



Elearning Resource and Storyboard formative feedback Rubric

To be used for peer/tutor formative feedback on elearning resource (December)

	Level 1	Level 2	Level 3	Level 4
Storyboard (design plan)	Inadequate basic plan giving only very sketchy details	Basic plan with only some of the interactions indicated	Acceptable plan with most of the necessary information needed to build the elearning resource given	Detailed plan setting out the exact specifications for building each step of the elearning resource.
Overall design/branding/layout/navigation	Not all consistent in design or layout, confusing to use and complicated to navigate	Poor design, badly set out, difficult to use, navigate.	Reasonably consistent in layout utilising a common theme or brand. Relatively easy to understand and navigate.	Very consistent excellently designed, well laid out, easy to navigate resource.
Use of colour	Little colour used and adds little value	Some colour used but not to any great extent	Colour used to add value and support the information	Colour well used in such a way as it adds value to the content and to the overall usability of the site.

Use of Images	Some used but are of little value. Incorrect or absent ALT tags.	Some images used but not to any great effect. Correct ALT tags present	Images used are well implemented and are relevant. Correct ALT tags present	Images used highly relevant and so add significantly to the learning experience. Correct ALT tags present
Accessibility	Resource not accessible to all users	Accessible to most users but no obvious attempt made to accommodate all users needs	Obvious efforts made to accommodate user needs	Resources designed in such a way as it satisfies all accessibility issues.
Cross platform* compatibility * Platform = web browser, VLE, viewer etc	Resources only viewable in one platform	Resource viewable in most platforms	Resource viewable in all platforms where appropriate	Resource viewable in all platforms where appropriate and there is evidence to support this
Pedagogically sound, utilises higher order thinking skills	Rigid learning objectives set but the resource do not meet them	Rigid learning objectives set that the resource meets	Resource designed in such a way that it fosters learning and begins to make students utilise higher order thinking skills	Resource designed in such a way that it fosters learning and results in students utilising higher order thinking skills and there is evidence to support this.