

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics are optional*)
The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 **meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.**

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Preparation and Planning

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Information Sharing

- demonstrates effective use of a minimum of two communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites relevant information sources
- includes a visual component of this project in portfolio

Content

- defines and illustrates the elements and principles of design
- completes a personal inventory
- applies the elements and principles of design in planning a wardrobe
- analyzes personal expression through a wardrobe plan.

Student Name: _____

Date: _____

Criteria

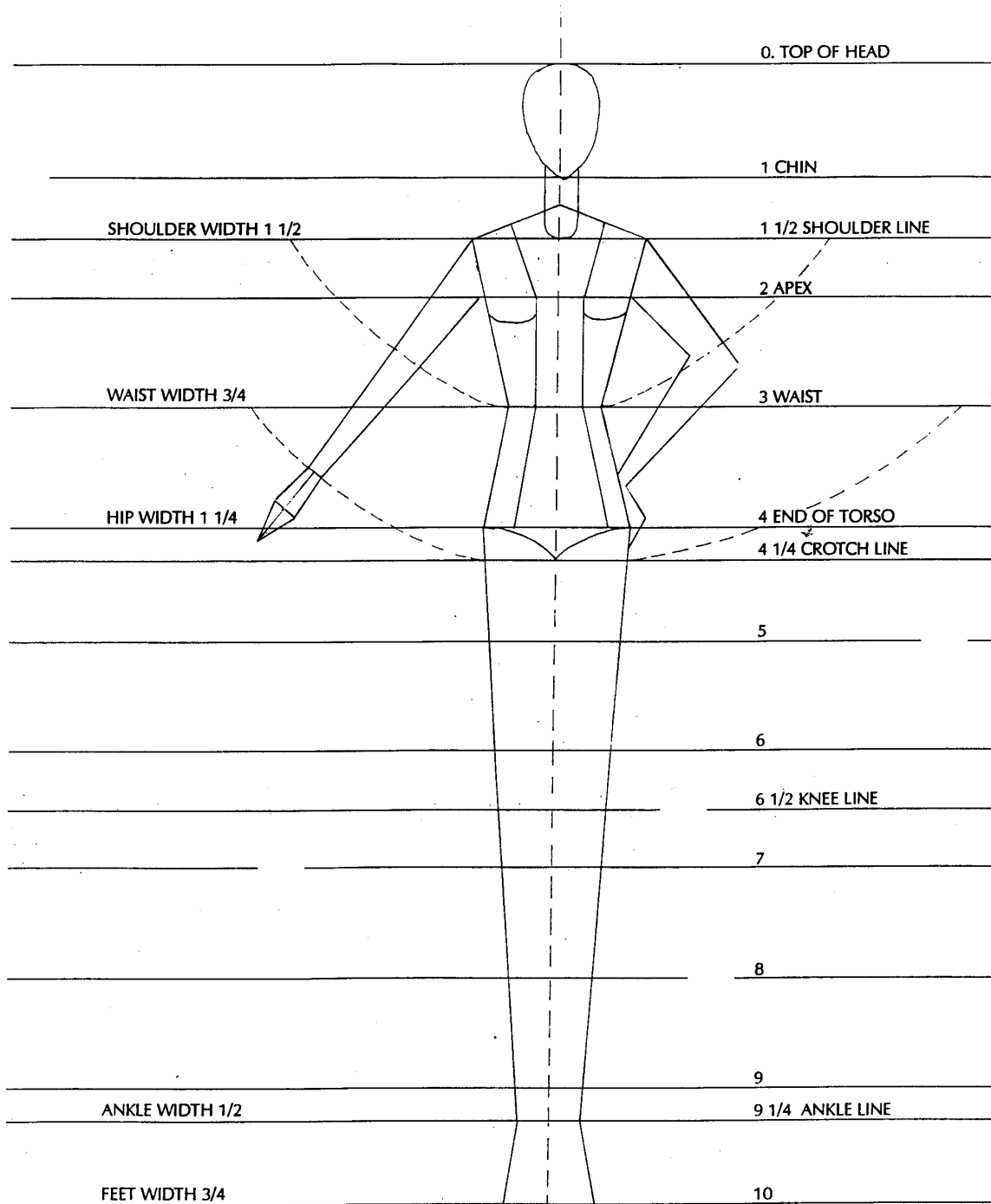
The croquis has the following:

Proportion:

