

## Instructional Materials Evaluation Criteria –Fashion Merchandising B Rubric

Title \_\_\_\_\_ ISBN# \_\_\_\_\_

See attached standards for Fashion Merchandising B.

- 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 08.0101-10: Students will understand the basic elements of color.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0101-1001</b> Identify symbolism for eight colors.			
<b>08.0101-1002</b> Explain hue, value, and intensity.			
<b>08.0101-1003</b> Identify the five basic color schemes.			
<b>08.0101-1004</b> Identify the four elements of design.			
<b>08.0101-1005</b> Identify the four personal seasonal coloring types.			

**Standard 08.0101-11: Students will understand the elements of design.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1101</b> identify and provide a definition for each of four elements of design.			
<b>08.0101-1102</b> Identify each of the following lines: straight, jagged, curved, horizontal, vertical, and diagonal.			
<b>08.0101-1103</b> Identify five different textures and describe the visual effect of each.			

**Standard 08.0101-12: Students will understand the principles of design.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1201</b> Identify the four principles of design and provide a definition for each.			
<b>08.0101-1202</b> Identify how each design principle can be used to enhance a person's figure.			
<b>08.0101-1203</b> Identify five common body types and list two clothing items to avoid and two to choose when selecting clothing items.			
<b>08.0101-1204</b> Identify the steps of the design process.			

**Standard 08.0101-13: Students will understand how to choose clothes that are appropriate for them and the basics of planning a wardrobe.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1301</b> Explain why the image you project is important.			

<b>08.0101-1302</b> Identify Yin and Yang traits.			
<b>08.0101-1303</b> List factors that help you choose apparel that is “right” for you.			
<b>08.0101-1304</b> Identify three benefits of wearing clothing that is “right” for you.			
<b>08.0101-1305</b> Identify ten accessory items that can help complete outfits in a wardrobe.			
<b>08.0101-1306</b> Identify three examples of wardrobe extenders.			

**Standard 08.0101.14: Students will understand the types of business ownership and basic economic terms.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1401</b> Define the following terms: primary market, secondary market, tertiary market, retailing, sole proprietorship, partnership, corporation, risk, risk management..			
<b>08.0101-1402</b> Identify the types of risk faced by a fashion business.			
<b>08.0101-1403</b> Define the following terms: globalization, imports, exports, balance of trade, supply, demand, profit, trade quotas.			

**Standard 08.0101.15: Students will understand basic skills to help them be smart shoppers and make good purchases.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1501</b> Define the following terms: Flammable Fabrics Act, Fur Products Labeling Act, Permanent Care Labeling Rule, Textile Fiber Products Identification Act, and Wool Products Labeling Act.			

<b>08.0101-1502</b> Identify three advantages of gathering information before going shopping.			
<b>08.0101-1503</b> Identify the four kinds of information that must appear on labels of all textile products sold in the United States.			
<b>08.0101-1504</b> List ten specific points to check when judging the quality of a garment and explain specific items for each.			
<b>08.0101-1505</b> List five characteristics of high-quality garments.			
<b>08.0101-1506</b> Identify five ways to check the fit of a garment when trying it on.			
<b>08.0101-1507</b> Identify five ways of paying for a purchase, and list two advantages and two disadvantages of each.			
<b>08.0101-1508</b> Define the following terms: credit rating, debit card, overdrawn, revolving charge account, 30-day charge account, and Truth-In-Lending Law			

**Standard 08.0101.16: Students will understand size categories for children, men, and women.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0101-1601</b> Identify the seven size categories for infants.			
<b>08.0101-1602</b> Identify the four size categories for toddlers.			
<b>08.0101-1603</b> Identify the six size categories of young children.			
<b>08.0101-1604</b> Identify the classifications for women's wear.			
<b>08.0101-1605</b> Identify the classifications for men's wear.			

**Standard 08.0101.17: Students will understand how to care for clothes.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0101-1701</b> Define the following terms: biodegradable, bleaches, builders, detergents, dry cleaning, enzymes, fabric softeners, ironing, laundering, pressing, soaps, surfactants, wash load, and water softeners.			
<b>08.0101-1702</b> List five guidelines for the daily care of clothes.			
<b>08.0101-1703</b> Identify the three most commonly used stain removal methods.			

<b>Curriculum Coverage</b>					<b>N/A</b>
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.	
<b>Physical Qualities</b>					<b>N/A</b>
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.	

<b>Technology</b>					<b>N/A</b>
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.	
<b>Universal Access</b>					<b>N/A</b>
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.	
<b>Assessment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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.	