



CLASSROOM ASSESSMENT MODEL

Textiles 8 to 12

The Classroom Assessment Model outlines a series of assessment units for Textiles 8 to 12.

This organization is not intended to prescribe a particular means of course delivery. Teachers are encouraged to reorder the learning outcomes and to adapt, modify, combine, and organize the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable.

Classroom Assessment and Evaluation in Textiles 8 to 12

Teachers should consider using a variety of assessment techniques to assess students' abilities to meet the Prescribed Learning Outcomes. In addition to grading of students' written output (e.g., essays, tests), tools and techniques for assessment in Textiles 8 to 12 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- video (to record and critique student demonstration)
- written tests, oral tests (true/false, multiple choice, short answer)
- worksheets
- portfolios
- student-teacher conferences

Assessment in Textiles 8 to 12 can also occur while students are engaged in, and based on the product of, activities such as

- case studies and simulations
- group and class discussions
- brainstorming, clusters, webs
- research projects
- role plays
- charts and graphs
- posters, collages, models, web sites
- oral and multimedia presentations
- peer teaching

For more information about student assessment, refer to the section on Student Achievement in the Home Economics: Textiles 8 to 12 IRP.

CONTENTS OF THE MODEL

Prescribed Learning Outcomes and Suggested Achievement Indicators

Each set of Prescribed Learning Outcomes identifies the content standards for that unit. The corresponding achievement indicators provide additional information about the expected level or degree of student performance and can be used as the basis for assessment.

Suggested Assessment Activities

Assessment activities have been included for each set of Prescribed Learning Outcomes and corresponding achievement indicators. Each assessment activity consists of two parts:

- Planning for Assessment – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- Assessment Strategies – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

These activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the Prescribed Learning Outcomes.

Assessment Instruments

Sample assessment instruments have been included to help teachers determine the extent to which students are meeting the Prescribed Learning Outcomes. These assessment instruments are examples only, and are not provided for every assessment activity. Teachers may use the instruments as they appear or adapt them to fit classroom needs.



CLASSROOM ASSESSMENT MODEL

Textiles 8

SAFETY IN SEWING ROOM

<p align="center">Prescribed Learning Outcomes</p> <p><i>It is expected that students will:</i></p> <p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> – cuts – needle injuries – burns – electrical shocks – fires 	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Display a picture of unsafe sewing practices and ask students to identify the problems, how to correct them, and what to do in case of an emergency. Students complete a worksheet and as a class, review the answers. 	<ul style="list-style-type: none"> • Teacher administers a quiz to assess students’ understanding of safety procedures.

SAFE USE OF TOOLS AND EQUIPMENT

<p align="center">Prescribed Learning Outcomes</p> <p><i>It is expected that students will:</i></p> <p>A3 identify parts of the sewing machine and their function, and apply the basics of operation</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students are provided with a picture of a sewing machine. With teacher support, students label the parts of the machine and write down their function. • Students complete a paper stitching activity (without thread). • Teacher demonstrates how to correctly wind a bobbin and thread a sewing machine. • Students correctly thread their sewing machine and complete a sample stitching activity, practising pivoting and several types of stitches (e.g., basting, straight stitching, zigzag, backstitching). 	<ul style="list-style-type: none"> • Teacher administers a quiz to assess students’ understanding of the sewing machine parts. • Stitching samples are assessed for straight stitching, correct tension, continuous seam, no holes, trimming threads.

CONSTRUCTING TEXTILE ITEMS - STUFFED OBJECT

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 identify parts of the sewing machine and their function, and apply the basics of operation
- A4 identify and use ironing/pressing equipment
- A5 manage time and resources in the classroom
- A6 identify basic textile terminology
- B1 demonstrate an understanding of basic preconstruction procedures
- B2 construct and repair simple textile items using construction basics, including
 - plain seam and seam finish
 - back-stitching
 - buttons
 - hemming
 - hand sewing

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Stuffed Project Over the course of several classes, students construct a stuffed object. Students will have previously learned how to use a sewing machine and sewing tools safely.</p> <ul style="list-style-type: none"> • Through demonstration and instruction, the teacher demonstrates the various steps of construction: <ul style="list-style-type: none"> – pinning, cutting, marking – machine and hand sewing – sewing techniques including plain seam and back-stitching – pressing – buttons – stuffing • Students construct stuffed project. • At the end of the project, students complete a self assessment of their work. 	<ul style="list-style-type: none"> • Students submit stuffed project and are assessed for <ul style="list-style-type: none"> – seams sewn accurately (e.g., straight, no holes, correct tension) – backstitched around opening – closures and attachments sewn securely – handstitching correctly and neatly done – correctly turned out and evenly stuffed – time management – appropriate pressing • Students complete a self assessment that includes questions such as <ul style="list-style-type: none"> – What are you most proud of? – What could you improve? – How would you do this project differently next time? – What tools and equipment did you use in this project?

CONSTRUCTING TEXTILE ITEMS - BOXERS

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 identify parts of the sewing machine and their function, and apply the basics of operation
- A4 identify and use ironing/pressing equipment
- A5 manage time and resources in the classroom
- A6 identify basic textile terminology
- A7 describe ways to care for textile items
- B1 demonstrate an understanding of basic preconstruction procedures
- B2 construct and repair simple textile items using construction basics, including
 - plain seam and seam finish
 - back-stitching
 - buttons
 - hemming
 - hand sewing

PLANNING FOR ASSESSMENT

ASSESSMENT STRATEGIES

Boxers

- Over the course of several classes, students construct a pair of boxer shorts. Students will have previously learned how to use a sewing machine, sewing tools, and pressing equipment safely.
- The teacher presents information on prewashing fabric. The class brainstorms different methods of cleaning (e.g., machine washing, hand washing, dry cleaning, machine drying, hang dry, lay flat to dry). Students identify the advantages and disadvantages of each method.
- Through demonstration and instruction, the teacher demonstrates the various steps of construction:
 - measuring to determine size of pattern
 - preshrinking fabric
 - straightening grain
 - layout of pattern
 - correct grain line placement
 - pinning, cutting, marking
 - sewing techniques including plain seam and seam finish, back-stitching, hemming
 - constructing a casing for the waist
 - pressing
- Students will construct boxer shorts and include instructions on how to care for them.

- The teacher and students complete a **project evaluation sheet (see pg 10)**, including criteria such as
 - proper pattern layout
 - safe use of equipment
 - even seam allowances
 - no breaks in stitching
 - good tension
 - seam finishes used
 - correct stitch length
 - threads cut
 - ends are secure
 - waist casing stitched evenly
 - seams pressed in one direction
 - effective use of class time
 - correct care instructions

APPLYING CREATIVE PROCESSES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C1 identify colour as an element of design	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Ask students what colours are trendy this season for clothing, cars, appliances, cell phones, and other products. Discuss who determines colour trends. Ask students to write a short reflection explaining why the colour trends change from year to year and their prediction for next year. 	<ul style="list-style-type: none"> Short reflection is assessed on students' understanding of the importance of colour as an element of design.

WHY PEOPLE WEAR CLOTHING

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D1 identify reasons why people wear clothing	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Use a think-pair-share activity to generate ideas about why people wear clothing (e.g., safety, social status, modesty, hygiene, environment, peer pressure, media, adornment, identification, religion/culture). In groups, students create a poster depicting one of the reasons people wear clothing. 	<ul style="list-style-type: none"> Posters are assessed to determine students' understanding of the reasons why clothes are worn.