- | | |
|--|--|
| <input type="checkbox"/> 10 heads high | <input type="checkbox"/> waist width $\frac{3}{4}$ |
| <input type="checkbox"/> 0 – top of head | <input type="checkbox"/> hip width $1\frac{3}{4}$ |
| <input type="checkbox"/> 1 chin | <input type="checkbox"/> ankle width $\frac{1}{2}$ |
| <input type="checkbox"/> $1\frac{1}{2}$ shoulder line | <input type="checkbox"/> feet width $\frac{3}{4}$ |
| <input type="checkbox"/> 2 apex | <input type="checkbox"/> wrist position |
| <input type="checkbox"/> 3 waist | <input type="checkbox"/> bent elbow |
| <input type="checkbox"/> 4 end of torso | <input type="checkbox"/> arcs parallel |
| <input type="checkbox"/> $4\frac{1}{4}$ crotch line | <input type="checkbox"/> arcs positioned correctly |
| <input type="checkbox"/> $6\frac{1}{2}$ knee line | <input type="checkbox"/> balance line |
| <input type="checkbox"/> $9\frac{1}{4}$ ankle line | |
| <input type="checkbox"/> head—egg shaped | Technical Components |
| <input type="checkbox"/> hand | <input type="checkbox"/> neatness |
| <input type="checkbox"/> shoulder width $1\frac{1}{2}$ | <input type="checkbox"/> line quality |

STANDARD: MINIMUM OF 20**COMMENTS:**

TECHNICAL CROQUIS: ILLUSTRATIVE EXAMPLE



Student Name: _____

Date: _____

Criteria

The rounded croquis has the following:

Proportion:

- | | |
|--|---|
| <input type="checkbox"/> 10 heads high | <input type="checkbox"/> 4 end of torso |
| <input type="checkbox"/> 0 – top of head | <input type="checkbox"/> 4 ¼ crotch line |
| <input type="checkbox"/> 1 chin | <input type="checkbox"/> 6 ½ knee line |
| <input type="checkbox"/> 1 ½ shoulder line | <input type="checkbox"/> 9 ¼ ankle line |
| <input type="checkbox"/> 2 apex | <input type="checkbox"/> shoulder width 1 ½ |
| <input type="checkbox"/> 3 waist | <input type="checkbox"/> waist width ¾ |
| | <input type="checkbox"/> hip width 1 ¾ |

Gesture:

variation of 2

- | | |
|-------------------------------|--|
| <input type="checkbox"/> head | <input type="checkbox"/> hands |
| <input type="checkbox"/> arms | <input type="checkbox"/> feet or shoes |
| <input type="checkbox"/> legs | <input type="checkbox"/> hairstyle |

Rounding—upper torso

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> upper arm | <input type="checkbox"/> shoulders |
| <input type="checkbox"/> lower arm | <input type="checkbox"/> bust/chest |
| | <input type="checkbox"/> waist |

Rounding—lower torso

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> hip | <input type="checkbox"/> knee |
| <input type="checkbox"/> thigh | <input type="checkbox"/> calf |
| | <input type="checkbox"/> ankle |

STANDARD: MINIMUM OF 20

COMMENTS:

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

CRITERIA

The student:

Preparation and Planning

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Information Sharing

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more basic information sources

Content

- compiles a collection of three styles for five of the following:
 - dresses
 - skirts
 - pants
 - jackets
 - necklines
 - collars
 - sleeves
 - pockets
- identifies garment styles and design details in the collection
- sketches two fashion illustrations, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric

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STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<i>The student:</i> Preparation and Planning <input type="checkbox"/> researches and generates idea for design <input type="checkbox"/> records necessary measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design and Production <input type="checkbox"/> drafts or imports lower torso sloper <input type="checkbox"/> accurately manipulates the sloper to product the pattern changes <input type="checkbox"/> adds details to pattern: <ul style="list-style-type: none"> • seam allowances • pattern symbols • pattern identification • cutting and layout information <input type="checkbox"/> produces a sample layout in different widths for maximum efficiency <input type="checkbox"/> estimates fabric measurement <input type="checkbox"/> plots pattern to correct scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation includes at least 20 of the completed designs (pattern and layout) in smaller scale and included in their portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: 						

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
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Information Sharing

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

Content

- reports specific to one period in time on:
 - influences (economic, political, geographic, religious, cultural, technical)
 - description of fashion in this period
 - illustrations
 - analysis of how this period has influenced present-day styles

Student Name: _____

Date: _____

Match the following terms with the most appropriate definition.

