

Spartan Website Critique Judging Form for 2022

Many judges find it easier to write critique commentaries in their favorite word processing program. To assist with that, we've put together this worksheet that can be used as a Google Doc or as a Word file. **To start in Google Docs, make a copy of this file (File > Make a copy) to your own Google space.**

[If you use this worksheet, please copy your work into our Website Critique Form.](#) Unlike a Google Doc or Word file, where required elements of the critique can be accidentally deleted, our online form helps ensure that you don't miss any required sections of the critique.

Please review [our standards](#) as you do this critique. They have been integrated into this document.

Our critique is divided into 5 sections, which each are divided into subsections. **When you submit your critique, you will be asked for each subsection to make a selection from a dropdown list as to how well the news website meets the standards of that subsection (from “almost always” to “does not meet standards”).** We then ask you to provide overall comments for the entire section, and to score that entire section.

Total points possible for each section are included in this worksheet, as well as a place where you can note your score. Our online form will calculate math for you.

We generally encourage judges to find 1-3 positive things to say in each area, and provide at least 1-3 recommendations for improvement. Please review your assigned news website several times during the evaluation period. Rank each category according to the scale provided and assign the appropriate number of points. Please use the space provided for suggestions and comments that will help the staff understand concerns and problem areas and how they may be improved. Please point out specific examples from the site in your commentary.

MIPA Spartan Website Critique General Instructions

[Please review our statement on the COVID-19 pandemic before starting your work.](#)

MIPA's Website Critique is designed to evaluate online media programs. Our critique is divided into the following areas:

- **Coverage & Content**
- **Community**
- **Design & Navigation**
- **Rich Media**
- **Site Effectiveness**

You will be asked to provide commentary about each area and apply a score. Please review this website several times during the evaluation period.

Critique Primer

- [Please read carefully the entry form material written by the adviser and students.](#) This will help you understand the school's individual situation and may help you shape your comments. Please consider any special circumstances as you writing your commentary and scoring.
- Please write plenty of comments letting students know what they have done well and what needs improvement. (We don't have specific length requirements for your comments, but you might notice that some areas of the paper booklet have lots of room for comments. That's not an accident. In the online form, form fields will expand to accept lots of written comments.)
- **Please write constructive comments as though you and your students were going to be the recipients of them! Please be gentle, thoughtful and helpful.** Remember how much these students have invested in this product. We want you to be honest, but we also urge you to review your comments to make sure they are as kind as possible.
- We hope the scorebook helps to make your work easier; however, we do not want it to prevent schools from trying new ideas that may not conform to the categories we have established. Please review the entry materials and website, and if the material is covered, wherever/however it is placed, give the students credit. We want to allow for non-traditional treatments and growth, but we also want to ensure the basics are covered and journalistic standards are maintained.
- The numbers printed on the scale at the end of each category are meant only as markers on the scale. You may assign a score anywhere on the scale. For example, if the markers appear at 0, 100, 200, 300, 400 and 500, you may score the category anywhere between 0 and 500, preferably in 5-point increments. Therefore, a publication may receive scores such as 135, 375 or 480 in that category.

- Please note the use of words such as “avoids,” “if used” and “may.” They do not mean that the item *must* occur.
- We trust your judgment. We would appreciate suggestions or concerns you have as you work through the critique booklet.
- Also, please don’t allow a school’s score to be too close (within 8 to 10 points) to the next higher award level. This causes great angst for advisers and students alike! Instead, you might increase or decrease the score accordingly based on your overall impression of the publication.
- Please check over your comments and scores carefully before you consider the critique finished. It’s easy to miss something.
- Thank you!

OK! Let's get started!

Start of Block: Judge

Q1 About the Judge

- ☐ Judge's first name (1) _____
- ☐ Judge's last name (2) _____
- ☐ JEA Certification or other credentials, ie CJE, MJE, etc. (3)

- ☐ Judge's email (4) _____

Q121 Judge Biography

Help the adviser and students of this media program learn a little bit about your professional background. Include a short biography (**1 or 2 sentences is great**), highlighting your current position, any key honors earned or anything else you think someone might like to know about you.

