

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.1.3.1 Identify the differences between dependent and independent classes. |  |
| CTE WEB.1.3.2 Use external style sheets to format several Web pages. |  |
| CTE WEB.1.3.3 Understand how to position text on a Web page. |  |
| CTE WEB.1.3.4 Use CSS pseudo-elements. |  |
| CTE WEB.1.3.5 Use the <span> tag. |  |
| CTE WEB.1.3.6 Create and apply an independent class. |  |
| CTE WEB.1.3.7 Use the <div> tag. |  |
| CTE WEB.1.3.8 Investigate the box model. |  |
| CTE WEB.1.3.9 Explore the padding, margin, and border properties. |  |
| CTE WEB.1.3.10 Group links on a page. |  |
| CTE WEB.1.3.11 Identify the Pseudo-class selectors. |  |
| CTE WEB.1.3.12 Use CSS to style links. |  |

## Standard **WEB.2.0: Understand Web Page Design and Layout**

### Performance Standard WEB.2.1 Demonstrate Understanding of Design Theory as It Applies To Web Design and Development

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.2.1.1 Explore Web Design Fundamentals. |  |
| CTE WEB.2.1.2 Explore Design Theory. |  |
| CTE WEB.2.1.3 Understand graphics file formats (vector versus raster). |  |
| CTE WEB.2.1.4 Investigate graphics editors. |  |
| CTE WEB.2.1.5 Understand computer color basics. |  |
| CTE WEB.2.1.6 Control color properties with CSS. |  |
| CTE WEB.2.1.7 Optimize images for web use. |  |
| CTE WEB.2.1.8 Understand layering organization. |  |
| CTE WEB.2.1.9 Understand masking and channels. |  |
| CTE WEB.2.1.10 Understand typography use for the web. |  |
| CTE WEB.2.1.11 Understand ethical use of copyrighted materials. |  |
| CTE WEB.2.1.12 Use basic animation techniques. |  |
| CTE WEB.2.1.13 Practice industry acceptable aesthetic techniques. |  |

### Performance Standard WEB.2.2 Enhance Web Pages with List, Images, and Background Images

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.2.2.1 Control background images with CSS. |  |
| CTE WEB.2.2.2 Float and image or text. |  |
| CTE WEB.2.2.3 Control image properties with CSS. |  |
| CTE WEB.2.2.4 Understand and use the clear property. |  |
| CTE WEB.2.2.5 Change list style type and position. |  |
| CTE WEB.2.2.6 Format and float headings. |  |
| CTE WEB.2.2.7 Work with background properties. |  |

### Performance Standard WEB.2.3 Demonstrate Understanding of and Use the Box Model

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.2.3.1 Understand resolution as it applies to the Box Model. |  |
| CTE WEB.2.3.2 Create boxes for layout. |  |
| CTE WEB.2.3.3 Size and position boxes. |  |
| CTE WEB.2.3.4 Determine how to control overflow for a box. |  |
| CTE WEB.2.3.5 Understand padding, margins, and border properties. |  |
| CTE WEB.2.3.6 Understand resolution as it applies to the Box Model. |  |
| CTE WEB.2.3.7 Create boxes for layout. |  |

### Performance Standard WEB.2.4 Demonstrate the Ability to Effectively Design and Layout Web Pages Using CSS

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.2.4.1 Designing for multiple screen resolutions. |  |
| CTE WEB.2.4.2 Crafting the look and feel of a site. |  |
| CTE WEB.2.4.3 Creating a unified site design. |  |
| CTE WEB.2.4.4 Designing for the user. |  |
| CTE WEB.2.4.5 Designing for accessibility. |  |
| CTE WEB.2.4.6 Use the <div> tag to create formatting sections of a document. |  |
| CTE WEB.2.4.7 Use <span> tag to format elements in a document. |  |
| CTE WEB.2.4.8 Understand the positioning properties. |  |
| CTE WEB.2.4.9 Create a print style sheet. |  |

## Standard WEB.3.0: Understand Integration of Web Page Controls

### Performance Standard WEB.3.1 Appropriately Use Tables To Enhance Web Pages

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.3.1.1 Discern the difference between data tables and layout tables. |  |
| CTE WEB.3.1.2 Understand the importance of using CSS for layout versus tables for layouts. |  |
| CTE WEB.3.1.3 Learn how to nest a data table within a CSS layout. |  |
| CTE WEB.3.1.4 Create styles to change the appearance of a table. |  |
| CTE WEB.3.1.5 Understand how to position cell contents. |  |
| CTE WEB.3.1.6 Understand how to position a table. |  |
| CTE WEB.3.1.7 Understand how to manipulate table cells. |  |

### Performance Standard WEB.3.2 Demonstrate the Ability to Use Design and Layout Web Forms

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.3.2.1 Create an HTML form. |  |
| CTE WEB.3.2.2 Create fields for text. |  |
| CTE WEB.3.2.3 Create text boxes. |  |
| CTE WEB.3.2.4 Understand how to choose appropriate form controls. |  |
| CTE WEB.3.2.5 Create radio buttons, check boxes, and list boxes. |  |
| CTE WEB.3.2.6 Create selection lists. |  |
| CTE WEB.3.2.7 Talk about HTML Form validation (but don’t use). |  |

