

## Instructional Materials Evaluation Criteria –Fashion Merchandising Advanced Rubric

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

See attached standards for Advanced Fashion Merchandising.

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

**Standard 08.0199-01: Students will have a basic understanding of the history of fashion.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0199-0101 Identify the early history of clothing.			
08.0199-0102 Name some influential people in fashion history.			
08.0199-0103 Identify specific styles in the 20 <sup>th</sup> century.			

**Standard 08.0199-02: Students will understand the retail segment.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of
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			<b>Coverage</b>
<b>08.0199-0101</b> Identify the functional areas of apparel retailers.			
<b>08.0199-0102</b> Identify the main types of apparel retailers.			
<b>Standard 08.0199-03: Students will understand fashion products and research.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0199-0301</b> Define the following terms: rag trade, product mix, product assortment, market research, survey method, observation method, experimental method, focus group, merchandise information system.			
<b>08.0199-0302</b> Describe methods used to do market research.			
<b>08.0199-0304</b> Explain market segmentation and target market research.			
<b>Standard 08.0199-04: Students will understand the concept of retailing positioning.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0199-0401</b> Define the following terms: buying motives, product motives, patronage motives, direct competition, indirect competition, retail positioning, assortment breadth, assortment depth, prestige pricing, price promoting, merchandising policies, operational policies, and ambiance.			
<b>08.0199-0402</b> Describe how to target a specific target market.			
<b>08.0199-0403</b> Describe ways to differentiate a store from its competitors.			

**Standard 08.0199.05: Students will understand the basics of fashion buying.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0199-0501 Describe the merchandise planning function.			
08.0199-0502 Explain the role of the fashion buyer.			
08.0199-0503 Discuss the steps in the buying process or merchandising cycle.			
08.0199-0504 Define the following terms: merchandising cycle, merchandise buying, retail buyers, indirect selling, direct selling, stock turnover, buying plans, departmental buying, classification buying, specification buying, stock-keeping unit (SKU), open-to-buy (OTB), stock-to-sales ratio, assortment plan, and vendor-managed inventory (VM).			
08.0199-0505 Identify ways of obtaining internal and external information when planning to buy.			
08.0199-0506 Describe what happens at market weeks and trade shows.			
08.0199-0507 Identify some advantages of market weeks for buyers.			
08.0199-0508 Identify the major domestic market centers and what they are known for.			
08.0199-0509 Define the following terms: advance orders, reorders, back orders, open orders, special orders, blanket orders, approval buying, and purchase order.			

**Standard 08.0199.06: Students will understand the basics of successful selling.**

		Comments on Coverage	Percentage
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Objectives	Covered Yes/No		of Coverage
<b>08.0199-0601</b> Define the following terms: indirect selling, direct selling, incentives, commission, rack jobbers, suggestion selling, ad-ons, trading up, layaway, product features and client books.			
<b>08.0199-0602</b> Identify garment label information.			
<b>08.0199-0603</b> Identify the steps used in selling.			

**Standard 08.0199.07: Students will be able to understand basic merchandising math.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0199-0701</b> Identify types of financial records.			
<b>08.0199-0702</b> Define the following terms: operating statement, cost of goods sold (COGS), gross margin, net profit, profit margin, fixed costs, variable costs, odd-figure pricing, loss leaders, initial markup, keystone markup, maintained markup.			
<b>08.0199-0703</b> Identify formulas for calculating the price of merchandise using both retail and cost methods.			
<b>08.0199-0704</b> Identify formulas for calculating markdowns.			

**Standard 08.0199.08: Students will understand the basics of fashion promotion.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0199-0801</b> Identify the three purposes of			

<b>fashion promotion and the three promotion levels.</b>			
<b>08.0199-0802 Explain the four components of the promotional mix.</b>			
<b>08.0199-0803 Describe a fashion promotion plan.</b>			
<b>08.0199-0804 Define the following terms: publicity, public relations (PR), press kits, promotional mix, advertising, institutional advertising, cooperative advertising, national advertising, regional advertising, and local advertising.</b>			
<b>08.0199-0805 Name two advantages and two disadvantages of each of the following advertising media: newspapers, magazines, outdoor, direct mail, radio, television, video, and web sites.</b>			

<b>Standard 08.0199.09: Students will understand the basics of fashion promotion.</b>			
<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0199-0901 Define the following terms: store layout, selling areas, sales support areas, floor plan, fixtures, and visual merchandising.</b>			
<b>08.0199-0802 Name and describe the three basic types of merchandise presentation.</b>			
<b>08.0199-0803 Identify basic types of retail fixtures.</b>			
<b>08.0199-0804 Identify the basic components of displays.</b>			
<b>08.0199-0805 Identify the basic types of window displays.</b>			
<b>Standard 08.0199.10: Students will understand the basics of fashion show production.</b>			

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0199-1001</b> Identify the main types of fashion shows.			
<b>08.0199-1002</b> Define the following terms: fittings, merchandise pull, runways, commentary, choreography, lineup, and dressers.			
<b>08.0199-1003</b> Summarize the coordination of the physical layout, music, choreography, and commentary of fashion shows.			
<b>Standard 08.0199.11: Students will understand how to find and get jobs in the fashion industry.</b>			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
<b>08.0199-1101</b> Identify traits and skills valued by employers.			
<b>08.0199-1102</b> Describe four areas of employment in the fashion industry.			
<b>08.0199-1103</b> Discuss educational options for fashion careers.			
<b>08.0199-1104</b> Describe ways of getting experience in the fashion industry.			
<b>08.0199-1105</b> Describe sources for researching fashion careers.			
<b>08.0199-1106</b> Explain career networking.			
<b>08-0199-1107</b> Discuss the components of the job-application process.			
<b>08-0199-1108</b> Discuss steps in the job-search process.			
<b>08-0199-1109</b> Identify strategies for success on the job.			
<b>08-0199-1110</b> Identify traits of successful			

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

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