End of Block: Judge

Start of Block: Media Program

Q2 About the Media Program

- ☐ Publication name (3) _____
- ☐ Website URL (5) _____
- ☐ School (1) _____
- ☐ City (2) _____

Q89 I have reviewed the backgrounder materials about this publication, including the adviser statement.

[Access these materials via our website for critique judges](#)

- ☐ Yes (1)
- ☐ No - Please review those materials before continuing with this critique (2)

New for 2021-22: We've invited advisers and students to give us up to three questions they have for their judge. While we give you a space on the final page of this form to address those questions, please feel free to answer them wherever it seems most appropriate during the critique. Thank you!

End of Block: Media Program

Start of Block: Coverage & Content

C1 Standards for Coverage & Content

The COVERAGE & CONTENT section of this critique is divided into six parts:

**PURPOSE // WRITING // DISPLAY TYPE // BREAKING NEWS-UPDATE FREQUENCY //
INTEGRATION ACROSS MEDIA // CONNECTIONS**

Please review our standards in the lists for each of these sections below and make the appropriate selections based on how well this media program meets each standard. These lists of standards are meant as a general guide for you and for our member student media outlets. MIPA's standards are not designed to be a rigid rubric, although we hope they will help you focus your critique.

Provide **specific**, written comments in both the Strengths field and Recommendations field, citing examples from this website. Offer **both encouragement and constructive suggestions** to for improvement based on MIPA's standards.

C2 PURPOSE

- The site functions as a means of delivering information and entertainment for the student body, yet is understandable by the general public.
- The site serves as a community tool for information and an easily searchable archive of past content.
- Stories go through the same editorial process as their print or broadcast counterparts.
- Content is regularly updated throughout the publication cycle. The website contains more than repurposed stories from its print or broadcast counterpart, if one of those traditional publications exist.

C3 PURPOSE: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

C6 **WRITING**

- Uses correct journalistic style.
 - Is well-written and is formatted to tell the story.
 - Strong, varied leads effectively capture the users' attention.
 - Tense is consistent within copy and avoids passive voice.
 - Shows evidence of proper attribution.
 - Shows evidence of complete coverage and research.
 - Uses many relevant and colorful quotes.
 - Avoids editorializing and clichés.
 - Uses proper grammar and mechanics.
 - Avoids unnecessary adjectives and adverbs.
 - Shows consistent use of person.
 - Shows evidence of careful proofreading.
-

C7 **WRITING**: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

C10 **DISPLAY TYPE**

- Headlines and captions add interest and information.
 - Headlines show consistency in style.
 - Headlines are used with every story.
 - Headlines are more than labels — they show journalistic style, avoid editorializing and padding.
 - Headlines are written in present tense and active voice.
 - Headlines convey the emotion, tone and flavor of the copy.
-

C11 DISPLAY TYPE: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

C14 BREAKING NEWS / UPDATE FREQUENCY

- Hard news stories follow inverted pyramid style.
 - Updates occur in between traditional publication cycles.
 - Stories contain additional follow-up material as it becomes available.
 - The site is structured to feature frequent updates throughout the publication cycle.
-

C15 BREAKING NEWS / UPDATE FREQUENCY: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

Q85 INTEGRATION ACROSS MEDIA

- The site shows a link between itself and its print or broadcast counterpart, if one of those traditional publications exist.
 - Selected stories from the traditional publication are extended with enhanced online coverage.
-

Q87 INTEGRATION ACROSS MEDIA: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

Q86 CONNECTIONS

- Stories contain relevant links to off-site content when appropriate.
 - If available, the site links to primary documents referenced in stories.
-

Q88 CONNECTIONS: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

C16 **COVERAGE & CONTENT Strengths**

Please try to find at least 1-3 specific, positive things to say for **each** of the above areas within this section of the critique.