- | | | |
|---------------------|-------|---|
| a. draping | _____ | 1. is the process of correcting a seamline when that seamline has been broken or distorted due to a pattern adjustment. TRUEING is also checking for accuracy and shape between matching seamlines. |
| b. drafting | | |
| c. flat pattern | _____ | 2. is the length and width added to a body measurement to allow for movement in a garment or to give a design shape. |
| d. sloper | | |
| e. grading | _____ | 3. increasing or decreasing a sample size pattern according to the standard body measurement. |
| f. on the cross | _____ | 4. it consists of five pieces. These are bodice front, bodice back, skirt or pants front, skirt or pants back and fitted sleeve. |
| g. slash | | |
| h. trueing | _____ | 5. starts with body measurements. Using these measurements a basic pattern is drafted on paper using prescribed methods. Most commercial drafting is done on computers using very large printers. |
| i. ease | | |
| j. crossmark | _____ | 6. is to draw a second line at 90° or right angles to any given line. |
| k. to square a line | | |

Answers:

- | | | |
|----------|-------|---|
| 1. (h.) | | |
| 2. (i.) | | |
| 3. (e.) | _____ | 8. to cut the pattern to a given point to enable it to spread or be opened out for fullness. |
| 4. (d.) | | |
| 5. (b.) | _____ | 9. uses fabric lengths. The design is pinned and formed on a mannequin. The pattern is then drawn on paper and a pattern is made. |
| 6. (k.) | | |
| 7. (j.) | _____ | 10. starts with a basic pattern and makes style changes on this pattern. |
| 8. (g.) | | |
| 9. (a.) | | |
| 10. (c.) | | |

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Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- identifies:
 - four basic weaves
 - four fabric finishes
 - _____

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
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COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- researches three activewear fabrics and compares:
 - use
 - comfort
 - protection
 - care
 - cost

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____

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COMMENTS:

CRITERIA

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Information Sharing

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

Content

- Reports and presents on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:
 - characteristics of specialty fabrics
 - techniques involved in choosing patterns, lining, interfacing and notions
 - techniques involved in preparation and sewing the fabric
 - care requirements

Student Name: _____

Date: _____

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Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
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COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- researches the following specialty fabric:
 - _____
 - _____

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure
 - Decorative Detail
 - Design/Drafting
 - Hem Treatment
 - Hemming Stitch
 - Marking Technique
 - Neckline Treatment
 - Pocket
 - Seam
 - Sleeve Treatment
 - Underlying Fabric
 - Waistline Treatment
 - Other

Student Name: _____

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CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

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COMMENTS:

CRITERIA

The student:

Research Components

- defines the task
- seeks and gathers various sources of information
- organizes information in a logical manner
- analyzes information
- extracts the appropriate information from identified resources/materials to produce new information
- communicates the process involved in preparing the plan
- predicts the probability that the suggested outcomes or consequences of the plan were to occur
- makes a judgement on the feasibility of the venture plan

Technical Components

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format
- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

Content

A minimum of five of the following are included:

- client needs
 - client project request/special considerations
 - measurements
- fabric/design detail identified
- cost
- time lines
 - 1st fitting
 - 2nd fitting if required
 - final fit
 - completion date
- identify skills and techniques
- identify resources necessary

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- organizes work in an orderly manner
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- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- consultation with client
- fabric information
- career choice – client charge

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____

LOGBOOK RECORD CHECKLIST: SEWING FOR OTHERS**FAS2100-3**

Student Name: _____

Date: _____

Task	Date	Amount of Time
<input type="checkbox"/> consulting with client	_____	_____
<input type="checkbox"/> shopping for materials	_____	_____
<input type="checkbox"/> preparation of materials	_____	_____
<input type="checkbox"/> measuring	_____	_____
<input type="checkbox"/> fitting—1 st	_____	_____
<input type="checkbox"/> fitting—2 nd	_____	_____
<input type="checkbox"/> fitting—final	_____	_____

Cost—as it relates to Module and/or Career Choice

<input type="checkbox"/> hidden	_____	_____
<input type="checkbox"/> actual	_____	_____
<input type="checkbox"/> labour cost	_____	_____
<input type="checkbox"/> mark up	_____	_____
<input type="checkbox"/> final cost	_____	_____

