Information Bulletin

for

Pre-Professional Assessment and Certification in Fashion, Textiles, and Apparel

Family and Consumer Sciences CREDENTIALING CENTER

ASSESSING AND RECOGNIZING EXCELLENCE SINCE 1971

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Overview

The American Association of Family and Consumer Sciences (AAFCS), a well-respected leader in the FCS field, proudly offers the Pre-Professional Assessment and Certification (Pre-PAC) Program, creating the *premier* family and consumer sciences pre-professional assessment and certification system in the nation. AAFCS added a portfolio of standards-based assessments and industry-recognized certifications to support pre-professional level family and consumer sciences career areas and programs of study for the following reasons:

- To help satisfy the growing emphasis on assessment and accountability in secondary and postsecondary education, including requirements for Perkins funding for Career and Technical Education, and

- To help satisfy the growing emphasis on credentials as a human resource and quality control tool in employment settings throughout the career ladder.

Through these assessments, AAFCS assures that pre-professionals are effectively prepared with the knowledge and skills necessary for demanding career opportunities, therefore providing a workforce to meet the needs of business and industry in the demanding U.S. economy.

With Americans spending over $250 billion on fashion (including accessories) each year, the fashion industry generates billions of dollars in revenue and employs over 4 million people in a wide spectrum of careers. To ensure that individuals are effectively prepared for those careers, AAFCS developed a national standards-based competency assessment measuring knowledge and skills in fashion, textiles, and apparel.

Description of the Assessment and Certification

Assessments in the Pre-PAC portfolio are high quality, rigorous, valid, and reliable as documented through formal psychometric analysis of pilot test data. The assessments are delivered through a premier online testing platform and are used to validate competency at the pre-professional level.

The Fashion, Textiles, and Apparel Assessment and Certification are:

- driven by business and industry standards;
- based on relevant content standards and consistent with the National Standards for Family and Consumer Sciences Education and the National Career Clusters Initiative;
- appropriate to validate achievement of competencies related to fashion, textiles, and apparel;
- useful in a broad range of education and employment settings, such as secondary and post-secondary education, community-based education programs, and employer-based human resource and staff development programs; and
- advantaged to utilize a gold-standard, computer-based testing platform format that provides for valid and reliable competency measurement and a reporting mechanism for data-driven program improvement, accountability, and individual remediation and acceleration.

Uses of the Assessment and Certification

The assessments have application in a broad range of education, community development, staff development, and human resource settings where there is a need to document or validate competency achievement. Pre-PAC assessments are designed for use with secondary and post-secondary students and programs, pre-professionals working in early employment positions, and employers conducting staff development and training for pre-professionals. Further, the assessment and certification can be used to:

- document exit-level achievement in rigorous secondary programs and lower division post-secondary courses;
- satisfy accountability reporting mandates required by federal Perkins IV legislation as well as state and local policies;
- facilitate seamless articulation, placement, and credit-by exam within post-secondary institutions;
- validate competencies required for employment at the pre-professional and/or paraprofessional level; and
- provide an industry-recognized, pre-professional level certification.

Careers

The Fashion, Textiles, and Apparel assessment and certification will address a skill set necessary for success in the fashion industry. It is anticipated that this assessment and certification will be targeted for individuals preparing for careers related to fashion, textiles, and apparel, such as those associated with:

- retail and wholesale buying,
- apparel and textile development and production,
- fashion and textile design, and
- visual merchandising.

In accordance with those career areas, the assessment is aligned with the following National Career Clusters:

The Career Clusters icons are being used with permission of the:

States' Career Clusters Initiative, 2010, www.careerclusters.org

Assessment Specifications

The assessment specifications provided in this section of the bulletin are intended to provide test candidates with a comprehensive overview of the domains and competencies that are covered on the assessment.

Format

A large bank of high quality, valid test items have been developed for each Pre-PAC assessment. Each test administered is a unique combination of 80, four-option multiple choice items randomly selected from the item bank. Each of the items has only one (1) correct response. Of the 80 items presented on the assessment, 70 are scored and 10 are non-scored (used for piloting and research purposes).