BOXER SHORTS EVALUATION

	Does not yet meet expectations (1)	Minimally meets expectations (2)	Fully meets expectations (3)	Exceeds expectations (4)
Seam	<ul style="list-style-type: none"> • stitching not straight • little to no backstitching • 1.5 cm s.a. on few seams • s.a. not finished • not pressed 	<ul style="list-style-type: none"> • some straight stitching or sewn together with zigzag • some backstitching • 1.5 cm s.a. on some seams • some s.a. finished or finish shows on outside of fabric • inconsistent pressing 	<ul style="list-style-type: none"> • most stitching straight • most backstitched • 1.5 cm s.a. on most seams • most s.a. finished • most seams pressed 	<ul style="list-style-type: none"> • all stitching straight • all stitching backstitched • 1.5 cm s.a. on all seams • all s.a. finished • crisp, proper pressing on all seams
Casing	<ul style="list-style-type: none"> • uneven width • fabric not caught • elastic does not fit casing • raw edge not finished 	<ul style="list-style-type: none"> • uneven width • opening not sewn shut • raw edges finished unevenly • stitched with zigzag 	<ul style="list-style-type: none"> • even width through most of casing • finish sewn close to raw edges • opening sewn shut 	<ul style="list-style-type: none"> • even width through all casing • elastic lies flat and fits smoothly • all raw edges finished
Hem	<ul style="list-style-type: none"> • hem is uneven • raw edges not finished • hem has not been pressed • stitching is not straight • parts of hem not caught by stitching 	<ul style="list-style-type: none"> • most of hem is uneven width • raw edges finished unevenly • most of hem is pressed unevenly • stitching not straight or sewn together with zigzag 	<ul style="list-style-type: none"> • some of hem is uneven width • finish sewn close to raw edges • some of hem is pressed unevenly • seams sewn fairly straight and close to finished edge 	<ul style="list-style-type: none"> • hem is even width • both hems even • hem is pressed crisply and effectively • all raw edges finished • hem is sewn straight and close to finished edge
Final Presentation	<ul style="list-style-type: none"> • more than one piece sewn inside out • no final pressing • most loose threads not cut off • more than three holes or cuts in fabric 	<ul style="list-style-type: none"> • one piece sewn inside out • uneven final pressing given • some loose threads not cut off • one to two holes or cuts in fabric 	<ul style="list-style-type: none"> • good final pressing given • few loose threads not cut off • one cut in fabric 	<ul style="list-style-type: none"> • sewn with right sides together • effective final pressing given • no loose threads • no holes or cuts in fabric

Note: s.a. = seam allowance



CLASSROOM ASSESSMENT MODEL

Textiles 9

SAFETY IN THE SEWING ROOM

<p align="center">Prescribed Learning Outcomes</p> <p><i>It is expected that students will:</i></p> <p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> – cuts – needle injuries – burns – electrical shocks – fires 	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Discuss with the class safety precautions in the sewing room (e.g., cuts, needle injuries, burns, electrical shocks, fires). • Students create a list of 10 safety rules to follow and draw a picture of an unsafe sewing practice. They pass their illustration to another student, who identifies what is wrong in the picture, and how to respond if an injury occurs. 	<ul style="list-style-type: none"> • Assessment is based on <ul style="list-style-type: none"> – knowledge of safety rules – drawing illustrates an unsafe sewing practice – recognition of proper response

MACHINE BASICS

<p align="center">Prescribed Learning Outcomes</p> <p><i>It is expected that students will:</i></p> <p>A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher reviews the parts of the sewing machine and threading. Students sew a simple craft project (e.g., felt animal, patchwork quilt square, pincushion). • The teacher introduces the serger as a means of seam finishing. The teacher discusses the parts of the serger (e.g., cutting blade, upper looper, lower looper), threading (including safety), and the function. The teacher also demonstrates how to use the serger (e.g., holding the fabric, serging off, using the foot pedal, keeping pins away from the cutting blade, ways to lock the stitching). Students create a serger sample incorporating the techniques demonstrated. 	<ul style="list-style-type: none"> • Students are assessed on knowing the parts of the sewing machine and how to thread. They are assessed on being able to identify the parts of the sewing machine, and in their sewing project, demonstrate correct tension and secure seams. • The serger sample is assessed for straight stitching, even distance from seam, and that seam ends are locked.

FIBRES AND FABRICS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
A7 identify natural and manufactured fibres, and describe their origins	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher presents information on the origin of a variety of natural and manufactured fibres, the difference between natural and manufactured fibres, and the care options for each. • The teacher displays an assortment of various clothing items or fabric samples of different fibre contents (e.g., silk, wool, linen, cotton, polyester, nylon, acrylic). Students complete a chart sorting each sample into natural and manufactured categories. Students also indicate the source of the fibre and its care option. • As an extension activity, students go on a fibre hunt to identify two natural and two manufactured fibres in their home (e.g., clothing, home furnishings, linens). Students name each item, describe the fibre content and care for each, and bring samples to the class if appropriate. 	<ul style="list-style-type: none"> • Students are assessed on their ability to correctly classify the fibre as natural or manufactured and to describe appropriate care.

CARE OF TEXTILE ITEMS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
A8 describe basic care of textile items, including interpreting care labels	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students in pairs are asked to look at the care label of their partner’s shirt or jacket and attempt to determine how to care for the item. The teacher chooses several students to report their findings. • The teacher presents information on the different care options and why care symbols were developed. Using a care symbol visual as a guide (e.g., overhead, poster, computer presentation), students complete and colour a chart explaining the meaning of different care symbols. • Students are assigned a home laundry task in which they are required to sort the items, use the proper washing and drying settings, and follow proper folding and ironing/pressing techniques. 	<ul style="list-style-type: none"> • Students complete a home laundry assignment (see pg. 19), which is assessed by the parent/guardian, on their ability to interpret care labels and care for textile items.

FIBRES TO FABRIC

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
A9 demonstrate basic methods of combining yarns to make fabric	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Using show-and-tell, the teacher presents information on how yarns are turned into fabric (e.g., weaving, knitting, bonding). The teacher shows samples of plain, satin, and twill weaves. Students create paper samples of the three types of weaves. • Students create a simple craft project using one or more of the weaving techniques (e.g., card, placemat, table runner, holiday decoration, wall hanging). 	<ul style="list-style-type: none"> • The craft project is assessed for <ul style="list-style-type: none"> – understanding of the weaving process – correct weaving technique – even tension

CONSTRUCTING TEXTILE ITEMS – PYJAMAS

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation
- A4 select and use the appropriate type of pressing equipment for a specific task
- A5 manage time and resources in the classroom
- A6 identify basic textile terminology
- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair simple garment and textile items using construction basics, including
 - closures
 - stitching
 - reducing bulk
 - stabilizing
 - fitting
 - hemming
 - hand sewing
- C2 use various embellishment techniques

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Over the course of several classes, students construct a pair of pyjamas. Students will have previously learned how to safely use a sewing machine, serger, sewing tools, and pressing equipment. • Through demonstration and instruction, the teacher demonstrates the various steps of construction: <ul style="list-style-type: none"> – measuring to determine size of pattern – preshrinking fabric – straightening grain – layout of pattern – correct grain line placement – pinning, cutting, marking – sewing techniques including seams and seam finishes, back-stitching, hemming, closures, reducing bulk, stabilizing – fitting – constructing a casing for the waist – pressing – embellishment (e.g., top stitching, appliqué, embroidery, trims, piping) • Students construct the pyjamas. 	<ul style="list-style-type: none"> • The teacher and students complete a project evaluation sheet (see pg. 20-21), including criteria such as <ul style="list-style-type: none"> – proper pattern layout, marking, fitting, and cutting – safe use of equipment – even seam allowances, no breaks in stitching, good tension, seam finishes used, correct stitch length, threads cut, secure ends – stabilizer applied correctly – waist casing stitched evenly – seams pressed in one direction – effective use of class time <p>The evaluation sheet will also assess the construction of garment elements (e.g., collars, sleeves, buttons and buttonholes, straps – if appropriate, pocket).</p>

ELEMENTS OF DESIGN

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C1 apply the elements of design to a textile item	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher presents information about the elements of design (e.g., line, form, space, colour, texture). • Students use magazines, catalogues, pattern books, and other sources to provide examples of textile items demonstrating each of the elements, and justify their choices. Students can present their material in a variety of ways (e.g., poster, storyboard, computer presentation, fashion show). 	<ul style="list-style-type: none"> • Students submit project. Assessment criteria includes <ul style="list-style-type: none"> – appropriate examples for each element – logical explanations for their example – visually appealing presentation

RECYCLING CLOTHING AND TEXTILES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C3 demonstrate various ways to recycle clothing and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The class goes on a field trip to a local thrift, consignment, or used clothing store. Students purchase a textile item, which they make into a bag. 	<ul style="list-style-type: none"> • The bag is assessed for <ul style="list-style-type: none"> – creative use of second-hand item – appropriate sewing technique – completion within intended time – can be used for intended purpose