Project Assessment

<input type="checkbox"/> student analysis of project	_____	_____
– comparison to project proposed	_____	_____
– problems encountered	_____	_____
– decisions made	_____	_____
<input type="checkbox"/> client assessment	_____	_____

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- _____
- _____
- _____

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Design Techniques	4	3	2	1	0	N/A
Embellishment Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- returns tools and equipment to storage areas

Design Techniques

- experiments with existing designs
- creates unique designs

Embellishment Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____

Student Name: _____

Date: _____

Project:
Project Description:

Rating Scale: (*italics are optional*) *The student:*

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes ,and productivity are consistent and exceed standards. Leads others to contribute team goals.*

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2 **meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.**

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

THE STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Pattern selection (appropriate to embellishment technique and intended use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fabric <input type="checkbox"/> suited to design <input type="checkbox"/> coordination of fabric, lining, trim, notions <input type="checkbox"/> durable and compatible <input type="checkbox"/> cost of project calculated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Layout <input type="checkbox"/> grainlines correctly placed <input type="checkbox"/> proper layout techniques used <input type="checkbox"/> marking does not show on right side of fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Assembly Techniques <input type="checkbox"/> machine stitching—appropriate stitch length is used, stitching is straight <input type="checkbox"/> seams—appropriate stitch length proper width, pressed flat and smooth <input type="checkbox"/> seam finishes—proper finish for fabric, neatly done <input type="checkbox"/> closures—appropriate, properly placed and assembled <input type="checkbox"/> facings—bulk graded, clipped, pressed <input type="checkbox"/> hems—smooth, correct width and technique <input type="checkbox"/> detailing—neat, secure, appropriate <input type="checkbox"/> overall appearance—neat, pressed finishing <input type="checkbox"/> fit—proper fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Specific Skills/Techniques (a minimum of four embellishment techniques not previously demonstrated in a project) • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Portfolio include a photo and/or sample of embellishment technique and/or project						

Student Name: _____

Teacher: _____

1. Fill in the blanks with the term that describes the definition.

- a. _____ population studies that divide broad groups of consumers into smaller, more homogeneous target segments.
- b. _____ studies that develop fuller, more personal portraits of potential customers and their lifestyles. Psychographic studies more fully predict consumer purchase patterns and distinguish users of a product.
- c. _____ the money that an individual or family can spend or save after buying necessities—food, clothing, shelter and basic transportation.
- d. _____ the separating of the total consumer market into smaller groups.
- e. _____ specific groups of potential customers that a business is attempting to turn into regular customers.

ANSWERS

- a. demographics
- b. psychographics
- c. discretionary income
- d. market segmentation
- e. target market

2. Match the following terms with the best definition.

- | | | |
|--------------------------------|-------|---|
| a. Discount Stores | _____ | 1. this is shopping through TV or a computer |
| b. Factory Outlet Stores | _____ | 2. huge supermarkets combined supermarket-discount stores that are sometimes described as malls without walls |
| c. Showcase Store | _____ | 3. a designer or wholesaler sells the rights to market his or her goods |
| d. Mail Order Retailers | _____ | 4. carries limited lines of apparel, accessories or home furnishings |
| e. Electronic or Home Shopping | _____ | 5. a discount operation run by a manufacturer or a designer |
| f. Supermarkets | _____ | 6. small individually owned shops. They are often owned by highly creative people. |
| g. Franchises | _____ | 7. sells general lines of merchandise |
| h. Boutiques | _____ | 8. direct mail ordering |
| i. Department Stores | _____ | 9. a factory outlet that sells merchandise at the introductory and early stages of the fashion cycles. They are testing grounds for new products. |
| j. Specialty Stores | _____ | 10. sell merchandise in the late peak and decline stages of the fashion scale. |

ANSWERS

- | | |
|-------|-------|
| 1. e | 6. b |
| 2. f | 7. i |
| 3. g | 8. d |
| 4. j | 9. c |
| 5. b. | 10. a |

3. Select the best answer to complete each of the following.

- a. In order to better target their customers, retailers establish:
1. merchandising policies
 2. fashion cycles
 3. narrow assortments
 4. all of the above
- b. All of the following are elements of a store's merchandising policies except:
1. the price range
 2. the level of quality
 3. the level of customer service
 4. the stage of the fashion cycle to be emphasized
- c. A fashion cycle is:
1. rotating your wardrobe for different seasons
 2. wearing clothes from a previous era
 3. the rise, wide spread popularity and then decline in acceptance of a style
 4. a short-lived fashion.
- d. A name, trademark or logo that is used to identify the products of a specific manufacturer or seller.
1. brand
 2. hang tag
 3. label
 4. none of the above.
- e. Which of the following is a false statement?
1. Price does not ensure quality
 2. Price range refers to that range of stock a retailer features
 3. An example of a department store is Eaton's
 4. All of the above are false.