Point out specific examples from the website to illustrate your point.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

C17 **COVERAGE & CONTENT Recommendations**

Please try to find at least 1-3 specific recommendations for improvement in **each** of the above areas within this section of the critique.

Point out specific examples from the website to illustrate your points and to help students and the adviser understand how to better apply the standards to their work.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

C18 Score for Coverage & Content

You may give any number of points up to 250. (Worth 25 percent of the overall score)

Here's a general scale for your reference:

250 POINTS - EXCELLENT

200 POINTS - VERY GOOD

125 POINTS - AVERAGE/GOOD

0-75 POINTS - NEEDS IMPROVEMENT

Coverage & Content Score ()	
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End of Block: Coverage & Content

Start of Block: Community

W1 Standards for Community

The COMMUNITY section of this critique is divided into five parts:

SOCIAL NETWORKS // INTERACTIVITY // FORUM STATUS //
ADVERTISEMENTS // STAFF

Please review our standards in the lists for each of these sections below and make the appropriate selections based on how well this media program meets each standard. These lists of standards are meant as a general guide for you and for our member student media outlets. MIPA's standards are not designed to be a rigid rubric, although we hope they will help you focus your critique.

Provide **specific**, written comments in both the Strengths field and Recommendations field, citing examples from this website. Offer **both encouragement and constructive suggestions** to for improvement based on MIPA's standards.

W2 SOCIAL NETWORKS

- Stories are shared on other websites via direct links or RSS feeds. These are advertised as they become available throughout the publication cycle.
 - The publication maintains active accounts on social media services such as Facebook, Twitter and Instagram.
 - Staff members regularly update information and status information as new content becomes available on the publication's website.
-

W3 SOCIAL NETWORKS: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

W6 INTERACTIVITY

- Message boards, comment sections, polls and/or other interactive elements allow users to connect with the content.
 - No special knowledge or paid accounts are needed to participate in interactive material.
-

W7 INTERACTIVITY: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

W10 FORUM STATUS

- The website contains a stated policy for its forum status. A publication can choose to be either an open public forum or a limited public forum. An open public forum allows all comments and discussion without any moderation. In a limited public forum, the staff reserves the right to edit user submissions.
-

W11 FORUM STATUS: Does the publication meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

W14 ADVERTISEMENTS

- Advertisements are varied and relevant for users of the site.
 - Advertisements are appropriate for the intended audience.
 - The publication's advertising information and policies are accessible on the site.
-

W15 ADVERTISEMENTS: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

W18 STAFF

- Staff information is listed on the site. Users can contact staff members via forms or e-mail messages.
 - Publication policy is clearly stated on the site.
-

W19 STAFF: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)

W20 **COMMUNITY Strengths**

Please try to find at least 1-3 specific, positive things to say for **each** of the above areas within this section of the critique.

Point out specific examples from the website to illustrate your point.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

W21 **COMMUNITY Recommendations**

Please try to find at least 1-3 specific recommendations for improvement in **each** of the above areas within this section of the critique.

Point out specific examples from the website to illustrate your points and to help students and the adviser understand how to better apply the standards to their work.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

W30

Score for Community

You may give any number of points up to 150. (Worth 35 percent of the overall score)

Here's a general scale for your reference:

150 POINTS - EXCELLENT

125 POINTS - VERY GOOD

100 POINTS - AVERAGE/GOOD

0-60 POINTS - NEEDS IMPROVEMENT

Community Score ()	
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End of Block: Community

Start of Block: Design & Navigation

D1

Standards for Design & Navigation

The DESIGN & NAVIGATION section of this critique is divided into four parts:

CONSTRUCTION // MAINTENANCE-CHANGES // AESTHETIC APPEARANCE // USER INTERFACE

Please review our standards in the lists for each of these sections below and make the appropriate selections based on how well this media program meets each standard. These lists of standards are meant as a general guide for you and for our member student media outlets. MIPA's standards are not designed to be a rigid rubric, although we hope they will help you focus your critique.