INFLUENCES ON FASHION AND TEXTILES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D1 identify influences on fashion and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> The teacher posts pieces of chart paper around the room each titled with an influence on fashion and textiles (e.g., culture, world events, celebrities, media, technology, environmental issues). For each category, students add an example of a textile item that is influenced by that category. Students analyse their own wardrobe and write a paragraph about the influences that affect their clothing choices, giving reasons why. 	<ul style="list-style-type: none"> Students' paragraphs are assessed for <ul style="list-style-type: none"> understanding of the various influences on fashion and textiles understanding of what influences their personal clothing choices

CONDITIONS UNDER WHICH CLOTHING AND TEXTILES ARE PRODUCED

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D2 identify conditions under which clothing and textiles are produced	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Students are provided with information (e.g., brochures, articles, websites) on various conditions under which clothing and textiles are produced (e.g., companies, countries, working conditions, pay, child labour). In groups, students research one of the topics in more depth and present the information they acquire to the class. The other students take notes. For each of the topics, the teacher creates a value statement (e.g., child labour is beneficial to families in this country). Students respond by placing themselves on a continuum of agree, undecided, and disagree, and justify their position. 	<ul style="list-style-type: none"> Students' research and presentation are assessed on <ul style="list-style-type: none"> understanding of topic accuracy of information presentation of both sides of the issue clear and logical delivery Students' justification is assessed on <ul style="list-style-type: none"> understanding of the various sides of the issue ability to take a position and follow it through logically

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
E1 identify fashion- and textile-related occupations and careers	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Provide students with a variety of fashion magazines and websites and give students the opportunity to list as many fashion- and textile-related careers as they can in 15 minutes. Have students read from their lists only the careers that have not been previously mentioned. • Ask each student to select an occupation or career from the class list and create a concept map of all the fashion-textile- related occupations or careers that are connected to their chosen career. 	<ul style="list-style-type: none"> • Criteria for the concept map could include <ul style="list-style-type: none"> – ability to categorize careers – ability to expand upon each category using prior knowledge

HOME LAUNDRY ASSIGNMENT EVALUATION

<p>Sort Sorted into piles, checked all labels, turned clothes right-side out and emptied pockets</p>	Rating ____
<p>Pre-treat Pre-treated, checked each load before putting clothes into the washer, pre-treated stains with extra soap, a little extra scrubbing, or soaking to help stain removal and avoid setting in hot water</p>	Rating ____
<p>Select Water Temperature and Level Set water level for small load, checked that clothes were covered with water, whites washed in warm or hot water, coloured clothes washed in cold water to avoid fading</p>	Rating ____
<p>Detergent Checked the box for instructions and measuring amounts, confirmed with parents</p>	Rating ____
<p>Load Clothes Put clothes loosely in washer, did not overload, clothes rightside out unless protecting a heat-sensitive design</p>	Rating ____
<p>Fabric Softener Used fabric softener (if used by parents) and determined when it is used and when to put it in</p>	Rating ____
<p>Drying Clothes removed as soon as washer stopped, checked as to whether clothes can be dried in dryer, gave clothes a little shake and placed loosely in dryer</p>	Rating ____
<p>Fold and Put Away Clothes Removed clothes from dryer as soon as they were dry to reduce ironing, folded neatly to prevent wrinkling, hung up pants and shirts to prevent wrinkling, clothes put away properly</p>	Rating ____

- 5 – Excellent
- 4 – Good
- 3 – Satisfactory
- 2 – Fair but needs improvement
- 1 – Poor
- 0 – No attempt made

Comments _____

PYJAMA SHIRT EVALUATION

	EXCEEDS EXPECTATION (4)	FULLY MEETS EXPECTATION (3)	MINIMALLY MEETS EXPECTATION (2)	DOES NOT YET MEET EXPECTATION (1)
POCKET	Edges neatly serged; top edge folded correctly; corners & edges straight & even.	Edges serged; top edge folded correctly; corners & edges fairly straight & even.	Edges serged unevenly; top edge folded somewhat correctly; corners & edges somewhat straight.	Edges not serged; top edge not folded correctly; corners & edges crooked & uneven.
	Top edge topstitched neatly; stitched to shirt close to edges with straight stitch.	Top edge topstitched fairly neatly; stitched to shirt fairly close to edges with straight stitch.	Top edge topstitched somewhat neatly; stitched to shirt a little far from edges.	Top edge not topstitched; stitched to shirt far from edges with crooked stitching.
INTERFACING	Neatly & securely fused; no bubbling.	Fairly neatly & securely fused; no bubbling.	Somewhat neatly & securely fused; some bubbling.	Some of interfacing is not secure; bubbling.
COLLAR	Neatly trimmed, graded & clipped; facing doesn't show; straight edges and neat corners.	Trimmed, graded & clipped; most of facing doesn't show; fairly neat edges and corners.	Some trimming & clipping; facing shows; edges and corners somewhat un-even.	Needs trimming & clipping; facing shows; edges crooked and corners uneven.
	Turned & pressed neatly; correctly attached to neckline.	Turned & pressed fairly neatly; correctly attached to neckline.	Turned & pressed somewhat neatly; not centred on neckline.	Turned, but not well pressed; not centred on neckline; uneven stitching.
FACINGS	Edge neatly finished; folded back evenly; seam trimmed.	Edge finished; folded back evenly; seam trimmed fairly well.	Edge finish uneven; seam poorly trimmed.	Edge not finished; inadequate trimming.
	Understitched neatly if needed; tacked at seams; well pressed.	Understitched if needed; tacked at seams; pressed.	Not understitched; tacking is not secure; somewhat pressed.	Not understitched; no tacking; not pressed.
SLEEVES	Neatly fitted into opening with smooth cap; seam finished & pressed toward sleeve; seams match under arm.	Neatly fitted into opening with fairly smooth cap; seam finished & pressed toward sleeve; seams match fairly well under arm.	Somewhat neatly fitting into opening with somewhat smooth cap; seam finished; not pressed; seams match somewhat under arm.	Fitted into opening with tucks or gaps; no seam finish; not pressed; seams don't match.
SEAMS & FINISHES	Correct tension, 2.5 stitch length; accurate seams; backstitched.	Correct tension; 2.5 stitch length; fairly accurate seams; backstitched.	Tension &/or stitch length off; some seams uneven; most backstitched.	Poor tension & stitch length; inaccurate seams; no backstitching.
	Seams finished neatly; threads trimmed; pressed correctly.	Seams finished; threads trimmed; most pressed correctly.	Seams not all finished; some threads trimmed; poor pressing.	Seam finishes uneven or not done; threads not trimmed; no pressing.
FINISHING & HEM	Finished correctly at front edge; seam finished & folded neatly & evenly; straight edge at bottom.	Finished fairly correctly at front; seam finished & folded fairly neatly & evenly; fairly straight edge at bottom.	Finished incorrectly at front; seam finished & folded somewhat neatly & evenly; bottom edge somewhat crooked.	Finished incorrectly at front; not seam finished & folded unevenly; bottom edge uneven.
	Straight stitching on smooth edge; even distance from edge; well pressed.	Fairly straight stitching with smooth edge; fairly even distance from edge; pressed.	Somewhat straight stitching; edge not always flat; uneven distance from edge; somewhat pressed.	Uneven stitching; tucks & folds; uneven distance from edge; not pressed.
BUTTONS & BUTTON-HOLES	Good placement with even spacing, neatly stitched; thread not cut.	Good placement with fairly even spacing, neatly stitched; thread not cut.	Somewhat good placement and spacing, stitching uneven; thread cut in spots.	Inaccurate placement and spacing, unevenly stitched; thread cut.
	Button correct size & fit for hole; neatly & correctly stitched.	Buttons correct size & fit for hole; fairly neatly stitched.	Buttons not right size or don't fit buttonholes; somewhat neat stitching.	Buttons not right size and don't fit buttonholes; stitching not secure.
FIT	Appropriate ease; grainlines straight.	Fairly accurate ease; grainlines straight.	Needs a little more or less ease; grainline somewhat straight.	Doesn't fit well; grainlines not straight.
FINISHING	Hangs properly; all threads trimmed; well-pressed.	Hangs properly; most threads trimmed; fairly well pressed.	Hangs fairly well; most threads trimmed; needs some pressing.	Garment shape is off; threads not trimmed; not pressed.
TIME MANAGEMENT	All absences excused; no lates; supplies in class on time every day.	All absences excused; 1 late; supplies 1 day late.	Most absences excused; 1-2 lates; supplies 1-2 classes late.	Most absences excused; 2-3 lates; supplies 2-3 classes late.
	Class time always used effectively.	Class time used effectively most of the time.	Class time used fairly effectively.	Class time used somewhat ineffectively.
SUBTOTAL				
			TOTAL	172

