

**THE ART INSTITUTE OF FORT LAUDERDALE  
CTE1400C  
COURSE SYLLABUS**

**Instructor:** Chelsea Rousso  
**Voice Mail:** (954) 308-2247  
**Fax:** (954) 463-1771  
**E. Mail:** crousso@aii.edu  
**Office Hours:** Half-hour before and after each class  
**Office Location:** Room 333

**Course Title:** Fundamentals of Apparel Textiles (CTE 1400C)

**Course Description:** This course surveys textile terminology and properties to enable students to make appropriate choices in textile selection for a product.

**Course Length:** 11 weeks

**Contact/Credit hours:** 4 hours/week -3 credits/quarter

**Clock hours:** 4 lecture/ hours

**Prerequisites:** None

**Learning Objectives:**

**Students will be able to:**  
**Identify major textiles including knits and wovens.**  
**Compare and contrast textiles.**  
**Identify end uses, such as apparel and home furnishings.**  
**Identify a variety of fiber tests, including fiber identification, strength, and resiliency, and colorfastness.**  
**Students will demonstrate fabric-testing procedures.**  
**Identify the regulations and laws that apply to textile and apparel industry.**  
**The student will define textile terminology.**  
**Students will demonstrate the ability to distinguish between natural, man-made fibers and blended fabrications.**

**The Student will demonstrate an ability to discern and judge probable quality, fiber content, specific method of construction and performance of a fabric based on various testing methods.**

**Method of Assessment:**

Assignments	25%
Quizzes	25%
Journal and Final	40%
Attendance	10%
<b>TOTAL</b>	<b>100%</b>

**Grading Criteria (%):**

<u>NUMBERED GRADES</u>	<u>LETTER GRADES</u>
100-95	A
94-90	A-
89-87	B+
86-85	B
84-80	B-
79-77	C+
76-75	C
74-70	C-
69-65	D+
64-60	D
59-0	F

**PARTICIPATION:** grade is based on class attendance & may affect your grade in a negative or positive manner.

If you are not in class, then you are not participating.

**Required Textbooks:**        **RENDERING FASHION, FABRIC, & PRINTS**  
M. Kathleen Colussy & Steve Greenberg  
Pearson Prentice Hall, 2005

**Suggested Reading:**        **Eco-Chic: The Fashion Paradox** by Sandy Black  
**Sustainable Fashion & Textiles: Design Journeys**  
by Kate Fletcher  
**Textiles: Concepts and Principles** by Virginia Hencken  
Elsasser

**Required Supplemental Materials and Costs:**

**1 yard of Fabric assigned by instructor;**  
**Sketchbook (9" x 12")**  
**Cost approx \$20**  
**Foam core board**  
**Knitting needles and yarn**

## TOPICAL OUTLINE

This is an outline subject to change due to school holidays or special circumstances during class time.

