

# WEBSITE DEVELOPMENT CONTEST: JUNIOR DIVISION

## CONTEST CHAIR

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Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form and Media Release Form.

**Only five (5) submissions per school are accepted.** Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form. **All student entries must be submitted directly to the Contest Chair in digital (PDF) formats. The contest is open to individual participants.**

## ELGIBILITY

The Junior Division OBEA Website Development Contest is open to any students who have completed or are presently enrolled in any Grade 9 or 10 Business Studies or Computer Studies course. Teachers can select five entries per school. **The entry must include the completed Student Identification Form and Media Release Form available at [www.obea.ca](http://www.obea.ca) (or in this Handbook) with a working link to the online site. It is advised the URL also be emailed to the Contest Chair. The Forms may be mailed, or scanned and emailed.**

## CONTEST DETAILS AND REQUIREMENTS

Students must design and create one Website that is of interest to them and to other Grade 9 and 10 students. **Students must use a free website creation software for this contest. The software used must be stated in their submission.** This Website could be about an actual personality (e.g., actor/actress, athlete, or musical personality), or anything the student is interested in (e.g., a hobby, a videogame, an automobile, a movie, a TV show, etc.). The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Also, students **MUST** explain the use of each of the features/tools they have chosen. **NOTE: Students must work individually.** This Contest option can be used as an assessment for the BTT 10/BTT 20 course.

## CURRICULUM CONNECTION

The following Contest meets the Overall and Specific Expectations from the Ministry of Education Business Studies (2006) Grade 9 and 10 Curriculum Guide (BTT 10/BTT 20):

### Overall Expectation:

Students will be able to demonstrate an understanding of the use and design of effective Websites, and develop their own Web pages.

**Specific Expectation (Web Page Development Strand):** Students will be able to design and create Web pages for specific purposes and audiences.

# EVALUATION RUBRIC

CRITERIA	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Website demonstrates a limited knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colours are distracting. They diminish the readability.</p>	<p>Website demonstrates some knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colours are distracting in some places. They diminish somewhat the readability of the text.</p>	<p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colours generally enhance the readability of the text.</p>	<p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective Websites.</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colours enhance the readability and aesthetic quality of the text.</p>
<b>THINKING</b>	<p>Most research information is unrelated to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness.</p>	<p>Little research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness.</p>	<p>Most research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness.</p>	<p>All research information is clearly and directly related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness.</p>
<b>APPLICATION</b>	<p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content. No use of creativity or original ideas is evident that enhances the content of the Website in an innovative way. There are significant problems with Website navigation links and many sections do not connect back to the main Table of Contents or Home page or preceding pages.</p>	<p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest. Some use of creativity or original ideas is evident that enhances the content of the Website. Some of the Website navigation links and some sections connect back to the main Table of Contents or Home page, but sometimes the links do not connect to preceding pages or to the original Index or Home page.</p>	<p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the Website.</p> <p>Most of the Website navigation links and most sections connect back to the main Table of Contents or Home page.</p>	<p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the Website in an innovative way.</p> <p>All of the Website navigation links and all sections connect back to the main Table of Contents or Home page.</p>
<b>COMMUNICATION</b>	<p>There are more than four (4) instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than six (6) errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p>	<p>There are three or four (3 or 4) occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has four (4) or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p>	<p>There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</p>	<p>All of the components demonstrate the use of clear, well organized, and accurate written communication.</p> <p>The text has no errors in grammar, capitalization, punctuation, and spelling.</p>

# OBEA CONTEST IDENTIFICATION FORM 2020-2021

Each Contest entry must include this completed, typed Identification Form, one per student, to be eligible. The form is completed using Microsoft Word. Save a filled form as a pdf file.

To be eligible, please ensure that:

- Your entry is received on time, following the instructions for the Contest you are entering.
- All information on this form is required and it must be typed for submission. Form is signed.
- For ongoing contests, a *maximum of 5 entries per Contest per school, unless otherwise indicated.*
- Accounting students are not required to submit this form unless requested by the contest chair.

<b>CONTEST INFORMATION</b>	
Select a Contest: Choose an item.	
For Website Contests: URL	
<b>STUDENT INFORMATION</b>	
Name	
Home Address	
City	Postal Code
Email	Home Phone
<b>TEACHER AND SCHOOL INFORMATION</b>	
Course Title	Course Code
Teacher Name	
Full School Name	
Full School Address	
City	Postal Code
Email	Pbone
OBEA Membership Number (if applicable)	
Name of School Board	
<b>OBEA SPONSOR INFORMATION</b> <small>Sponsor must be a current OBEA Member. Leave blank if the Teacher and Sponsor is the same person.</small>	
Sponsor Name	
Email	Phone
OBEA Membership Number	

## RELEASE PERMISSION

This signature grants OBEA permission to publicly display the Contest entry and winner's name. Contest entries become the property of OBEA.

Signature of Student (18 or over)

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Signature of Parent/Guardian (if student is under 18)

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