PYJAMA BOTTOM EVALUATION

	EXCEEDS EXPECTATION (4)	FULLY MEETS EXPECTATION (3)	MINIMALLY MEETS EXPECTATION (2)	DOES NOT YET MEET EXPECTATION (1)
FABRIC SELECTION & PREP	Appropriate fabric for project; preshrunk; edges straightened on both sides.	Appropriate fabric for project; preshrunk; edges on both sides fairly straight.	Somewhat appropriate fabric for project; not preshrunk; edges on both sides fairly straight.	Fabric not appropriate for project; not preshrunk; edges not straightened.
LAYOUT	Fabric folded evenly; pattern on grain or fold.	Fabric folded fairly evenly; pieces fairly accurately on grain.	Fabric a little uneven; some pieces may be off grain or fold.	Fabric folded unevenly; pieces off grain or fold.
	Pattern is secure with enough pins; all pins at right angle to pattern edge.	Pattern is fairly secure with enough pins; most pins at right angle to pattern edge.	Pattern somewhat secure; most pins parallel to edge.	Pattern not secure; all pins parallel to edge.
CUTTING & MARKING	Smooth edges; notches cut or marked.	Fairly smooth edges; most notches cut or marked.	Somewhat smooth edges; notches not cut or marked.	Uneven edges; notches not cut or marked.
	All important points marked on all pattern pieces with appropriate method.	Most important points marked on all pattern pieces with appropriate method.	Some important points marked with appropriate method.	Most marking not done.
INSEAM	Both stitched right sides together; serged & pressed toward back.	Both stitched right sides together; serged & one pressed toward back.	Both stitched right sides together; serged; pressed to front.	Both stitched right sides together; serged; not pressed.
CROTCH SEAM	Seams match; stitched & serged neatly around curve.	Seams match fairly closely; stitched & serged around curve fairly neatly.	Seams match somewhat closely; stitched & serged around curve somewhat neatly.	Seams don't match; stitched but not serged around curve.
OUTER SEAM	Both stitched right sides together; serged & pressed toward back.	Both stitched right sides together; serged & one pressed toward back.	Both stitched right sides together; serged; pressed to front.	Both stitched right sides together; serged; not pressed.
SEAMS & FINISHES	Correct tension, 2.5 stitch length; accurate seams; backstitched.	Correct tension; 2.5 stitch length; fairly accurate seams; backstitched.	Tension &/or stitch length off; some seams uneven; most backstitched.	Poor tension & stitch length; inaccurate seams; no backstitching.
	Seams finished neatly; threads trimmed; pressed correctly.	Seams finished; threads trimmed; most pressed correctly.	Seams not all finished; some threads trimmed; poor pressing.	Seam finishes uneven or not done; threads not trimmed; no pressing.
ELASTIC CASING	Casing edge finished neatly; folded even width.	Casing edge finished fairly neatly; even folding.	Casing edge uneven; uneven folding.	Casing edge not finished; uneven folding.
	Stitched smoothly 3 cm from edge; elastic lies flat; opening stitched shut.	Stitched smoothly fairly close to 3 cm from edge; elastic lies flat; opening stitched shut.	Stitched somewhat close to 3 cm from edge; may be a tuck or gap; elastic is fairly flat; opening sewn shut.	Stitching too wide or too narrow; tucks & gaps; elastic is twisted; opening not sewn shut.
HEM	Finished & folded neatly & evenly; even distance from floor; both legs same length.	Finished & folded fairly neatly & evenly; fairly even distance from floor; both legs same length.	Finished & folded somewhat neatly & evenly; both legs not exactly same length.	Finished & folded unevenly; legs not the same length.
	Straight stitching on smooth edge; even distance from edge; well pressed.	Fairly straight stitching with smooth edge; fairly even distance from edge; pressed.	Somewhat straight stitching; edge not always flat; uneven distance from edge; somewhat pressed.	Uneven stitching; tucks & folds; uneven distance from edge; not pressed.
FIT	Appropriate ease; grainlines straight.	Fairly accurate ease; grainlines straight.	Needs a little more ease; grainline somewhat straight.	Doesn't fit well; grainlines not straight.
FINISHING	Hangs properly; all threads trimmed; well-pressed.	Hangs properly; most threads trimmed; fairly well pressed.	Hangs fairly well; most threads trimmed; needs some pressing.	Garment shape is off; threads not trimmed; not pressed.
TIME MANAGEMENT	All absences excused; no lates; supplies in class on time every day.	All absences excused; 1 late; supplies 1 day late.	Most absences excused; 1-2 lates; supplies 1-2 classes late.	Most absences excused; 2-3 lates; supplies 2-3 classes late.
	Class time always used effectively.	Class time used effectively most of the time.	Class time used fairly effectively.	Class time used somewhat ineffectively.
SUBTOTAL				
			TOTAL	172



CLASSROOM ASSESSMENT MODEL

Textiles 10

SEWING ROOM SAFETY

Prescribed Learning Outcomes

It is expected that students will:

- A2 identify and know how to respond appropriately to emergencies, including
- cuts
 - needle injuries
 - burns
 - electrical shocks
 - fires

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The class reviews emergency situations that may occur in the sewing room and the correct response procedures. • Students create a brochure about safety procedures in the sewing room for future textiles students. The brochure should include how to prevent mishaps, illustrations, and correct response procedures. 	<ul style="list-style-type: none"> • Student’s brochures are assessed on <ul style="list-style-type: none"> – variety of safety issues included – description of correct response for each of the safety issues identified – layout and visuals presented information in a clear and engaging format

MACHINE FUNDAMENTALS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher reviews the parts of the sewing machine and threading. Students complete a short quiz on the parts of the sewing machine. • The teacher introduces the serger as a means of seam finishing, and discusses the parts of the serger (e.g., upper looper, lower looper, cutting blade, tension dials, spool pins, balance/hand wheel) and their function. The teacher demonstrates threading (including safety precautions) and how to change threads. • The teacher demonstrates how to use the serger (e.g., holding the fabric, serging off, stitch length, using the foot pedal, keeping pins away from the cutting blade, ways to lock the stitching). • Students sew a simple craft project (e.g., pencil case, lunch bag, locker organizer, stuffed animal) using a sewing machine and serger. 	<ul style="list-style-type: none"> • The quiz assesses students' knowledge of the parts of the sewing machine. • Students' craft project is assessed for <ul style="list-style-type: none"> – straight stitching, even seam allowance – straight and curved samples – no cuts in fabric – appropriate tension – seam ends are locked

FIBRE IDENTIFICATION AND CARE

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>A7 identify natural and manufactured fibres, and describe their characteristics A8 describe care of textile items, including stain removal</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Identification of Fibres</p> <ul style="list-style-type: none"> Using a combination of resources such as a field trip to a fabric store, viewing various sample fabrics in class, and print and computer-based resources, students complete an information chart identifying various characteristics and properties of fibres (e.g., source, absorbency, breathability, durability, wrinkle resistance, flammability) and care (e.g., washing, drying, and ironing options). Upon completion of their chart, students each select one type of fibre to “sell” to the class. Their sales pitch might include a sample, advantages, uses, care, cost, and so on. <p>Stain Removal</p> <ul style="list-style-type: none"> The teacher sets up a variety of staining and cleaning materials at different stations. Students circulate through the stations with small pieces of cotton fabric that they stain and treat according to a stain removal chart provided by the teacher. Students mount their stained and treated samples on a sample board with their written observations and conclusions about the effectiveness of the treatments. Students are given scenarios describing common stains. Students recommend the best methods to remove the stains. 	<ul style="list-style-type: none"> Students’ presentation (sample pg. 32) will be assessed for <ul style="list-style-type: none"> accuracy of information effectiveness of presentation Students’ scenarios are assessed for using the correct stain removal method for each example.