### WEEK 1:

#### INTRODUCTION: SYLLABUS

#### LECTURE: INTRO TO TEXTILES

- CAREER OPPORTUNITIES IN TEXTILES
- DEFINITION
- INTRO TO FIBERS- DISTRIBUTE SWATCHES
- NATURAL
- MANUFACTURED

#### DVD- FIBERS

#### LAB: WHAT MAKES A PERSON CHOOSE A CERTAIN FABRIC

#### BEGIN JOURNAL – PAGES 1-9 INCLUDING

#### DEFINITIONS OF TEXTILE TERMS & COLLAGE-USSES OF TEXTILES IN OUR WORLD

#### READ PAGES 1-15

#### STUDY FOR-QUIZ WEEK 2

### WEEK 2:

#### QUIZ: VOCABULARY WORDS

#### LECTURE:

- NATURAL FIBERS

#### LAB: IDENTIFY NATURAL FIBER SAMPLES/COMPLETE CHART

#### DISTRIBUTE FABRIC SWATCHES

#### STUDY FOR QUIZ ON NATURAL FIBERS (WEEK 3)

### WEEK 3:

#### QUIZ: NATURAL FIBERS

#### READ PAGES 16-25

#### LECTURE: MANUFACTURED FIBERS

- DEFINITION/CHARACTERISTICS

#### LAB: IDENTIFY SWATCHES- COMPLETE CHARTS

#### STUDY FOR QUIZ ON MANUFACTURED FIBERS

### WEEK 4:

#### QUIZ: MANUFACTURED FIBERS

#### LECTURE: SUSTAINABLE FABRICS AND INTRODUCTION INTO SUSTAINABLE PRACTICES

#### COMPLETE CHART OF WELL KNOWN FIBERS- DISTRIBUTE SWATCHES

**LECTURE: YARNS- SECOND STAGE OF FABRIC PRODUCTION**  
**LAB:CHART AND SAMPLES OF VARIOUS TYPES-DISTRIBUTE YARNS**  
**INFORMATION SHEET: FABRIC, YARN, FIBER**  
**LAB: DISTRIBUTE FABRIC SAMPLES (MANUFACTURED FABRICS)**  
**MANUFACTURED FIBER WORKSHEET**  
**DIRECTIONS FOR FIELD TRIP: FABRIC STORE- WEEK 5**  
**COMPLETE RELEASE FORMS AND EXPLAIN DIRECTIONS & ASSIGN**  
**PROJECT AND GROUPS**

**WEEK 5:**

**FIELD TRIP TO FABRIC STORE**

**WEEK 6:**

**LAB: MIDTERM GROUP PROJECT**

ASSIGNMENT # 3 MIDTERM GROUP PROJECT

CREATE A COLLECTION OF GARMENTS FOR YOUR GROUP'S ASSIGNED TARGET MARKET. WITH FABRICS PURCHASED ON FIELD TRIP, CREATE A BOARD PRESENTATION WITH YOUR GROUP THAT USES THE FABRICS IN APPROPRIATE GARMENTS.

ASSIGNMENT IS TO BE COMPLETED IN CLASS AND WILL BE COLLECTED AT THE END OF CLASS TO BE GRADED.

PRESENTATION OF GROUP WORK WILL BE WEEK 7.

-----  
OBJECTIVES:

Identify major textiles including knits and wovens.

Compare and contrast textiles.

Identify end uses, such as apparel and home furnishings.

Students will demonstrate the ability to distinguish between natural, man-made fibers and blended fabrications.

ASSESSMENT

	Point value	Points earned
CONTENT	50	
VISUAL PRESENTATION	20	
THEORY (and application)	10	
CRITICAL THINKING	10	
TECHNICAL SKILLS	10	
COMPUTER USE		

**TEXTILE JOURNAL DUE FOR GRADING DURING CLASS TIME**

ASSIGNMENT # 3 MID- TERM JOURNAL

OBJECTIVES:

Identify major textiles including knits and wovens.

Compare and contrast textiles.

Identify end uses, such as apparel and home furnishings.

Students will demonstrate the ability to distinguish between natural, man-made fibers and blended fabrications.

ASSESSMENT

	Point value	Points earned

FUNDAMENTALS OF APPAREL TEXTILES

CONTENT – DETAIL SHEET GIVEN TO STUDENTS WEEK 5	92	
VISUAL PRESENTATION	4	
THEORY (and application)		
CRITICAL THINKING		
TECHNICAL SKILLS	4	
COMPUTER USE		

**PREPARE PAPER LOOMS FOR WEAVING  
READ PAGES 26- 42**

**WEEK 7:**

**PRESENTATIONS: GROUP MIDTERM PROJECTS  
LECTURE: FABRIC STRUCTURE/WOVENS  
WEAVES/DESCRIPTIONS/DIAGRAMS  
LAB: DISTRIBUTE SWATCHES AND IDENTIFY EACH WEAVE  
CREATE EXAMPLES OF WEAVES USING PAPER**

**ASSIGNMENT: COMPLETE PAPER WEAVES- DUE WEEK 8**

ASSIGNMENT # 4- PAPER WEAVES  
OBJECTIVES:

- Identify major WOVEN textiles
- Compare and contrast weaves.
- Identify end uses, such as apparel and home furnishings.