Provide **specific**, written comments in both the Strengths field and Recommendations field,

citing examples from this website. Offer **both encouragement and constructive suggestions** to for improvement based on MIPA's standards.

D2 CONSTRUCTION

- If the website uses a content management system such as WordPress for uploading and organizing content:
- The chosen theme is appropriate for the publication.
- There are no placeholder sections for future content.
- If the website is hosted on a template-driven site such as SNO:
 - The site's capabilities are fully utilized.
 - Custom graphics distinguish the site from the basic templates.
- If the website is coded by hand or with an application such as Adobe Dreamweaver:
 - The site complies with modern coding and usability standards.
 - The coding is simple to understand, commented when appropriate, and easy to modify.
- For all sites:
 - The site uses modern web standards. Obsolete and deprecated elements like frames, animations and blinking text are not used.
 - The site looks consistent regardless of web browser or operating system accessing the material.
 - A mobile version of the site displays content simply and efficiently.
 - Pages load relatively quickly and are of a reasonable length. Rich media files do not begin playing automatically.
 - There are no orphan pages or dead links.
 - The site is easily searchable and indexed.

D3 CONSTRUCTION: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

D6 MAINTENANCE-CHANGES

Updates occur frequently and are not limited to the traditional publication cycle. There is evidence of larger staff contributions rather than just one webmaster creating and/or uploading all content. The site should be easy to customize, update and change from one issue, semester, or year to the next. Content should not be lost in the update process.

D7 MAINTENANCE-CHANGES: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

D10 AESTHETIC APPEARANCE

- An attractive color scheme, graphics, and other visual elements tie every page of the site together.
 - Graphic elements like photos, subheads and pull quotes break up large chunks of text.
 - Clean, easy to read typography is consistent throughout the site. Sizes and colors do not clash with other graphic elements or backgrounds on the page. Underlined text is only used for links. Reverse type, all caps, italics, and strikethrough font styles are rarely, if ever, used.
 - The background complements the content on the page and does not distract a user from it.
-

D11 AESTHETIC APPEARANCE: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

Q71 **USER INTERFACE**

Content is divided into logical sections that are easy to identify.

- The page loads for the size of a typical monitor, usually 800 pixels wide, without scrolling horizontally.
 - Navigation is consistent throughout the site. Page titles accurately identify what the content is about.
 - Link names describe the content they link to rather than simply using one or two non-descriptive words.
-

Q72 User Interface: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

D12 **DESIGN & NAVIGATION Strengths**

Please talk about at least 1-3 positive things you identified from this publication connected to this critique subject area.

Point out specific examples from the publication to illustrate your point.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

D13 **DESIGN & NAVIGATION** Recommendations

Please talk about at least 1-3 recommendations for improvement connected to this critique subject area.

Point out specific examples from the publication to illustrate your points and to help students and the adviser understand how to better apply the standards to their publication.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

D14 Score for Design & Navigation

You may give any number of points up to 250. (Worth 25 percent of the overall score)

Here's a general scale for your reference:

250 POINTS - EXCELLENT

200 POINTS - VERY GOOD

125 POINTS - AVERAGE/GOOD
0-75 POINTS - NEEDS IMPROVEMENT

Design & Navigation Score ()

End of Block: Design & Navigation

Start of Block: Rich Media

P1 Standards for Rich Media

The RICH MEDIA section of this critique is divided into six parts:

USAGE // PHOTOGRAPHY // AUDIO // VIDEO // PDF DOCUMENTS // EMBEDDED CONTENT

Please review our standards in the lists for each of these sections below and make the appropriate selections based on how well this media program meets each standard. These lists of standards are meant as a general guide for you and for our member student media outlets. MIPA's standards are not designed to be a rigid rubric, although we hope they will help you focus your critique.

Provide **specific**, written comments in both the Strengths field and Recommendations field, citing examples from this website. Offer **both encouragement and constructive suggestions** to for improvement based on MIPA's standards.