## Standard WEB.4.0: Understand Web Related Planning and Organizational Standards

### Performance Standard WEB.4.1 Demonstrate Understanding of Website Architecture and Planning

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.4.1.1 The beginning stages of Web site development. |  |
| CTE WEB.4.1.2 The importance of understanding a site’s target audience and how that understanding can affect site development. |  |
| CTE WEB.4.1.3 Methods for getting a site developed. |  |
| CTE WEB.4.1.4 Baseline considerations for every site, including navigation, organization, graphic design, and content development. |  |
| CTE WEB.4.1.5 Understand the Web site development process. |  |
| CTE WEB.4.1.6 Create a site specification. |  |
| CTE WEB.4.1.7 Identify the content goal. |  |
| CTE WEB.4.1.8 Analyze their audience. |  |
| CTE WEB.4.1.9 Build a Web site development team. |  |
| CTE WEB.4.1.10 Create a site storyboard. |  |
| CTE WEB.4.1.11 Publish their Web site. |  |
| CTE WEB.4.1.12 Test their Web site. |  |

### Performance Standard WEB.4.2 Demonstrate Understanding of Site Organization and Navigation Principles

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.4.2.1 Create usable navigation. |  |
| CTE WEB.4.2.2 Build text-based navigation. |  |
| CTE WEB.4.2.3 Use graphics for navigation and linking. |  |
| CTE WEB.4.2.4 Use lists for navigation. |  |
| CTE WEB.4.2.5 Build horizontal navigation bars. |  |
| CTE WEB.4.2.6 Build vertical navigation bars. |  |
| CTE WEB.4.2.7 Use background color and graphics to enhance navigation. |  |
| CTE WEB.4.2.8 Create hover rollovers. |  |

### Performance Standard WEB.4.3 Demonstrate understanding of Web site accessibility standards

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.4.3.1 Investigate Accessibility Standards. |  |
| CTE WEB.4.3.2 Explore and implement Web Content Accessibility Guidelines (WCAG). |  |
| CTE WEB.4.3.3 Explore and understand Section 508 Standards. |  |

## Standard WEB.5.0: Understand the Relationship of Web Marketing

### Performance Standard WEB.5.1 Use Multimedia on the Web

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.5.1.1 Learn the basics of multimedia and executable content. |  |
| CTE WEB.5.1.2 Embed Social Media Widgets on a Web page. |  |
| CTE WEB.5.1.3 Explore the various formats available for Web-based video, the factors that determine which one to use. |  |
| CTE WEB.5.1.4 Determine the demographics of the viewing audience, what they’re watching, and why. |  |
| CTE WEB.5.1.5 Investigate how and why companies are using Web-based video, and how audiences are responding to these efforts. |  |
| CTE WEB.5.1.6 Explore what goes into producing professional videos. |  |

### Performance Standard WEB.5.2 Demonstrate Brand and Marketing, and Traffic Analysis

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.5.2.1 Identify the different types of sites that make up the Web, how each differs from the other, and how marketers can take advantage of each type of site. |  |
| CTE WEB.5.2.2 Understand the importance of keeping visitors coming back to a site. |  |
| CTE WEB.5.2.3 Learn the methods that sites utilize to increase customer retention. |  |
| CTE WEB.5.2.4 Explain the issues involved in copyrighting, trademarking, and licensing. |  |
| CTE WEB.5.2.5 Identify the issues related to working in a global environment. |  |
| CTE WEB.5.2.6 Define web-related mechanisms for audience development (attracting and retaining an audience). |  |
| CTE WEB.5.2.7 Identify how the Web is different from other marketing tools and the added value it can provide to marketers in developing brands. |  |
| CTE WEB.5.2.8 Discover how to promote and market your Web site to help drive new and returning traffic. |  |
| CTE WEB.5.2.9 Learn how marketers can track Web sites and what information relating to a Web site they can analyze. |  |

### Performance Standard WEB.5.3 Understand the Relationship between the Web and Social Media

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE WEB.5.3.1 Define social media. |  |
| CTE WEB.5.3.2 Understand how and why social media grew to play such an important role in the Web. |  |
| CTE WEB.5.3.3 Explore the demographic breakdown of social media users and how their use of various applications differs. |  |
| CTE WEB.5.3.4 Investigate the various types of social networks, how social networking sites function, and how marketers use these sites to build an audience. |  |
| CTE WEB.5.3.5 Differentiate between Blogging and Content Management Systems. |  |
| CTE WEB.5.3.6 Examine benefits and potential pitfalls of using Blogging and Social Media. |  |
| CTE WEB.5.3.7 Explore Wikis and how they harness the collaborative nature of a user community. |  |
| CTE WEB.5.3.8 Add Fresh Content with RSS/XML feeds. |  |
| CTE WEB.5.3.9 Define “Mashups” and how they give marketers a unique opportunity to present features and information pulled together from other social media tools. |  |
| CTE WEB.5.3.10 Explore the creation of Virtual worlds, how people communicate using avatars. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho ETE Web Design and Development Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Web-Design-and-Development-Program-Standards..pdf) [↑](#footnote-ref-1)