

Student Name: _____

Date: _____

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.

STANDARD IS 3 IN EACH APPLICABLE AREA

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
Research of Fashion Trends minimum of five pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Croquis Proportion accurate (if included)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Components <input type="checkbox"/> silhouette, front view, back view <input type="checkbox"/> proportions <input type="checkbox"/> hang of fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garment Details (according to specific garment) <input type="checkbox"/> seamlines <input type="checkbox"/> darts, gathers, pleats <input type="checkbox"/> hemline <input type="checkbox"/> neckline <input type="checkbox"/> collar <input type="checkbox"/> sleeve <input type="checkbox"/> closures <input type="checkbox"/> pockets <input type="checkbox"/> embellishments <input type="checkbox"/> topstitching <input type="checkbox"/> other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rendering (if included) <input type="checkbox"/> shading <input type="checkbox"/> use of colour <input type="checkbox"/> accurate representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Fashion Presentation <input type="checkbox"/> neatness <input type="checkbox"/> line quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Overall Impression <input type="checkbox"/> croquis effective <input type="checkbox"/> mood created <input type="checkbox"/> silhouette strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion Presentation <input type="checkbox"/> colour <input type="checkbox"/> shading <input type="checkbox"/> rendering <input type="checkbox"/> line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessories <input type="checkbox"/> hat <input type="checkbox"/> scarf <input type="checkbox"/> jewellery <input type="checkbox"/> gloves <input type="checkbox"/> footwear <input type="checkbox"/> other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Minimum of Five Illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistency <input type="checkbox"/> target market clear <input type="checkbox"/> colour <input type="checkbox"/> texture <input type="checkbox"/> mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical <input type="checkbox"/> croquis proportion accurate <input type="checkbox"/> silhouette <input type="checkbox"/> proportions <input type="checkbox"/> hang of fabric <input type="checkbox"/> garment details clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impressionistic <input type="checkbox"/> croquis effective <input type="checkbox"/> silhouette strong <input type="checkbox"/> accessories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fashion Presentation <input type="checkbox"/> colour <input type="checkbox"/> shading <input type="checkbox"/> rendering <input type="checkbox"/> neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing (if included) <input type="checkbox"/> company name <input type="checkbox"/> logo <input type="checkbox"/> business card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Criteria	RATING SCALE					
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<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 upper torso and sleeve sloper <input type="checkbox"/> accurately manipulates the sloper to produce the pattern changes <input type="checkbox"/> adds details to pattern <input type="checkbox"/> seam allowances <input type="checkbox"/> pattern symbols <input type="checkbox"/> pattern identification <input type="checkbox"/> cutting and layout information <input type="checkbox"/> creates a graded nest of sizes for at least one of the completed patterns <input type="checkbox"/> produces a sample layout in different widths for maximum efficiency <input type="checkbox"/> estimates fabric requirements <input type="checkbox"/> patterns plotted to correct scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation at least 20 of the completed designs (pattern, graded nest and layout) in smaller scale are included in his or her portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Design Executed Properly <input type="checkbox"/> bodice <input type="checkbox"/> sleeve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurements Precise <input type="checkbox"/> bodices <input type="checkbox"/> neckline <input type="checkbox"/> armseye <input type="checkbox"/> bust <input type="checkbox"/> waist <input type="checkbox"/> hip <input type="checkbox"/> length <input type="checkbox"/> design details <input type="checkbox"/> sleeves <input type="checkbox"/> cap <input type="checkbox"/> width <input type="checkbox"/> length <input type="checkbox"/> design details <input type="checkbox"/> seam lines accurate <input type="checkbox"/> seam allowance 1.5 cm <input type="checkbox"/> hem allowance shown/accurate <input type="checkbox"/> notches properly placed <input type="checkbox"/> dart size correct <input type="checkbox"/> dart placement correct <input type="checkbox"/> pleat size correct <input type="checkbox"/> pleat placement correct <input type="checkbox"/> zipper shown, correct length <input type="checkbox"/> button/buttonhole placement correct <input type="checkbox"/> grainline shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern Labelling <input type="checkbox"/> name of piece <input type="checkbox"/> number of pieces to be cut <input type="checkbox"/> right angles on corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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
Content	4	3	2	1	0	N/A

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COMMENTS:

CRITERIA

The student:

Preparation and Planning

- sets clear goals and establish steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

Information Sharing

- demonstrates effective use of a variety of communication media: e.g., written, oral, audio-visual
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

Content

- research report in which the student
 - identifies characteristics of a tailored jacket
 - identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring
 - identifies the quality standards of a tailored project