P2 USAGE

- Some forms of rich media are used to take advantage of the web platform. The type of enhanced content fits the purpose of the story.
 - The site hosts content locally or it is embedded on the page. There are no links to missing content.
 - Captions are used to describe every photo and media element.
-

P3 USAGE: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

P6 PHOTOGRAPHY

- Each photo tells a story and enhances coverage.
 - Photos have good focus.
 - Photos show proper contrast with crisp colors or clear blacks, whites and grays.
 - Photos are effectively cropped to the center of interest, show good variety and action.
 - Photos are free of dust, scratches and waterspots, as well as digital imperfections like graininess and pixelization.
 - Photos appear in their original aspect ratio.
 - Photos are displayed at the proper resolution of 72 pixels per inch in JPEG or PNG format. Graphics are displayed in GIF or PNG format.
 - Captions contain at least two sentences and give five W's and H without stating the obvious.
 - Captions give information preceding or following event in photo and show evidence of research.
 - Captions are complete sentences that avoid repeating what is stated in the copy or headline.
 - Captions do not editorialize.
-

P7 PHOTOGRAPHY: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

Q73 AUDIO

- Audio clips, interviews and podcasts are chosen that enhance a story or tell a story on their own.
 - Sound is free of obvious background noise. There is a clear focus of attention in the audio file.
 - Edits are used to effectively tell the story.
 - The audio is clear and free of distortion. Volume remains consistent throughout the clip.
 - There are no technical problems such as p-pops or microphone hiss.
-

Q74 AUDIO: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

Q75 VIDEO

- Video clips, interviews and features are chosen that enhance a story or tell a story on their own.
 - Video image is relatively stable. Tripods are used for stationary shots. Steady hands are used for mobile shots.
 - Colors and tones are natural and consistent.
 - Shots have good lighting.
-

Q76 VIDEO: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)
-

Q77 PDF DOCUMENTS

- Issues are archived as cross-platform PDF files for viewing and/or download.
 - Stories contain PDF documents of relevant primary documents.
-

Q78 PDF DOCUMENTS: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)

Q79 EMBEDDED CONTENT

- Relevant content is embedded in stories via specific embed codes.
- Content does not significantly alter page load time.
- RSS feeds are used appropriately to link site with third-party sites.

Q80 EMBEDDED CONTENT: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)

P8 RICH MEDIA Strengths

Please talk about at least 1-3 positive things you identified from this publication connected to this critique subject area.

Point out specific examples from the publication to illustrate your point.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

P9 RICH MEDIA Recommendations

Please talk about at least 1-3 recommendations for improvement connected to this critique subject area.

Point out specific examples from the publication to illustrate your points and to help students and the adviser understand how to better apply the standards to their publication.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

P10 Score for Rich Media

You may give any number of points up to 200. (Worth 20 percent of the overall score)

Here's a general scale for your reference:

200 POINTS - EXCELLENT

150 POINTS - VERY GOOD

100 POINTS - AVERAGE/GOOD

0-60 POINTS - NEEDS IMPROVEMENT

Photography & Graphics Score ()	
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End of Block: Rich Media

Start of Block: Site Effectiveness

E1 Site Effectiveness

The SITE EFFECTIVENESS section of this critique is divided into four parts:

FEATURED CONTENT // BRANDING // COPYRIGHT // PROMOTION

Please review our standards in the lists for each of these sections below and make the appropriate selections based on how well this media program meets each standard. These lists

of standards are meant as a general guide for you and for our member student media outlets. MIPA's standards are not designed to be a rigid rubric, although we hope they will help you focus your critique.

Provide **specific**, written comments in both the Strengths field and Recommendations field, citing examples from this website. Offer **both encouragement and constructive suggestions** to for improvement based on MIPA's standards.

E2 FEATURED CONTENT

- The site prominently displays breaking news and exclusive in-depth content.
- Repurposed content from the traditional form of the publication falls under the appropriate category. Story enhancements are added to better tell the story in an online form.