ASSESSMENT

	Point value	Points earned
CONTENT	50	
VISUAL PRESENTATION	10	
THEORY (and application)	20	
CRITICAL THINKING		
TECHNICAL SKILLS	20	
COMPUTER USE		

**READ PAGES 42- 66  
STUDY FOR QUIZ: WOVSNS**

**WEEK 8:**

**QUIZ: WOVSNS  
CHECK PAPER WEAVES  
LECTURE: KNITS  
LAB: FABRIC FACT CHART: CONSTRUCTION & IDENTIFICATION AND  
USE. BEGIN WORKSHEET “WHAT KNIT SHOULD I USE?”  
LAB: LEARN TO KNIT  
ASSIGNMENT: KNIT SAMPLE- 20 ROWS OF HAND KNITTING-DUE WEEK 9  
ASSIGNMENT # 5- KNITTING PROJECT**

- OBJECTIVES:
- Identify major KNITTED textiles

## FUNDAMENTALS OF APPAREL TEXTILES

Compare and contrast YARNS AND KNIT STITCHES.  
Identify end uses, such as apparel and home furnishings.

### ASSESSMENT

	Point value	Points earned
CONTENT	50	
VISUAL PRESENTATION	10	
THEORY (and application)	20	
CRITICAL THINKING		
TECHNICAL SKILLS	20	
COMPUTER USE		

### **STUDY FOR KNIT QUIZ READ PAGES 67- 78 AND 169- 196**

#### **WEEK 9:**

##### **QUIZ: KNITS**

**DISCUSS ASSIGNMENT “WHAT KNITS SHOULD I USE/”**

**LECTURE: COLOR AND FINISHES/OTHER**

**LAB: FABRIC FACT CHART/COLOR AND FINISHES**

#### **WEEK 10:**

**LECTURE: IDENTIFYING UNKNOWN FIBER CONTENT**

**BURN TEST**

**REVIEW: FINAL**

**LAB: WORK ON TEXTILE JOURNALS/ORGANIZE**

**GRADING SHEET/DIRECTIONS FOR JOURNAL**

**ASSIGNMENT: TEXTILE JOURNALS DUE WEEK 11!!!**

#### **WEEK 11:**

### **FINAL EXAM**

### **TEXTILE JOURNALS DUE FOR FINAL GRADING**

ASSIGNMENT # 7 FINAL JOURNAL

#### OBJECTIVES:

Students will be able to:

Identify major textiles including knits and wovens.

Compare and contrast textiles.

Identify end uses, such as apparel and home furnishings.

Identify a variety of fiber tests, including fiber identification, strength, and resiliency, and colorfastness.

Students will demonstrate fabric-testing procedures.

Identify the regulations and laws that apply to textile and apparel industry.

The student will define textile terminology.

Students will demonstrate the ability to distinguish between natural, man-made fibers and blended fabrications.

The Student will demonstrate an ability to discern and judge probable quality, fiber content, specific method of construction and performance of a fabric based on various testing methods.

ASSESSMENT

	Point value	Points earned
CONTENT – DETAIL SHEET GIVEN TO STUDENTS WEEK 10	92	
VISUAL PRESENTATION	4	
THEORY (and application)		
CRITICAL THINKING		
TECHNICAL SKILLS	4	
COMPUTER USE		

**STUDENT RESPONSIBILITIES**

**1. Attendance Standards and Policies:**

**It is incumbent upon the student to take responsibility for attending classes regularly and on time. If a student is not in class, he/she is NOT contributing and is negligent in their responsibility for attending class. The ownership of this accountability should be taken off the instructor and put back on the student.**

**IF A STUDENT MISSES CLASS, IT IS HIS OR HER RESPONSIBILITY FOR MISSED WORK AND ASSIGNMENTS!**

**Please seek to network with other reliable students in this class for additional assistance with projects or assignments. I am available by appointment; however, if you are out of class for any reason when directions, lectures, or demonstrations are given you will be responsible for this information.**

**\* Participation grade is based on class attendance. If you are not in class, then you are not participating.**

**\* Time will be deducted in 15-minute time increments for any student who arrives late. I will close the door 5 minutes past the beginning of class. If there is a lecture, the door will be opened when there is a reasonable break in the lecture.**

**2. Special grading Notes:**

**No make-up quizzes or exams will be given.**

**Homework is due when the assigned class starts**

**3. Outside work: Class time is designed: to set direction, to allow for discussion and demonstration of new concepts and techniques, and to give critiques and feedback on work done to date. It is NOT expected that students will complete assigned projects during class hours. For this class, you should plan to spend 4 hours each week to complete your assignments. This is an approximation based on the time an**

average student will need; some of you will need more time, some less. If you plan to work at school, please see your department chair regarding lab availability.