The online testing software presents the items in five to seven groups or "blocks" corresponding to the domain areas identified on the assessment competency list. Testing is conducted under the supervision of proctors using PC or MAC computers in approved local schools and employment sites. During the assessment administration, it is possible to navigate forward and backward between items within a block of items. As items are viewed, they can be answered, skipped, or flagged for later review prior to submitting the item block. The testing software restricts access to other computer functions while the test is open. Local test administrators and proctors are authorized to make testing accommodations formally specified in Individual Education Plans for those with special needs.

In addition to each item being associated with a domain and competency, the items are also designed to assess appropriate cognitive levels necessary for competent practice. Specifically, some items assess at the lower level, some at the middle levels, and some at higher order levels. The items included on each test proportionally represent three cognitive difficulty levels:

- o Level 1- 40%;
- o Level 2 – 30%; and
- o Level 3 – 30%.

Original Bloom's Taxonomy	Revised Bloom's Taxonomy	Pre-PAC Cognitive Complexity Level
Knowledge Defines, describes, identifies, labels, lists, matches, names, reads, records, selects, states, views	**Remember** Recognize, retrieve, identify, recall	1
Comprehension Classifies, describes, discusses, lists, matches, names, reads, records, selects, states, views	**Understand** Interpret, clarify, translate, illustrate, categorize, classify, conclude, predict, summarize, infer, compare, explain	

Application Assesses, determines, develops, discovers, establishes, informs, predicts, projects, provides, relates, shows, uses	**Apply** Execute, carry out, use, implement	2
Analysis Breaks down, correlates, differentiates, illustrates, infers, points out, recognizes	**Analyze** Differentiate, select, focus, organize, outline, attribute, determine point of view	
Synthesis Communicates, compares, contrasts, creates, designs, expresses, formulates, plans, reorganizes, reinforces, substitutes	**Evaluate** Check, coordinate, detect, monitor, test, critique, judge	3
Evaluation Appraises, compares & contrasts, concludes, criticizes, decides, defends, interprets, judges, justifies, supports	**Create** Generating, hypothesizing, planning, designing, producing, constructing	

Scoring

Once the assessment is submitted, results will be available immediately to the test candidate. The results provide an overall percentage score, a breakdown of scores corresponding to the domain levels on the competency list, and the indication whether pre-professional certification has been achieved. Based on the rigor and difficulty level of the assessment, the national cut score for pre-professional certification eligibility is established annually by AAFCS. Individuals who complete the assessment and earn the cut-score for certification are granted a time-limited pre-professional certification (3 years).

Scores can be used to demonstrate an individual's learning and competency, pinpoint weaknesses or gaps in performance, improve programs and curriculum, and demonstrate accountability to various stakeholders. Through articulation agreements, scores may be used as the basis for advanced placement and/or credit-by-exam by post secondary institutions. Thus, state and local entities have latitude for independently establishing passing or cut scores for other purposes.

Assessment At A Glance

The specific content being assessed by the items on the assessment follows the test specifications outlined in this section of the bulletin. Please note the number of items on the assessment in each domain.

Domain	Weighting	Number of Items
1. Career Paths	17%	12
2. Textile Fiber Products and Materials	17%	12
3. Design Skills	12%	8
4. Fashion, Textile, and Apparel Production	11%	7
5. Fashion Merchandising	20%	14
6. Customer Service	8%	6
7. Operational Procedures	15%	11

Content Outline for Domains and Competencies

The following outline provides an overview of the content addressed within the domains and competencies. The outline is provided as a tool to be used for guidance in preparations for the assessment and is not intended to be totally inclusive. The numbered concepts listed under each competency are meant to be representative rather than prescriptive.

