

## Web Page Design and Development 1

### DIRECTIONS:

Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

#### PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision  
 2 - Moderately skilled--can perform task completely with limited supervision  
 1 - Limitedly skilled--requires instruction and close supervision  
 N - No exposure--has no experience or knowledge of this task

#### COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems  
 2 - Moderately knowledgeable--understands the concept  
 1 - Limitedly knowledgeable--requires additional instruction  
 N - No exposure--has not received instruction in this area

### A. Safety and Ethics

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 3                        | 2                        | 1                        | N                        |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Identify major causes of work-related accidents in offices.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Describe the threats to a computer network, methods of avoiding attacks and options in dealing with virus attacks.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Identify potential abuse and unethical uses of computers networks.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Explain the consequences of illegal, social, and unethical uses of information technologies, (e.g. piracy; illegal downloading; licensing infringement; inappropriate uses of software, hardware, and mobile devices).  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Differentiate between freeware, shareware, and public domain software copyrights.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Discuss computer crimes, terms of use, and legal issues such as copyright laws, fair use laws, and ethics pertaining to scanned and downloaded clip art images, photographs, documents, video, recorded sounds and music, trademarks, and other elements for use in Web publications. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Identify netiquette including the use of email, social networking, blogs, texting, and chatting.  |

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|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Describe ethical and legal practices in business professions such as safeguarding the confidentiality of business-related information. |
|--------------------------|--------------------------|--------------------------|--------------------------|---|

### B. Employability Skills

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 3                        | 2                        | 1                        | N                        |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Identify positive work practices, (e.g. appropriate dress code for the workplace, personal grooming, punctuality, time management, organization). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Demonstrate positive interpersonal skills, (e.g., communication, respect, teamwork).  |

### C. Student Organizations

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 3                        | 2                        | 1                        | N                        |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Explain how related student organizations are integral parts of career and technology education courses.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Explain the goals and objectives of related student organizations.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. List opportunities available to students through participation in related student organization conferences/competitions, community service, philanthropy, and other activities. |

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|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development. |
|--------------------------|--------------------------|--------------------------|--------------------------|---|

### D. Web Page Design

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 3                        | 2                        | 1                        | N                        |   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Define Web page terminology.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Identify basic uses of Web sites in business, industry, government, and education. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Evaluate existing Web sites using design criteria.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Determine the purpose and target audience of a Web page.                           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Locate resources, hypertext, and external links to incorporate in a Web page.      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Plan a Web site.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Design a Web site.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Open a Web page using a browser.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Evaluate the source code of an existing Web page.                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Test the Web page using different browsers.                                       |

**E. HTML**

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|---|---|---|---|--|
| 3 | 2 | 1 | N |  |
| — | — | — | — | 1. Define HTML standard codes.   |
| — | — | — | — | 2. Use basic HTML tags.  |
| — | — | — | — | 3. Use HTML tags to produce a Web page using a text editor.  |
| — | — | — | — | 4. Insert graphic and sound files into a Web page.   |
| — | — | — | — | 5. Use HTML to create visual enhancements such as background color, effective use of space, font formats, styles, etc. |
| — | — | — | — | 6. Create a simple Web page.   |

**F. Advanced HTML Tools**

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|---|---|---|---|---|
| 3 | 2 | 1 | N |   |
| — | — | — | — | 1. State the purpose of advanced HTML tools (e.g., tables, forms, frames, animation, cascading style sheets). |
| — | — | — | — | 2. Discuss the requirements of an offer and acceptance and how the offer can be terminated/discharged.        |
| — | — | — | — | 3. Test an HTML document that displays two or more HTML files.  |
| — | — | — | — | 4. Create an HTML document that uses tables to organize and display information.                              |
| — | — | — | — | 5. Test an HTML document that uses tables to organize and display information.                                |
| — | — | — | — | 6. Create an HTML document that contains a form with text boxes, option buttons, and check boxes.             |
| — | — | — | — | 7. Test an HTML document that contains a form with text boxes, option buttons, and check boxes.               |

**G. CSS**

- |   |   |   |   |   |
|---|---|---|---|---|
| 3 | 2 | 1 | N |   |
| — | — | — | — | 1. Define CSS.  |
| — | — | — | — | 2. Identify the advantages of using CSS styles versus using HTML tags for formatting.   |
| — | — | — | — | 3. Differentiate between the three types of CSS styles: external, embedded, and inline. |

**H. JavaScript**

- |   |   |   |   |  |
|---|---|---|---|--|
| 3 | 2 | 1 | N |  |
| — | — | — | — | 1. Define JavaScript.  |
| — | — | — | — | 2. Describe when the JavaScript is executed based on its placement in the document: in the head section versus the body section of a Web page. |
| — | — | — | — | 3. Locate JavaScript code that may be useful.  |
| — | — | — | — | 4. Insert JavaScript code using authoring tools.   |

**I. Implementing and Maintaining Web Pages**

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|---|---|---|---|---|
| 3 | 2 | 1 | N |   |
| — | — | — | — | 1. Define terminology associated with implementing and maintaining a Web page (e.g., posting, hosting, uploading, Web server, Web server software, Hypertext Transfer Protocol (HTTP), Web designer, Webmaster, File Transfer Protocol (FTP), domain name, INterNIC). |
| — | — | — | — | 2. Explain the domain naming system.  |
| — | — | — | — | 3. Develop a plan for uploading a Web page.   |

**J. Using Dreamweaver**

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|---|---|---|---|--|
| 3 | 2 | 1 | N |  |
| — | — | — | — | 1. Define Dreamweaver.                             |
| — | — | — | — | 2. Identify elements of the Dreamweaver interface. |
| — | — | — | — | 3. Use the Insert bar.                             |
| — | — | — | — | 4. Use the Property inspector.                     |
| — | — | — | — | 5. Use the Assets panel.                           |
| — | — | — | — | 6. Use the Files panel.                            |

**K. Adding Content in Dreamweaver**

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|---|---|---|---|---|
| 3 | 2 | 1 | N |   |
| — | — | — | — | 1. Define a Dreamweaver site.   |
| — | — | — | — | 2. Create a Web page.   |
| — | — | — | — | 3. Title the Web page.  |
| — | — | — | — | 4. Name the Web page.   |
| — | — | — | — | 5. Save the Web page.   |
| — | — | — | — | 6. Create Web pages and a site map (site index) that maintain the planned Web site hierarchy following a flowchart and storyboards. |
| — | — | — | — | 7. Add text to a Web page.  |
| — | — | — | — | 8. Insert images on a Web page.   |
| — | — | — | — | 9. Apply alternative text on a Web page.  |
| — | — | — | — | 10. Link Web content using hyperlinks, e-mail links, and named anchors.   |
| — | — | — | — | 11. Insert rich media such as video, sound, and animation in Flash format.  |
| — | — | — | — | 12. Insert navigation bars, rollover images, and buttons created in Adobe Fireworks on a Web page.                                  |
| — | — | — | — | 13. Build image maps.   |
| — | — | — | — | 14. Import tabular data to a Web page.  |
| — | — | — | — | 15. Import a Microsoft Word or Microsoft Excel document to a Web page.  |
| — | — | — | — | 16. Create forms.   |