**4. Professionalism:**

The classroom is treated as a professional environment. So, while you are in the classroom, you are expected to behave as though you are in a business environment. Your work must appear as professional as they would if being presented to a paying client.

**5. Projects:**

Your work will be graded on professional appearance, format, spelling, punctuation, structure, and length, fulfilling requirements of the assignment, and timeliness as they may apply. Projects are due on time EVEN if you are absent the day the project is due. Being late for class, leaving early and missing project deadlines will affect your grade in a **NEGATIVE** way. Student is accountable for homework or class assignments missed. If you are not in a stable condition to call, have someone call for you and make arrangements for someone to drop off your homework so it is not marked late.

**6. Tests:**

Tests are based on reading assignments, class work, and/or class discussions.

**7. Interruptions:**

NO CD's, tapes, or earphones allowed, NOR cellular phone or pager interruptions.

**8. Food or drink:**

NONE allowed...this does not exclude candy bars. Any food or drink left outside the classroom will be disposed of immediately after class.

)

**CRITICAL INFORMATION PAGE FOR SU09**

**Policies** - All policies of the Student Handbook apply to this course. These include, but are not limited to, grading policies, attendance and plagiarism. (SEE ALSO COURSE POLICIES).

**Attendance** – Any student who does not attend class for 10 consecutive calendar days may be withdrawn from school. Absences of more than 9 hours in a 3 hour per week course, or 12 hours in a 4 hour per week course constitute failure. Please see the student attendance policy in the student handbook or the catalog for further information.

**Graduation Application Period for FA09 Grads – August 3 – 7, 2009**

**Graduate Candidacy Clearance**– A graduate candidate **MUST** report to the Office of the Registrar, then to Student Services - Monday, September 21, 2009

**ADA (Americans with Disabilities Act)** –It is AiFL policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for reasonable accommodations in this class, contact AiFL counseling department located at Harbor Walk suite 101.



**Important Dates for the Quarter**

<b>Class Start</b>	<b>Monday, July 13, 2009 (wk. 1)</b>
<b>Add/Drop period</b>	<b>July 13 – July 20, 2009 (wk. 1 - 2)</b>
<b>Registration Advisement</b>	<b>August 10 – 14, 2009 (wk. 5)</b>
<b><i>Labor Day Holiday</i></b>	<b><i>Monday, September 7, 2009 (wk. 9)</i></b>
<b>Course Withdraw Deadline <i>on-ground</i></b>	<b>Friday, September 11, 2009 (wk. 9)</b>
<b>Online Course Withdraw Deadline</b>	<b>Friday, September 18, 2009 <u>2<sup>nd</sup> session</u></b>
<b>(wk. 10)</b>	
<b>REG (Online) Registration Period &amp; 7)</b>	<b>August 17 – August 30, 2009 (wk. 6)</b>
<b>Graduate Clearance</b>	<b>Monday, September 21, 2009 (wk. 11)</b>
<b>Portfolio Review 9AM &gt; 12PM</b>	<b>Thursday, September 24, 2009 (wk. 11)</b>
<b>Graduation</b>	<b>Thursday, September 24, 2009 (wk. 11)</b>
<b>Last day of classes</b>	<b>Saturday, September 26, 2009 (wk. 11)</b>
<b><i>Summer Break</i></b>	<b><i>September 27 – October 4, 2009</i></b>

*All dates/times are subject to change*

**FA09 schedules available Monday, September 21, 2009 (wk 11)**

**Important**

Always check the student newsletter and postings on the bulletin boards, the glass cases in the halls and elevators.