E3 FEATURED CONTENT: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)

E6 BRANDING

- The site has a clear branding and focus.
 - The site has a unique mission and voice that is separate from other sites.
 - Design and content decisions are made with the community the publication serves in mind.
-

E7 BRANDING: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

Q81 COPYRIGHT

- Information, images and other content does not infringe on existing copyrights.
-

Q82 COPYRIGHT: Does the website meet these standards?

- ☐ Almost always (1)
 - ☐ Usually evident (2)
 - ☐ Some evidence (3)
 - ☐ Minimum evidence (4)
 - ☐ Does not meet standards (5)
-

E10 PROMOTION

- The site's URL is simple and easy to remember.
 - Updates are linked on relevant off-site forums and websites throughout the publication cycle.
 - The site employs search engine optimization so it is easy to find.
-

E11 PROMOTION: Does the website meet these standards?

- ☐ Almost always (1)
- ☐ Usually evident (2)
- ☐ Some evidence (3)
- ☐ Minimum evidence (4)
- ☐ Does not meet standards (5)

E12 SITE EFFECTIVENESS **Strengths**

Please talk about at least 1-3 positive things you identified from this publication connected to this critique subject area.

Point out specific examples from the publication to illustrate your point.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

E13 SITE EFFECTIVENESS **Recommendations**

Please talk about at least 1-3 recommendations for improvement connected to this critique subject area.

Point out specific examples from the publication to illustrate your points and to help students and the adviser understand how to better apply the standards to their publication.

Please be detailed, thorough and encouraging with your comments. This field will expand to accept your comments.

E14 Score for Site Effectiveness

You may give any number of points up to 150. (Worth 15 percent of the overall score)

Here's a general scale for your reference:

150 POINTS - EXCELLENT

125 POINTS - VERY GOOD

100 POINTS - AVERAGE/GOOD

0-50 POINTS - NEEDS IMPROVEMENT

Site Effectiveness Score ()	
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End of Block: Site Effectiveness

Start of Block: The Final Analysis

Q96 Response to Questions from the Students & Advisers

In their entry form, staffs are asked to list up to three specific questions for their judge. These questions are included on the first page of the background materials that were provided ([available here at https://critiquejudge.mipamsu.org/](https://critiquejudge.mipamsu.org/)). If you have not already addressed those questions in your previous commentary, please do so here. Feel free to copy and paste those questions here. If answers can be found elsewhere in the critique, you might reference them to those sections. Thank you!

F1 Summary of Scores

This form uses formulas to show a summary of scores here based on the numbers entered in the previous sections of this critique.

F2 Total Score Earned out of 1,000 Possible Points

This total score is auto-calculated and shown here.

When you are satisfied with the final score, please input it into this field. Input only the numeral score. (If the score is 850 out of 1,000 possible points, input 850.)

Total Score Earned (5) _____

F3 Award Earned

- **Spartan Award** (900-1,000 points) - honorees generally should meet or exceed MIPA's standards in substantially all areas. They are outstanding examples of news websites.
- **Gold Medal** (800-899 points) - honorees generally meet MIPA's standards in most areas.
- **Silver Medal** (700-799 points) - honorees make a clear effort to meet MIPA's standards, but fall short in a number of areas.
- **Bronze Medal** (0-699 points) - honorees deserve encouragement for seeking feedback from a critique service, but have a significant amount of work to do to meet MIPA's standards.

Please make a selection below based on the Total Score Earned and the scale shown above.

☐ Spartan Award (1)

☐ Gold Medal (2)

☐ Silver Medal (3)

☐ Bronze Medal (4)

F4 Summary Comments

Please provide overall comments about the website. This is a great opportunity to speak directly to the adviser or the students about things they are doing well and suggestions for improvement.

F5 Please click the Next button below to submit your work. The next page and a confirmation email include information on how to edit this critique.

- ☐ My work is complete and I'm ready to submit (4)
- ☐ I need to save my work to return later (5)

End of Block: The Final Analysis