CONSTRUCTING TEXTILE ITEMS - ZIPPERED HOODED SWEATSHIRT

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics of operation
- A4 select and use the appropriate type of pressing equipment for a specific task
- A5 manage time and resources in the classroom
- A6 explain and use appropriate textile terminology
- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair garment and textile items using construction basics, including
 - closures
 - stitching
 - reducing bulk
 - stabilizing
 - fitting
 - hemming
 - hand sewing
- C2 use various embellishment techniques

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Over the course of several classes, students will construct a zippered hooded sweatshirt. Students will have previously learned how to use a sewing machine, serger, sewing tools, and pressing equipment safely. They also review and are introduced to new terminology in context of the sewing project. 	

continued next page

Zippered Hooded Sweatshirt, continued

- Through demonstration and instruction the teacher will demonstrate the various steps of construction
 - measuring to determine size of pattern
 - preshrinking fabric
 - straightening grain
 - layout of pattern
 - correct grain line placement
 - pinning, cutting, marking
 - sewing techniques, including seams and seam finishes, back-stitching, hemming, closures, reducing bulk, stabilizing
 - specialty sewing techniques for knit fabrics
 - fitting
 - constructing a casing for the hood
 - installing a separating zipper
 - pockets
 - buttonholes for opening for drawstring
 - pressing
 - embellishment (e.g., top stitching, appliqué, embroidery, trims, piping)
- Students will construct the zippered, hooded sweatshirt.

- The teacher and students complete a project evaluation sheet, including criteria such as
 - proper pattern layout, marking, fitting, and cutting
 - safe use of equipment
 - even seam allowances, no breaks in stitching, good tension, seam finishes used, correct stitch length, threads cut, ends are secure
 - stabilizer used for buttonhole
 - drawstring casing stitched evenly
 - zipper is securely and smoothly installed, zipper is straight and even, with no puckering or pulling and even topstitching
 - correct use of serger for seam finishes
 - fit and overall appearance
 - effective use of class time

The evaluation sheet will also assess the construction of garment elements (e.g., sleeves, buttonholes, hood, separating zipper, shoulders and side seams, ribbing and/or hem at cuffs and bottom, pocket).

PRINCIPLES OF DESIGN

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C1 apply the principles of design to a textile item	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> The teacher presents information about the principles of design (e.g., rhythm, emphasis, proportion, balance). Students use magazines, catalogues, pattern books, and other sources to provide examples of textile items demonstrating each of the principles of design, and justify their choices. Students can present their material in a variety of ways (e.g., poster, storyboard, computer presentation, fashion show). 	<ul style="list-style-type: none"> Assessment criteria for students' presentation includes <ul style="list-style-type: none"> appropriate examples for each principle logical explanations for their example visually appealing presentation

RECYCLING CLOTHING AND TEXTILES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C3 demonstrate various ways to recycle clothing and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Ask students to bring to class a textile item no longer in use. Each student identifies why the item was originally purchased and why it is no longer used, and creates a list of appropriate ways the item could be recycled (including redesigning or reusing it for another purpose). From their list, each student picks a way to recycle their textile item and presents and explains their choice to the class. As an extension activity, students investigate local opportunities and donate acceptable items to an organization of their choice. 	<ul style="list-style-type: none"> Students are assessed on <ul style="list-style-type: none"> the number and appropriateness of recycling options they suggested their reasoning behind their recycling choice

CULTURAL INFLUENCES ON FASHION AND TEXTILES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D1 demonstrate an awareness of cultural influences on fashion and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Students bring to class an article or picture of clothing or textile representing their culture or a culture that interests them. Students present the item explaining the origins and relevance to the culture (e.g., special occasion, personal story, design and significance, how to wear). Students could also choose to bring in a guest to help describe the cultural relevance (e.g., First Nations person to talk about the designs on button blankets). 	<ul style="list-style-type: none"> Students' presentation is assessed for <ul style="list-style-type: none"> accurate identification of the origin and relevance of the textile item understanding of the cultural aspects of the item and how they are incorporated into the design

PIECEWORK

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D2 describe conditions under which clothing and textiles are produced	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> The teacher simulates a piecework environment, and “employs” students as workers. Students “earn their grade” based on the volume and quality of work that they produce. The teacher may want to create a sweatshop-type environment (e.g., no talking, limited breaks, docking of pay, supervisor who may display unreasonable behaviour, poor lighting and room temperature). After the simulation, students discuss how they felt about doing piecework, the working conditions, and the grade they received. Discussion also includes topics such as the pros and cons of piecework, piecework in Canada, effects on the price of clothing, and what role a consumer plays in the textiles industry. After the discussion, students write a paragraph in response to a question such as: How might knowing the conditions under which a garment/textile item was made influence my purchase of that item? 	<ul style="list-style-type: none"> Students write their answers to questions about their experience in the simulation Students' paragraphs are assessed on <ul style="list-style-type: none"> understanding of the issues involved (e.g., price vs. conditions, balanced with supporting people's employment) quality of rationale on whether the purchase would be made after knowing under what conditions it was made

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
E1 describe fashion- and textile-related occupations and career	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Review a list of previously discussed fashion- and textile-related occupations and careers and ask students to choose the one that most interests them and for which they have an aptitude. • Students interview or research a person in that particular occupation or career and make an oral presentation (e.g., video, computer, or personal interview with the interviewee) to the class, explaining how the person became interested in the career, his or her training, what is best about the work, suggestions for people wishing to enter the profession, and tips for success. 	<ul style="list-style-type: none"> • Criteria for the oral presentation could include <ul style="list-style-type: none"> – covers topics suggested – accuracy of content – if interview is used, questions asked are relevant to the presentation – well delivered presentation

ORAL PRESENTATION

	Not Yet Meets Expectations	Minimally Meets Expectations	Fully Meets Expectations	Exceeds Expectations	X
Understanding of subject	<ul style="list-style-type: none"> not familiar with material no or incorrect evidence/references to work exhibits little understanding of topic 	<ul style="list-style-type: none"> displays satisfactory familiarity with some material selects satisfactory evidence/references to work exhibits awareness of topic but deals with it superficially 	<ul style="list-style-type: none"> displays confident familiarity with material selects appropriate evidence/references to work exhibits awareness of topic 	<ul style="list-style-type: none"> displays full range of understanding of material selects detailed and appropriate evidence/references to work exhibits complete awareness of topic 	
Quality of ideas	<ul style="list-style-type: none"> struggles to discuss topic does not make connections to relevant contemporary situations rarely displays precision of thought 	<ul style="list-style-type: none"> exhibits ability to discuss topic makes limited connections to relevant contemporary situations displays inconsistent variety, precision, originality 	<ul style="list-style-type: none"> exhibits good ability to engage in analysis/criticism makes good connections to relevant contemporary situations displays variety and precision of thought 	<ul style="list-style-type: none"> exhibits excellent independent analysis/criticism makes powerful connections to relevant contemporary situations displays consistent variety, precision, originality 	
Organization Introduction/conclusion development of topic Purpose (Information selected for topic)	<ul style="list-style-type: none"> introduction, body, or conclusion not present or developed purpose not stated or unintentionally different than stated one 	<ul style="list-style-type: none"> introduction, body, and conclusion present purpose stated but not always consistently followed 	<ul style="list-style-type: none"> introduction, body, and conclusion fully developed purpose clearly stated 	<ul style="list-style-type: none"> engaging introduction, body, and conclusion purpose clearly stated and woven into active presentation 	
Delivery Voice Eye contact Body language	<ul style="list-style-type: none"> monotone, difficult to hear, pronunciation errors no visual interaction with audience no body language or body language detracts from presentation 	<ul style="list-style-type: none"> inconsistent voice inflection and/or projection little eye contact, read most of presentation limited or inconsistent use of body language 	<ul style="list-style-type: none"> good voice inflection and projection eye contact with at least most of audience good use of body language 	<ul style="list-style-type: none"> voice engages audience, enhances content sustained eye contact effective use of body language 	



CLASSROOM ASSESSMENT MODEL

Textiles 11

SAFETY

<p align="center">Prescribed Learning Outcomes</p> <p><i>It is expected that students will:</i></p> <p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> – cuts – needle injuries – burns – electrical shocks – fires 	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • In groups, students are assigned a case study involving one of five issues (cuts, needle injuries, burns, electrical shock, and fire). • Students identify ways the specific issue could have been prevented and ways to respond if an unsafe situation or injury occurs and present their responses to the class. • During each presentation students make notes. 	<ul style="list-style-type: none"> • Students complete notes on the issues they did not present. Assessment is based on the thoroughness and accuracy of their notes.