A. Purpose/Content	Weight (Must total 100%)	Exceptional	Accomplished	Proficient	Needs Improvement	Unsatisfactory	N/A or 0
		5	4	3	2	1	0

# FUNDAMENTALS OF APPAREL TEXTILES

Students will demonstrate the ability to gather and produce materials that deliver a meaningful message which is supported by analysis, data and visual elements to capture the purpose of the content being presented.	20%	<ul style="list-style-type: none"> <li>Central purpose readily apparent.</li> <li>Information clearly supports central purpose and shows thoughtful, in-depth analysis.</li> <li>Reader/listener gains important insights.</li> <li>Concise conclusions are drawn following the viewing of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is apparent.</li> <li>Information supports central purpose and shows thoughtful, in-depth analysis.</li> <li>Reader/listener gains insights.</li> <li>Conclusions are drawn following the viewing of the work.</li> </ul>	<ul style="list-style-type: none"> <li>Central purpose is competent.</li> <li>Information supports most of the purpose and shows quality analysis.</li> <li>Reader/listener can gain some insights.</li> <li>Conclusions can be drawn following the viewing of the work along with follow up with student.</li> </ul>	<ul style="list-style-type: none"> <li>Purpose of presentation is difficult to understand.</li> <li>Support information shows lack of complete analysis and data gathering.</li> <li>Reader/listener gains limited insights.</li> <li>Conclusions are difficult to make due to lack of quality information.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation has no purpose and content is irrelevant to the presentation.</li> <li>Lack of support materials that defend presentation.</li> <li>Reader/listener gains little or no insight at all.</li> <li>No conclusions can be made due to the fact that the support materials lack strategic content.</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

B. Visual Presentation		5	4	3	2	1	0
Students will demonstrate the ability to effectively use aesthetic and visual concepts within the fashion industry to effectively deliver visual marketing communication strategy and business plan.	30%	<ul style="list-style-type: none"> <li>Elements of the presentation thoroughly support the purpose and content.</li> <li>Viewer is strongly moved by the visual impact of presentation.</li> <li>Presentation is complete free of errors both in execution and strategy.</li> <li>Overall look and feel of presentation shows distinct professionalism.</li> </ul>	<ul style="list-style-type: none"> <li>Elements within the presentation show support of purpose/content.</li> <li>Viewer is moved by the impact of presentation.</li> <li>Presentation shows quality execution and limited errors.</li> <li>Presentation has a professional quality.</li> </ul>	<ul style="list-style-type: none"> <li>Visual elements show some support of the purpose/content.</li> <li>Impact of the overall presentation is competent for the industry.</li> <li>Execution of the visual presentation shows minor errors.</li> <li>Overall look has signs of professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>Elements lack the support of the purpose/content of presentation.</li> <li>Presentation shows evidence of errors both in execution and strategy.</li> <li>Lacks the standards of a professional presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Visual presentation shows little or no support of the purpose/content.</li> <li>Presentation is laced with errors and execution is in disarray.</li> <li>Overall presentation lacks the necessary qualities consistent with a professional look and feel for the industry.</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

C. Theory		5	4	3	2	1	0
Students will apply industry knowledge and skills to describe and develop key elements of effective fashion problems and solutions using the language and concepts of the profession.	30%	<ul style="list-style-type: none"> <li>Research data thoroughly supports the decision making process.</li> <li>Plan and strategy is unique, creative, and powerful.</li> <li>Sources used are credible cited properly.</li> <li>Plan(s) and/or proposals are presented with industry standards and free of spelling and grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Data supports the decision making process.</li> <li>Plan and strategy shows evidence of creativity with unique content.</li> <li>Sources are credible and cited within documents.</li> <li>Plan(s) and/or proposals are competent with minor spelling and grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Research data supports some areas of the decision making process.</li> <li>Plan and strategy is competent for the industry.</li> <li>Sources used are limited with few credible citations.</li> <li>Plan(s) and/or proposals are presented but lack professional standards, errors are evident.</li> </ul>	<ul style="list-style-type: none"> <li>Research data lacks the necessary content to fully support decisions.</li> <li>Plan and strategy is weak and shows little creativity.</li> <li>Too few sources and citations to support document.</li> <li>Plan(s) and/or proposals are filled with spelling and grammatical errors with little thought put into the professional presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no research data, what is evident does not support the decision.</li> <li>Plan and strategy lacks the necessary information for this project.</li> <li>Too few or no sources cited to support document.</li> <li>Multiple errors within documentation with no professional industry standards.</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