ANSWERS

- a. 1
b. 3
c. 3
d. 1
e. 2

Name: _____

Date: _____

						RATING SCALE				
FABRIC/TEXTILE (sample if possible)	1. _____	2. _____	3. _____	4. _____	5. _____	4	3	2	1	0
FIBRE CONTENT (natural, manmade, blend)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COST (reasonable, moderate, expensive)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORT (absorbency, skin comfort, static buildup, soft, crisp, harsh, silky)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESILIENCY (ability of a fabric to spring back into shape after being creased, twisted; i.e., wrinkle recovery)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DURABILITY (pilling, snagging, strength)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARE (dryclean only, washable, bleachable, iron/press— temperature)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRINCIPLE USES (apparel, home decor, accessories, etc.)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics are optional*)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
TOTAL	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

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0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

CRITERIA

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

CRITERIA (continued)

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Collaboration and Teamwork

- cooperates with group members
- shares work appropriate among group members
- negotiates solutions to problems

Content

- describes the target market in terms of:
 - demographics
 - age
 - income
 - sex
 - family status
 - type of retail outlet
 - department
 - specialty
 - boutique
 - chain store
 - discount
 - other
 - merchandising policies
 - fashion cycle
 - depth and breadth of emphasis
 - quality
 - brand policies
 - price ranges
 - exclusivity
 - psychographics
 - interests
 - attitudes
 - personality
 - belief system
 - type of merchandise
 - general
 - accessories
 - formal/bridal
 - lingerie
 - sportswear
 - other
- defines and provides examples of the following auxiliary services
 - fashion magazines
 - trade publications
 - broadcast media

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

Rating Scale: (*italics are optional*)

The student:

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

CRITERIA

The student:

Research Components

- defines the task
- seeks and gathers various sources of information
- organizes information in a logical manner
- analyzes information
- extracts the appropriate information from identified resources/materials to produce new information
- communicates the process involved in preparing the plan
- predicts the probability that the suggested outcomes or consequences of the plan were to occur
- makes a judgement on the feasibility of the venture plan

Technical Components

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format
- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

Content

- project description
- cost projection
 - to re-upholster
 - to purchase
 - to have professionally upholstered
- fabric notions and tools required
- time estimate
- identify skills, resources and techniques necessary

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

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COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Production Skills/Techniques

- demonstrates the following four upholstery techniques:
 - _____
 - _____
 - _____
 - _____

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

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COMMENTS

CRITERIA

The student:

Research Components

- defines the task
- seeks and gathers various sources of information
- organizes information in a logical manner
- analyzes information
- extracts the appropriate information from identified resources/materials to produce new information
- communicates the process involved in preparing the plan
- predicts the probability that the suggested outcomes or consequences of the plan were to occur
- makes a judgement on the feasibility of the venture plan

Technical Components

- legible
- free of spelling/proofreading errors
- correct grammar/communication style
- professional appearance/appropriate format
- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

Content

- terms related to specific accessory
- description of project
- description of customer and target market
- size of potential market
- competition
- suppliers
- pricing strategy
- marketing strategy
- promotion strategy
- external opportunities and challenges
- identify skills and techniques

Student Name: _____

Date: _____

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

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COMMENTS:

CRITERIA

The student:

Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean-up standard

Teamwork:

- cooperatively uses and shares equipment/tools/supplies

Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- identifies accessory industries
- explores sources of inspiration
- _____

Production Skills/Techniques

- demonstrates a minimum of five of the intermediate skills/techniques:
 - Closure • _____
 - Decorative Detail • _____
 - Design/Drafting • _____
 - Hem Treatment • _____
 - Hemming Stitch • _____
 - Marking Technique • _____
 - Neckline Treatment • _____
 - Pocket • _____
 - Seam • _____
 - Sleeve Treatment • _____
 - Underlying Fabric • _____
 - Waistline Treatment • _____
 - Other • _____