FIBRE/YARN PROPERTIES

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>A7 determine the properties of natural and manufactured fibres and yarns</p> <p>A8 explore the properties and care of various natural and manufactured fibres by constructing textile items</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Activity 1</p> <ul style="list-style-type: none"> The teacher sets up a several fibre-testing stations. Students circulate through the stations and complete the required experiments (e.g., burn test, resiliency test, elasticity, absorbency, reaction to chemicals, strength and abrasion). Students identify the fibre content of their samples based on their experiments. <p>Activity 2</p> <ul style="list-style-type: none"> The teacher presents the ways fabrics may be constructed (e.g., plain weaves, basket weave, twill, sateen, satin, knit, felted, jacquard, pile, non-woven such as netting, bonding), and discusses examples of various types of fabrics, characteristics, and use (e.g., twill weave used for denim because of durability, satin weave for formal wear because of sheen). Students will construct samples of various types of weaves with paper, ribbon, or yarn. Students will research a variety of fabric finishes and their use and care (e.g., dyed, printed, permanent press, stain resistant, wrinkle resistant, waterproof/water resistant, flame retardant). 	<ul style="list-style-type: none"> Students will be assessed on their ability to correctly identify the fibre content of their sample, including <ul style="list-style-type: none"> ability to correctly identify factors related to fibre choice suggested appropriate fibre and fabric choices based on factors in scenario logical inference made based on their reasons for their choices Students are assessed on the accuracy of the weaving patterns and their identification of two fabrics that would demonstrate that particular weave. Students are assessed on their knowledge of fabric finishes and their use and care by means of a quiz.

CONSTRUCTING TEXTILE ITEMS - FITTED PANT

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 select and use the appropriate sewing machine or serger and settings as needed
- A4 select and use appropriate ironing/pressing equipment
- A5 manage time and resources in the classroom
- A6 explain and use appropriate textile terminology
- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair garment and textile items using construction basics, including
 - closures
 - stitching
 - reducing bulk
 - stabilizing
 - fitting
 - hemming
 - hand sewing
- C2 experiment with basic processes used to colour and embellish fabric

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Over the course of several classes, students construct a pair of fitted pants. Students will have previously learned how to use a sewing machine, serger, sewing tools, and pressing equipment safely. They also review and are introduced to new terminology related to the sewing project. 	<ul style="list-style-type: none"> • The teacher and students complete a project evaluation sheet (see pg. 42-43), including criteria such as <ul style="list-style-type: none"> – fabric preparation – proper pattern layout, marking, fitting, cutting – safe use of equipment – even seam allowances, no breaks in stitching, good tension, seam finishes used, correct stitch length, threads cut, secure ends – stabilizer used for waistband or facing – zipper is securely and smoothly installed, zipper is straight and even, with no puckering or pulling and even topstitching – correct use of serger for seam finishes – pressing – fit and overall appearance – effective use of class time <p>The evaluation sheet will also assess the construction of garment elements (e.g., waistband or facing, zipper, seams are on grain, hem, pockets, and closures).</p>

continued next page

Constructing Textile Item – Fitted Pant, continued

<ul style="list-style-type: none"> • Through demonstration and instruction, the teacher demonstrates the various steps of construction: <ul style="list-style-type: none"> – measuring to determine size of pattern – interpretation of pattern envelope, guide sheets, and pattern pieces – pants fitting, ease allowances (e.g., crotch depression and rise, adjusting pattern to body type) – preshrinking fabric and straightening grain – layout of pattern – pinning, cutting, marking – sewing techniques, including staystitching, seams, seam finishes, backstitching, darts/gathers/pleats, hemming, closures, reducing bulk, stailizing – fitting during construction – installing a zipper – pockets – waistband or facing – pressing – embellishment • Students construct the fitted pants. 	
--	--

APPLYING CREATIVE PROCESSES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C1 create textile items incorporating the elements and principles of design	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • After a review of the elements and principles of design, students are required to find five examples of garments that appeal to them and evaluate the elements and principles of design for each garment. 	<ul style="list-style-type: none"> • Students will identify and analyse how the elements and principles of design are used in each of their five examples (e.g., the line is vertical, making the wearer appear taller; the emphasis is on the waist, which draws attention to that part of the body). • Assessment will be based on the accuracy and thoroughness of their evaluation of the use of the elements and principles of design in their five selected garments.

RECYCLING CLOTHING AND TEXTILE WASTE

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C3 create textile items that demonstrate ways to recycle clothing and textile waste	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students are asked to bring in a used pair of jeans to recycle into a gym bag, purse, shopping bag, or other article. 	<ul style="list-style-type: none"> • Criteria for the bag or other article may include incorporating a pocket, specific parts of the jeans (e.g., zipper, hem), embellishment, or other scrap fabrics. Assessment will be based on <ul style="list-style-type: none"> – creative use of the supplies available – appropriate sewing techniques – completed within an allotted time – suitability for intended purpose • Students also complete a written evaluation based on questions such as <ul style="list-style-type: none"> – what influenced their design? – what did they enjoy about the project? – what would they do differently next time? – what are some ways to recycle used textiles?

COLOURING AND EMBELLISHING FABRIC

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C2 experiment with basic processes used to colour and embellish fabric	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher displays examples of batik, block printing, screen printing, tie dye, batik and shabori. The teacher discusses and demonstrates how to do each of these processes. • The teacher uses a fabric item (e.g., tablecloth) to demonstrate how the texture can be changed (e.g., using starch). The teacher also shows a variety of finishes that are applied to alter the texture of fabric (e.g., calendering, glazing, napping, lustering, embossing, beetling, sizing, moire). • Students experiment with the dyeing, printing, and texturizing processes using pieces of fabric. • Students create an information sheet for each of the processes based on the teacher demonstrations and student experiments. For each sheet, students include instructions on how to complete the process, a sample of the technique, an explanation of how the technique works, and a statement on the success of the experiment. Students list examples of how this process could be incorporated into a textile item (or they could find pictures of the process used in a textile item). 	<ul style="list-style-type: none"> • The information sheets are assessed on the following criteria: <ul style="list-style-type: none"> – instructions/directions for each process are correctly written – sample of process is included – process has been correctly applied to sample – explanation of process is correct – identifies how process could be incorporated into a textile item

CANADIAN FASHION DESIGNERS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C4 demonstrate an understanding of the influence of Canadian designers on the fashion industry	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students select a Canadian designer of their choice and research how he or she began, characteristic design style, and influence on the Canadian fashion scene. • Students make a visual presentation (e.g., computer presentation, website, video, poster) on their selected designer, including samples of his or her work. 	<ul style="list-style-type: none"> • Assessment of students' presentation include <ul style="list-style-type: none"> – provision of requested information – relevant pictures of designs – assessment of how the designer has influenced Canadian fashion

FASHION TRENDS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D1 demonstrate an understanding of historical and cultural influences on fashion and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students brainstorm current fashion trends and identify where they think the trends come from. Students each select a trend and complete a written or visual presentation of how the trend is portrayed, why they think it is a trend, and five different examples of the trend. • Students predict a trend for the next year, sketch two outfits that reflect the trend, and write an explanation of their trend. • Students sketch an original design for an article of clothing or textile item incorporating one or more elements of any of the historical or cultural items presented (e.g., fabric, silhouette, motif, use of colour, line, texture). Students include a rationale of the historical or cultural influences they chose for their design. 	<ul style="list-style-type: none"> • Assessment will be based on the accurate identification and presentation of a current trend and the thoughtfulness of the analysis of the trend. • Assessment will be based on the creativity and innovation of their two sketches and their explanation supporting their sketches. Mechanics such as correct spelling, punctuation, and sentence structure will be considered. • The students' rationale will be assessed.

FACTORS AFFECTING TEXTILE CHOICE AND USE

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>D2 demonstrate an understanding of influences on fashion and textile choices, including</p> <ul style="list-style-type: none"> – socio-economics – media influences – global and environmental consideration 	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The students brainstorm what considerations influence their purchasing and compare these influences to what influences their parents or guardians. • Students in groups of two read a variety of articles on fashion and textiles (e.g., on sweatshops, environmental implications, celebrity endorsements, manufacturing conditions, pollution). • Each group presents information from their articles to the class 	<ul style="list-style-type: none"> • Assessment will be based on the understanding of the articles.