**FRAMEWORK FOR ASSESSING A FASHION PROJECT:
CONTEMPORARY TAILORING**

FAS3040-2

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Project Description (patterns, illustrations, fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pattern <input type="checkbox"/> selection (appropriate to skill level, size) <input type="checkbox"/> preparation and alteration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fabric/Supplies <input type="checkbox"/> suited to design <input type="checkbox"/> coordination of fabric, support fabrics, lining, trim, notions <input type="checkbox"/> preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garment 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 Skills/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"/> lining—neat, durable and compatible <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 five tailoring techniques) • • • • •	<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"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Portfolio include photograph and/or sample of completed project						

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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

- identifies the equipment necessary to produce couture detailing
- selects and uses appropriate tools and equipment
- safely and proficiently uses:
 - _____
 - _____
 - _____
- returns tools and equipment to storage areas

Investigative Techniques

- explains the origin of couture and its terminology
- analyzes couture stitching techniques and construction methods

Production Skills/Techniques

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

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<p><i>The student:</i></p> <p>Preparation and Planning</p> <p><input type="checkbox"/> sets clear goals and establishes steps to achieve them</p> <p><input type="checkbox"/> creates and adheres to detailed timelines</p> <p><input type="checkbox"/> uses personal initiative to formulate questions and find answers</p> <p><input type="checkbox"/> plans and uses time effectively, prioritizing tasks on a consistent basis</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Information Gathering and Processing</p> <p><input type="checkbox"/> accesses a range of relevant information sources and recognize when additional information is required</p> <p><input type="checkbox"/> demonstrates resourcefulness in collecting data</p> <p><input type="checkbox"/> interprets, organizes and combines information in creative and thoughtful ways</p> <p><input type="checkbox"/> records information accurately, with appropriate supporting detail and using correct technical terms</p> <p><input type="checkbox"/> recognizes underlying bias/assumptions/values in information sources</p> <p><input type="checkbox"/> assesses and refines approach to the task and project status based on feedback and reflection</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Information Sharing (if applicable)</p> <p><input type="checkbox"/> demonstrates effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i></p> <p><input type="checkbox"/> communicates thoughts/feelings/ideas clearly to justify or challenge a position</p> <p><input type="checkbox"/> maintains acceptable grammatical and technical standards</p> <p><input type="checkbox"/> gives evidence of adequate information gathering by citing seven or more relevant information sources</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Content</p> <p><input type="checkbox"/> defines haute couture terms</p> <p><input type="checkbox"/> writes summary of 10 designers (local, national, international)</p> <p><input type="checkbox"/> reports on designer of choice in terms of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> personal history <input type="checkbox"/> special influences/contributions <input type="checkbox"/> innovations <input type="checkbox"/> pictures/sketches 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Technical Components</p> <p><input type="checkbox"/> legible</p> <p><input type="checkbox"/> spelling</p> <p><input type="checkbox"/> grammar</p> <p><input type="checkbox"/> professional appearance</p> <p><input type="checkbox"/> neatness</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Information Sharing	4	3	2	1	0	N/A
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Information Gathering and Processing

- accesses a range of relevant sources and recognize when additional information is required
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- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing several relevant information sources

Content (for one cultural fashion)

- characteristics
- techniques
- significance of fashion details
- appropriate illustrations

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- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
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- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing (optional)

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

Content

- special tools and equipment
- pattern choice
- interfacing
- lining/underlying/interlining
- notions
- fabric preparation
- care
- layout techniques
- cutting techniques
- marking techniques
- seams/seam finishes
- fasteners/buttonholes
- hems
- pressing
- other

Student Name: _____ Date: _____

1. Match the following terms with the best definition.

- | | | |
|-----------------------|-------|---|
| a. mark ups | _____ | 1. reduction from an original retail price |
| b. mark downs | _____ | 2. document written by a buyer that authorizes a seller to delivery certain goods at specified prices |
| c. odd figure pricing | _____ | 3. item priced so low that the retail outlet makes little or no profit on it but uses it to attract shoppers into the store |
| d. loss leaders | _____ | 4. the difference between the wholesale cost and the retail price of merchandise (sometimes called “mark-on” by large retail stores) |
| e. basic stock | _____ | 5. the retail pricing of merchandise a few cents less than a dollar denomination to make the merchandise psychologically seem less expensive. Examples are \$2.99 and \$19.99 |
| f. odd lots | | |
| g. purchase order | | |

ANSWERS

1. (b.)
2. (g.)
3. (d.)
4. (a.)
5. (c.)

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 |

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 3 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 clear goals and establish steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and finds answers
- plans and use time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

Information Sharing (optional)

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

Content

- describes and provides an example of four of the following types of fashion retailing:
 - department store
 - discount house
 - specialty store
 - factory outlet
 - mail order selling
 - direct selling
 - telemarketing
 - Internet home shopping
- reports on trends and changes in fashion retailing
- researches and reports on a particular store's policies and procedures including:
 - ambiance
 - customer service
 - selling service
 - promotional activities
 - credit and collection
 - security