

Instructional Materials Evaluation Criteria –Fashion Merchandising A Rubric

Title _____ ISBN# _____

See attached standards for Fashion Merchandising A.

- This program covers at least 80% or better of the core for this course and can be recommended primary.
- This program covers a limited amount of the core for this course and can be recommended limited.
- This program is a student resource.
- This program is a teacher resource.

Standard 08.0101-01: Students will understand why people choose certain clothes.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0101 Identify five reasons why people wear clothes.			
08.0101-0102 Analyze how clothing satisfies certain physical, psychological, and social needs.			
08.0101-0103 Compare how values, attitudes, conformity, individuality, and personality affect clothing selections.			
08.0101-0104 Identify the social, economic, and political influences on fashion.			

Standard 08.0101.02: Students will understand basic fashion terminology.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0201 Define the following terms: fashion, apparel, garment, fashion trend, silhouette, high fashion, avant-garde, fad, craze, classic, wardrobe, and accessories.			
08.0101-0202 Define the following terms: fashion cycle, fashion movement, fashion leaders, trickle-down theory, trickle-up theory, trickle-across theory.			
08.0101-0203 Define the following terms for clothing construction: fit, fitted garment, seams, dart, bodice, draped, tailored, composite.			
08.0101-0204 Define the following clothing business terms: haute couture, couturier, copies, knock-offs, and ready-to-wear.			

Standard 08.0101-03: Students will understand basic garment styles and clothing parts.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0301 Find and identify a sample for each of the following basic dress styles: sheath, shift, A-line, tent. Empire, princess, blouson, shirtwaist, coatdress, asymmetrical.			
08.0101-0302 Identify four basic dress styles.			
08.0101-0303 Identify four basic neckline styles.			
08.0101-0304 Identify four basic collar styles.			
08.0101-0305 Identify four basic jacket styles.			
08.0101-0306 Identify four basic sleeve styles.			

08.0101-0307 Identify four basic skirt styles.			
08.0101-0308 Identify four basic pant styles.			
08.0101-0309 Identify four basic coat styles.			

Standard 08.0101-04: Students will understand the development of fashion and the fashion industry.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0401 Identify three factors that contributed to the development of the apparel industry.			
08.0101-0402 Identify and describe four of the major trade publications in the fashion industry.			
08.0101-0403 Identify five fashion designers and their contributions to fashion from France, United States, Italy, and other areas around the world.			
08.0101-0404 Identify four fashion awards.			

Standard 08.0101.05: Students will have a basic understanding of the textile industry.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0501 List the four main steps in the production of finished fabrics.			
08.0101-0502 Identify the processes of yarn production, fabric manufacturing, and fabric finishing.			
08.0101-0503 Describe how new color trends and fashion trends begin and are marketed.			
08.0101-0504 Describe the future of textiles and new technology.			

08.0101-0505 List three types of patterns that are available to the home sewer.			
Standard 08.0101.06: Students will understand the basics of how apparel is produced.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0601 Define the following terms: CAD, CAM, CIM, contractor, costing, ford, joint venture, laser, marker, merchandising, modular production, offshore production, piecework system, Quick Response, quotas, sampled, sampling, stylist, tailor system, unit production system.			
08.0101-0602 Describe the factory production process.			
08.0101-0603 Identify the steps in merchandise planning.			
08.0101-0604 List the four seasons that are used in the production of apparel.			
08.0101-0605 List four sources of inspiration in the designing process.			
08.0101-0606 Compare overseas production to domestic production.			
08.0101-0607 Identify the four size categories of women's clothing.			
Standard 08.0101.07: Students will understand the basics of how apparel is produced.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0701 Define the following terms: marketing, marketing concept, target market, market segmentation, demographics, psychographics, geographics, behavioristics,			

fashion merchandising, functions of marketing, channel of distribution, marketing mix.			
08.0101-0702 Identify the four Ps of marketing.			
08.0101-0703 Describe the four promotional activities used in fashion promotion.			
08.0101-0704 Compare national brands with private brands in terms of advantages and disadvantages.			
08.0101-0705 Describe the following types of retail stores: department stores, branch stores, chain stores, discount stores, specialty stores, mail-order houses, franchises, and other types of retailing.			
08.0101-0706 Identify three types of non-store retailing.			

Standard 08.0101.08: Students will understand basic fibers and yarns.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0801 Identify five natural fibers that are cellulosic.			
08.0101-0802 Identify eight natural fibers that are proteins.			
08.0101-0803 List the steps involved in the processing of either cotton, linen, wool, or silk.			
08.0101-0804 Identify four manufactured fibers that are cellulosic.			
08.0101-0805 identify eight manufactured fibers that are noncellulosic.			
08.0101-0806 List the steps involved in processing manufactured fibers.			
08.0101-0807 Identify four types of yarns.			

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Standard 08.0101.09: Students will understand basic fabric construction and finishes.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0101-0901 List three different ways that fabrics can be made from fibers and yarns.			
08.0101-0902 Identify the four basic types of weaves.			
08.0101-0903 Identify the two basic types of knits.			
08.0101-0904 Identify three other methods for constructing fabrics.			
08.0101-0905 Define the following terms: fiber dyeing, yarn dyeing, piece dyeing, garment dyeing, printing.			
08.0101-0906 Identify four finishes that are applied to fabrics and explain their purpose.			

Curriculum Coverage					N/A
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	