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
E1 describe career opportunities in the design, production, and marketing of fashion and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Every student selects one job in each of the areas of design, production, and marketing. They research by means of an interview, employment counsellors, internet information, and other sources, topics such as education/skills required, training required, job responsibilities, opportunities for advancement, salaries, hours, job satisfaction, benefits, and job security. • Students create a print or electronic employment brochure for each of their three researched jobs that could be used to provide information to students considering such a career. All three brochures will be assessed, but students select the one they feel is their best, giving a brief justification of their choice using a student reflection sheet. 	<p>Students are assessed on their research skills, the content and visual appeal of their brochure, and the student reflection sheet.</p> <p>Research Skills Criteria for research skills could include</p> <ul style="list-style-type: none"> • tries a variety of approaches, skills, and strategies to obtain information • extracts correct information from sources • uses extracted information appropriately • accesses a variety of electronic sources (search engines and web sites) • downloads appropriate data from the internet • collects and records relevant and interesting information <p>Print or Electronic Brochure Criteria for the brochure could include</p> <ul style="list-style-type: none"> • complete, relevant, and accurate content • material organized in an understandable fashion • well handled mechanics of language (e.g., grammar, sentence structure, spelling) • illustrations, photos, and/or images are interesting, relevant, attractive and support the ideas described in the rest of the brochure

SKIRT/PANT PROJECT EVALUATION

0 – Not Done, 1 – Not Yet Meets Expectations (work needs to be redone), 2 – Minimally Meets Expectations (needs improvement), 3 – Meets Expectations (average) , 4 – Fully Meets Expectations, 5 – Exceeds Expectations		
Fabric Preparation	<ul style="list-style-type: none"> • pre-treated (i.e., washed and pressed) • ends straightened • grain perfect • folded and pinned following layout diagram 	
Pattern Prep and Alterations	<ul style="list-style-type: none"> • name/block on each piece • accuracy (grainlines, cutting lines redrawn as needed) • neat • pressed (free of wrinkles) 	
Pattern Layout	<ul style="list-style-type: none"> • pattern pieces on straight grain • correct pinning (corners, notches, hand apart) • economy of fabric 	
Cutting Out	<ul style="list-style-type: none"> • smooth cut edges • notches neatly snipped • accuracy • correct number of each piece 	
Transfer of Markings	<ul style="list-style-type: none"> • neat accurate • correct method for fabric 	
Management of Preparation/Time	<ul style="list-style-type: none"> • supplies on school on time • followed teacher demonstrations and/or guide-sheet instructions • finished work on time • well organized • did not waste class time • made use of tutorial as needed/requested 	
Stay Stitching	<ul style="list-style-type: none"> • even distance from raw edge • correct stitch length • worked in direction of grain • in correct places 	
Darts/Gathers	<ul style="list-style-type: none"> • accurately stitched • dart tapered to point, no dimple; gathers evenly dispersed • accurately pressed 	
Zipper	<ul style="list-style-type: none"> • correct application method for the position • stitching straight and correct distance from zipper teeth • seam finished and pressed 	
Seams and Seam Finishes	<ul style="list-style-type: none"> • stitching straight • seams even/accurate width • appropriately lockstitched • appropriate for fabric 	
Facing/Waistband	<ul style="list-style-type: none"> • interfaced • eased to waistline • smooth appearance (flat, no tiny pleats); does not show on right side of garment • band an even width all around • overlap flush with overlap of zipper opening • band neatly hemmed into machine stitching 	
Fasteners	<ul style="list-style-type: none"> • neat (threads trimmed) • correct application 	
Hem	<ul style="list-style-type: none"> • appropriate to fabric • level; even width all around • neatly hand sewn 	
Presentation	<ul style="list-style-type: none"> • neatly pressed (sufficient pressing done during construction) • on hanger with self-evaluation attached • markings threads removed 	

Management of Prep/Time	<ul style="list-style-type: none">• efficient use of time• garment completed and turned in on time• appropriate use of tutorial for extra help or catch-up	
--------------------------------	--	--



CLASSROOM ASSESSMENT MODEL

Textiles 12

SEWING SAFETY

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p>A2 identify and know how to respond appropriately to emergencies, including</p> <ul style="list-style-type: none"> – cuts – needle injuries – burns – electrical shocks – fires 	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • In groups, students are assigned a case study involving one of five issues (e.g., cuts, needle injuries, burns, electrical shock, and fire). • Students identify ways the specific issue could have been prevented and ways to respond if an unsafe situation or injury occurs and present their responses to the class. • During each presentation students make notes. 	<ul style="list-style-type: none"> • Students complete notes on the issues they did not present. Assessment is based on the thoroughness and accuracy of their notes.

TEXTILE FOUNDATIONS 2

Prescribed Learning Outcomes

It is expected that students will:

A7 identify fibre content by using a variety of testing processes

A8 justify fabric choice based on suitability for various purposes

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Teacher sets up several fibre-testing stations. Students are given fabric samples and circulate through the stations to complete the required experiments (e.g., burning, response to heat settings, reaction to bleach and acetone, magnification). Students identify the fibre content of their samples based on their experiments. • Students are given a variety of scenarios (e.g., children’s play clothing, upholstery fabric, window treatments, firefighter, chef, nurse uniform options, sports team uniform), and are asked to make recommendations on the best fibre and fabric choice, and give reasons for their decision. 	<ul style="list-style-type: none"> • Students will be assessed on the following: <ul style="list-style-type: none"> – ability to correctly identify factors related to fibre choice – suggested appropriate fibre and fabric choices based on factors in scenario – logical inference made based on their reasons for their choices

CONSTRUCTING TEXTILE ITEMS - LINED JACKET

Prescribed Learning Outcomes

It is expected that students will:

- A1 demonstrate safe use of tools and equipment needed to produce textile items
- A3 select and use the appropriate sewing machine or serger and settings as needed
- A4 select and use appropriate ironing/pressing equipment
- A5 manage time and resources in the classroom
- A6 explain and use appropriate textile terminology
- A9 select and use specialty fabrics for advanced garment projects
- B1 demonstrate an understanding of preconstruction procedures
- B2 construct and repair advanced garment and textile items using construction basics, including
 - closures
 - stitching
 - reducing bulk
 - stabilizing
 - fitting
 - hemming
 - hand sewing
- C2 experiment with basic processes used to print, texturize, and embellish fabric

PLANNING FOR ASSESSMENT

ASSESSMENT STRATEGIES

Lined Jacket

- Over the course of several classes, students construct a lined jacket. Students will have previously learned how to safely use a sewing machine, serger, sewing tools, and pressing equipment. They also review and are introduced to new terminology relating to the sewing project.

continued next page

Lined Jacket, continued

- Through demonstration and instruction the teacher will demonstrate the various steps of construction
 - measuring to determine size of pattern
 - preshrinking fabric
 - straightening grain
 - layout of pattern
 - correct grain line placement
 - pinning, cutting, marking
 - sewing techniques including seams and seam finishes, back-stitching, hemming, closures, reducing bulk, stabilizing
 - fitting
 - constructing and installing a lining
 - constructing a collar (rolled or shawl)
 - pockets (welt, double welt, patch, slot)
 - set-in sleeves
 - use of interfacing for collars, lapel, front facings
 - darts
 - buttonholes (bound or machine)
 - pressing
 - embellishment (e.g., top stitching, appliqué, embroidery, trims, piping)
- Students construct lined jacket.

- The teacher and students complete a **project evaluation sheet** (see pg. 55-56), including criteria such as
 - proper pattern layout, marking, fitting, cutting
 - safe use of equipment
 - appropriate fabric, lining, and interface selection
 - even seam allowances, no breaks in stitching, good tension, seam finishes used, correct stitch length, threads cut, secure ends, shoulders and side seams
 - stabilizer used for buttonhole
 - appropriate use of pressing and pressing equipment
 - fit and overall appearance
 - effective use of class time

The evaluation sheet will also assess the construction of garment elements (e.g., sleeves, buttonholes, lapels, collar, lining, hem, pocket).

