

DYNAMICS OF CLOTHING I

UNIT IV: *CONSTRUCTION PROJECTS*

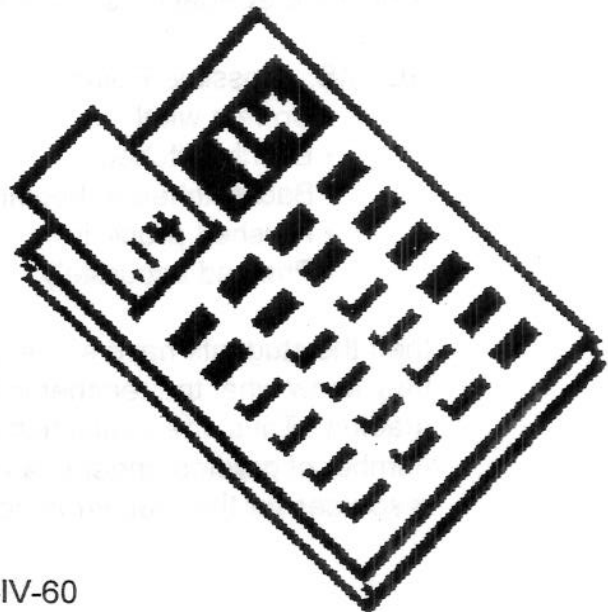
TOPIC B: **EVALUATION OF PROJECTS**

OBJECTIVE: The students will be able to accurately assess and evaluate the quality of workmanship exhibited in their projects.

CONCEPT: It is important for students to participate in the evaluation of their projects. This allows them to be involved in tracking their own progress and skill development. It is always best when the student and teacher can work together toward an objective assessment.

COMPETENCIES:

1. Evaluate completed projects for workmanship, fit, compatibility of fabric to pattern, appearance, time management, etc.
2. Display completed projects via display cases, demonstrations, presentations, or fashion shows. (Optional)



ACTIVITIES/OPTIONS**SUPPLIES NEEDED**

- | | | |
|----|--------------------|--|
| 1. | Project Evaluation | Copies of project evaluations sheets for projects (I-IV-63 through I-IV-72) |
| 2. | Project Displays | Display case, bulletin boards, fashion show, open house, or other means of displaying completed projects
Supplies to support displays |

Option 1: Project Evaluation

It is important for the students to participate in the evaluation of their projects. This allows them to be involved in tracking their own progress and skill development. It is always best when the student and teacher can work together toward an objective assessment.

Each teacher will have to work out the method of assessment that best suits his/her program objectives and provides the students with some parameters by which to evaluate their work. For example:

If the evaluation sheet says,

SEAMS: Possible Points 30	Student Grade	Teacher Grade
---------------------------	---------------	---------------

and that is all that's stated, then the students have no guidelines by which to judge their work.

But, if the evaluation sheet says,

SEAMS: Possible Points 30	Student Grade	Teacher Grade
<ul style="list-style-type: none"> • Correct width • Evenly stitched • Backstitched at beginning and end • Finished properly • Pressed accurately 		

then the students have some guidelines for doing their assessment; i.e., they know what the teacher is looking for when he/she does his/her grading. Thus, the evaluation sheet also becomes a learning tool. A number of grading sheet examples have been included for use as resources for the teacher in developing his/her own evaluation sheets.

ACTIVITIES/OPTIONS

One major thing to remember: Be careful about the points assigned to various projects. The number of points needs to correlate with the time required to do the project; i.e., the project that takes only four to five days to complete should not have the same value as one that takes three to four weeks. Be sure to allow some way to equalize this.

Option 2: Fashion Shows, Display Cases, etc.

Fashion shows, open houses, display cases, etc., are a lot of work and it is frequently easier to let these opportunities go by. However, a number of positive things can come from these types of events, and the returns may well be worth the investment of time and energy.

Fashion shows and open houses are exceptionally good means of getting some public relations and advertising for your programs. If you do one, do it well. The better you do it, the better the public relations you'll receive. Invite the school and the district administration, your advisory board members, community leaders, and other people who could potentially support your programs. Fashion shows and open houses are also excellent opportunities to involve students in other areas of Family and Consumer Sciences and/or from other subject areas. For example, for a fashion show, have the art department help design the backdrop, sets, or whatever. This brings in students from outside the department and exposes them to what is happening in the Family and Consumer Sciences area. It is also good for the students to be able to show off their work in an environment that promotes their achievements. The creativity that comes from the students is always amazing and usually delightful.

Display cases are a wonderful means of marketing your programs and classes on an ongoing basis. (However, they should be changed regularly.) The students who walk by do see what's there. If it looks good enough, they want to be a part of it. If it's boring, they want to stay away. Display cases are a reflection of the department and the professionalism maintained within.

It is a worthwhile experience for the students to learn to exhibit and share their work, especially if it has been particularly challenging, unique, or creative. Even though students may resist any type of display at first, these events tend to bring out the best in them and foster a sense of pride in their work.