D. Critical Thinking		5	4	3	2	1	0
Students will articulate and apply the professional standards of the industry through a demonstration of their ability to relate fashion and merchandising techniques along with visual communication skills to client-driven projects.	10%	<ul style="list-style-type: none"> <li>Thought process shows a complete collaboration across fashion, merchandising and visual communications.</li> <li>All projects and proposals are unique with their own sense of creativity.</li> <li>Student is able to speak intelligently and defend their work professionally with knowledge of the fashion industry.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of quality collaboration across fashion, merchandising and visual communications.</li> <li>Most projects and proposals are unique with their own sense of creativity.</li> <li>Student is able to speak professionally and defend their work with knowledge of the fashion industry.</li> </ul>	<ul style="list-style-type: none"> <li>Fair amount of collaboration across fashion, merchandising and visual communications.</li> <li>Projects show a competent amount of uniqueness and creativity.</li> <li>Student has a decent amount of knowledge to defend themselves within the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Limited collaboration between fashion, merchandising and visual communications.</li> <li>Work lacks creativity.</li> <li>Limited knowledge of the industry.</li> </ul>	<ul style="list-style-type: none"> <li>No process of collaboration between fashion, marketing and visuals.</li> <li>All projects are similar or have been done before, no creativity or uniqueness.</li> <li>Student shows no knowledge of the industry nor can relate it to the presentation.</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is not applicable to the current level of this student during this assessment period.

E. Technical Skills		5	4	3	2	1	0
Students will demonstrate a mastery of key skills needed by industry professionals	5%	<ul style="list-style-type: none"> <li>Technical skills are at professional level.</li> <li>Student is able to articulate concepts and design solutions in a professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>Technical skills are approaching professional level.</li> <li>Students is able to articulate concepts and/or design solutions professionally.</li> </ul>	<ul style="list-style-type: none"> <li>Technical skills are competent.</li> <li>Student is able to articulate concepts and/or design solutions competently.</li> </ul>	<ul style="list-style-type: none"> <li>Technical skills are limited.</li> <li>Student is able to articulate concepts and/or design solutions in a limited manner.</li> </ul>	<ul style="list-style-type: none"> <li>Technical skills are not in evidence.</li> <li>Student is not able to articulate concepts and/or design solutions.</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.-OR-(b). This category is

FUNDAMENTALS OF APPAREL TEXTILES

							not applicable to the current level of this student during this assessment period.
--	--	--	--	--	--	--	------------------------------------------------------------------------------------

<b>E. Computer Use</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Students will demonstrate and apply appropriate computer literacy using industry-specific software programs.	5%	<ul style="list-style-type: none"> <li>• Students are proficient with current industry software.*</li> <li>Students can readily apply and transfer knowledge between similar types of software programs*</li> <li>Students present professional-quality work digitally</li> </ul>	<ul style="list-style-type: none"> <li>• Students are proficient with current industry software.*</li> <li>Students can readily apply and transfer knowledge between similar types of software programs*</li> <li>Students present quality work digitally</li> </ul>	<ul style="list-style-type: none"> <li>• Students are competent with current industry software.*</li> <li>Students can apply and transfer knowledge between similar types of software programs*</li> <li>Students competently present work digitally</li> </ul>	<ul style="list-style-type: none"> <li>• Students have limited competency with current industry software.*</li> <li>Students may apply and transfer knowledge between similar types of software programs*</li> <li>Students have limited competency in presenting work digitally</li> </ul>	<ul style="list-style-type: none"> <li>• Students have minimal competency with current industry software.*</li> <li>Students cannot apply and transfer knowledge between similar types of software programs*</li> <li>Students have minimal competency in presenting work digitally</li> </ul>	This section is reserved for either: (a). Student did not show any materials to support this category.- OR-(b). This category is not applicable to the current level of this student during this assessment period.