DESIGN LINE

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C1 create textile items incorporating the elements and principles of design	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Previous to the lesson, students will have had instruction on the elements and principles of design, and fashion illustration. • Students plan and sketch a 10-item garment line. For each item, the student will explain how they have incorporated the elements and principles of design. • Students select one design from their line to create an original textile item/garment using a traditional or computer-assisted method (e.g., flat pattern design, computer-assisted program, draping, commercial pattern manipulation, free form design). Students make a pattern envelope and pattern guide sheet to accompany the project. 	<ul style="list-style-type: none"> • For their garment line, students are assessed on the following criteria: <ul style="list-style-type: none"> – knowledge of the elements and principles of design – evidence that all elements and principles of design are used – all 10 garments have continuity of theme – originality and creativity of the line – sketches have visual appeal • For their original textile item/garment, students are assessed on the following criteria: <ul style="list-style-type: none"> – appropriate pattern pieces created – pattern pieces fit together – proper markings on pattern pieces – item is well constructed according to set classroom standards (e.g., preconstruction, seams, finishes, pressing, time management) – guide sheet follows a logical sequence of steps and has appropriate attention to detail – guide sheet steps are correct – the pattern envelope contains an accurate description and sketch of item

RECYCLING/REDESIGNING/REPURPOSING CLOTHING

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C3 investigate ways to reduce the environmental impact of clothing and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • The teacher leads a discussion about the benefits of redesigning and recycling. Students are asked to consider the benefits to the consumer, society, and the environment. Students are asked to think about their attitudes and the changes in social attitudes about hand me downs, secondhand clothing and recycled clothing. • The teacher provides a bag of clothing (e.g., donated from others, purchased from the local secondhand store). Each student draws out one or two garments and is asked to identify ways they can recycle or redesign the garments. After presenting their ideas to the class, students pick one of the ways suggested and create a new item. • As an optional activity, the redesigned/recycled garment is given to the class to auction off to raise money for a charity. • Students choose one example from a list of environmentally sustainable fibres/fabrics (e.g., hemp, bamboo, soy, inego, organically grown or raised). Using a variety of methods, they research the fibre/fabric and write a paragraph about the characteristics of the fibre/fabric. • As a class, students will compile their information and create a brochure that can be distributed to the community. As an extension activity, students will explore the clothing stores in their community to observe which companies stock products made from environmentally sustainable fibres/fabrics. 	<ul style="list-style-type: none"> • Students' list of methods to recycle/redesign the garment they drew out of the bag is assessed on <ul style="list-style-type: none"> – creativity of methods described – variety of methods described – creative use of the fabric available • Students' redesigned/recycled garment is be assessed on <ul style="list-style-type: none"> – creativity and usefulness of the redesigned garment – redesigned item is appropriate for intended use – redesigned item is properly sewn and constructed • Students' paragraphs of environmental sustainable fabrics is assessed on <ul style="list-style-type: none"> – information on why the fibre/fabric is considered environmentally sustainable is included and correct – information on the characteristics of the fabric is included and correct – variety of sources used – bibliography included, following correct protocol

INTERNATIONAL FASHION DESIGNERS

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
C4 critique and analyse the role and influence of international designers on the fashion industry	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Students research the careers of a variety of international fashion designers/design houses to determine which designer/design house they feel has made the biggest impact on the fashion industry. Students create a brochure, poster, computer presentation, or a display and give an oral presentation justifying their selection of the most influential designer/design house to a panel of judges. 	<ul style="list-style-type: none"> Students are assessed on the following criteria: <ul style="list-style-type: none"> understanding of the subject (full mastery of the designer/design house’s body of work, complete knowledge and understanding of the topic, ability to relate knowledge acquired) quality of ideas (key information selected, unique, creative, insightful) selection of detailed and appropriate references to work presentation to panel (coherent, demonstrates understanding of topic, “hooks” audience, incorporates mechanics of presentation such as eye contact, volume, diction, tone)

FASHION THROUGHOUT HISTORY

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D1 investigate historical, political, and cultural influences on fashion	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> Assign a particular decade to a group of students and have them find or sketch pictures of clothing examples from the decade. Students identify the historical, political, and cultural events that influenced the fashions of that decade (e.g., colour, silhouettes, hemlines, fabrics, styles). 	<ul style="list-style-type: none"> Students are assessed on the following criteria: <ul style="list-style-type: none"> how effectively students have understood the cultural aspects and incorporated them in their design pictures show accurate representation of political, historical, and cultural influences each description clearly explains the influence on contemporary fashion visual appeal writing is clear and correct

GLOBAL ISSUES IN TEXTILES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
D2 analyse the relationship between textile consumerism and global issues	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Students research the production of a garment from source to end product (from the farm/oilfield to retailer). Students identify countries and people involved in making the fibre, fabric, and finished product. Students create a poster, song, drama, cartoon, computer presentation, children's book, pamphlet, or talk show of the journey of the garment to present to the class. • After the presentations, students complete a reflective response on the number of countries involved, and the financial, environmental, and social implications of producing a garment in one or more than one country. 	<ul style="list-style-type: none"> • Students' projects will be assessed on <ul style="list-style-type: none"> – information is clear, relevant, and accurate – ability to extract accurate and appropriate information from a variety of sources – material is organized in a sequential fashion – visual used enhances understanding and supports the ideas described in the project • Students reflective response will be assessed on <ul style="list-style-type: none"> – logical inferences based on facts presented – use of data to supports their statements

CAREER OPPORTUNITIES

Prescribed Learning Outcomes	
<i>It is expected that students will:</i>	
E1 analyse career opportunities and prerequisites related to the design, production, and marketing of fashion and textiles	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<ul style="list-style-type: none"> • Based on prior discussions, research and course work experience, each student selects a career opportunity related to design, production, or marketing that most interests him or her based on interest, talent, and experience. Students analyse through print and internet research the post-secondary institute, college, or university program that has the program best suited to their needs. • Each student prepares the following materials as part of their application process: <ul style="list-style-type: none"> – application – essay or computer presentation detailing her or his interest in the career, academic, work experience, and extra-curricular interests that support their proposed career – selection of course projects that reflect her or his aptitude, skill, and knowledge required for the chosen career 	<p>Students are assessed on their ability to research and select an appropriate post secondary institution, their completion of the institution’s application form, essay, video or computer presentation of their career, academic, work experience and extra-curricular interests as well as their portfolio choices.</p> <p>Criteria could include:</p> <p>Accessing Information</p> <p>Print</p> <ul style="list-style-type: none"> • tries a variety of approaches, skills, and strategies to obtain information • extracts accurate information from sources • includes appropriate information <p>Electronic</p> <ul style="list-style-type: none"> • accesses variety of electronic sources such as search engines and websites • downloads appropriate data from the Internet <p>Application Form</p> <ul style="list-style-type: none"> • provides all required information • if application is handwritten, the writing is clear and legible • application has been proofread and there are no spelling mistakes <p>Essay, video, or computer presentation</p> <ul style="list-style-type: none"> • information is clear, relevant, and accurate • the written or multimedia presentation has written and/or visual aids that enrich the presentation • presentation is logically organized and easy to follow • presentation engages the reader or viewer <p>Collection of Work (Portfolio)</p> <ul style="list-style-type: none"> • shows insight into why certain works were selected • examples are appropriate • all selections are thorough and effectively presented • analyses are logical • overall presentation of the collection is effective

JACKET/COAT SELF-ASSESSMENT

Item sewn: _____

Pattern Company: _____ Pattern Number: _____

Fabric: (15 marks)

Fabric/Lining Sample (2 marks)

Fibre content (fabric): (1) _____

Fabric type (1) _____

Fibre content (lining): (1) _____

Staple or glue sample of fabric and lining here

Why is this fabric suitable for this garment? (2)

How will you care for this garment: (2)

Cut out three small pieces of your outer fabric and lining. Do the following tests with the pieces and write down the results: (6 marks)

Burn – Over the sink, burn a small piece of your fabric. Describe how the fire burned, the smell, what the ash was like.

Bleach Test – Put a small piece of your fabric in bleach for about two minutes. Watch for effect on the colour and fibre (note any bubbling on edges).

Acetone Test – Put a small piece of your fabric in acetone for about two minutes. Watch for effect on the colour and fibre.

	FIBRE	FIRE	BLEACH	ACETONE
Outer fabric				
Lining				

JACKET/COAT SELF-ASSESSMENT, continued

<p>What age group is this garment most suited for? What characteristics suit it to that group? (2 marks)</p>	<p>Write a short evaluation of your garment and the process of making it. You might comment on any of the following: (4 marks)</p> <ul style="list-style-type: none"> • difficulty of project • use of class time • fit of garment • frustrations • what did you like? • what would you do differently? • will you wear this garment?
<p>Picture (4 marks)</p>	
<p>Borrow the digital camera from the teacher.</p> <p>Get someone to take a picture of you in the garment.</p> <p>Check here if picture is taken</p> <p style="text-align: center;"><input type="checkbox"/></p>	