Domain 1: Career Paths

Competency 1A: Explain the roles and functions of individuals engaged in fashion, textiles, and apparel careers

1.A.1   Employment opportunities in the fashion, textiles, and apparel industry
1.A.2   Functions and responsibilities associated with fashion, textiles, and apparel career paths
1.A.3   Differences between fashion merchandising careers and fashion design careers
1.A.4   Career preparation
1.A.5   Physical and emotional traits and characteristics of individuals engaged in fashion, textiles, and apparel careers
1.A.6   Job search skills

Competency 1B: Explain employment opportunities related to clothing construction

   1.B.1   Breadth of clothing construction careers
   1.B.2   Job titles and duties associated with clothing construction
   1.B.3   Skills required in clothing construction positions
   1.B.4   Workplace behavior and expectations

Competency 1C: Analyze opportunities for employment and entrepreneurial endeavors

   1.C.1   Cost/benefit analysis of job requirements
   1.C.2   Salaries and benefits of employment
   1.C.3   Entrepreneurial possibilities
   1.C.4   Personality traits best suited to entrepreneurs and employees
   1.C.5   Small Business Administration

Competency 1D: Summarize education and training requirements and opportunities for career paths in fashion, textiles, and apparel

   1.D.1   Education and training required for employment in the industry
   1.D.2   Education and training for fashion design and apparel careers
   1.D.3   Education and training for merchandising careers

Competency 1E: Analyze the effects of fashion, textiles, and apparel occupations on local, state, national and global economies

   1.E.1   Gross Domestic Product (GDP)
   1.E.2   Developmental stages of fashion, textiles, and apparel production
   1.E.3   Made in the USA campaign
   1.E.4   Impact of the industry on the economies of third world and developing countries

Competency 1F: Create an employment portfolio for use when applying for internships and work-based learning

   1.F.1   Personality assessments
   1.F.2   Portfolio development
   1.F.3   Résumé development
   1.F.4   Interviewing skills
   1.F.5   Career and employment resources
   1.F.6   Internships and job shadowing

Competency 1G: Analyze the role of professional organizations in fashion, textiles, and apparel industries

   1.G.1   Advantages of membership in professional organizations
   1.G.2   International Textile and Apparel Association
   1.G.3   Fashion Group International
   1.G.4   Council of Fashion Designers

Domain 2: Textile Fiber Products and Materials

Competency 2A: Apply appropriate terminology for the most common generic textile fibers

    2.A.1   Natural fibers (i.e., names/examples, types, uses, sources)
    2.A.2   Manufactured or synthetic fibers (i.e., names/examples, types, uses, sources)
    2.A.3   Fiber manufacturing process
    2.A.4   Fabrication
    2.A.5   Finishes

Competency 2B: Evaluate performance characteristics of textile fibers and fabrics

    2.B.1   Aesthetic properties
    2.B.2   Durability properties
    2.B.3   Comfort properties
    2.B.4   Appearance retention properties
    2.B.5   Fiber blends

Competency 2C: Summarize textile legislation, standards, and labeling in the global economy

    2.C.1   Legal and environmental concerns of the industry
    2.C.2   Textile laws and regulations
    2.C.3   Labeling of textile products

Competency 2D: Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products

    2.D.1   Suitability of fibers and fabrics to end use
    2.D.2   Fabric performance abilities (i.e., wicking, stretching, etc.)
    2.D.3   Equipment used in the manufacturing and construction of fibers
    2.D.4   Effects of textiles on construction (i.e., knitting, weaving, etc.)
    2.D.5   Finishes (i.e., flame retardant, Mercerization, etc.)

Competency 2E: Apply appropriate procedures for care of textile products

    2.E.1   Soil removal
    2.E.2   Laundering
    2.E.3   Dry cleaning
    2.E.4   Garment care labels
    2.E.5   Types of laundering products
    2.E.6   Environmental concerns of laundry or care products
    2.E.7   Recycling and disposal of textile products

Domain 3: Design Skills

Competency 3A: Explain ways in which fiber, fabric, texture, pattern and finish can affect visual appearance

      3.A.1   Optical illusions
      3.A.2   Influence of design elements on appearance
      3.A.3   Influences of the principles of design on appearance
      3.A.4   Harmonious use of fibers, fabrics, textures, patterns, and finishes

Competency 3B: Apply basic and complex color schemes and color theory to develop and enhance visual effects

      3.B.1   Color types
      3.B.2   Color wheel
      3.B.3   Color schemes
      3.B.4   Warm colors vs. cool colors
      3.B.5   Value
      3.B.6   Hue
      3.B.7   Shades vs. tints
      3.B.8   Intensity
      3.B.9   Neutral colors

Competency 3C: Utilize elements and principles of design in designing, constructing, and/or altering fashion, textiles, and apparel products

      3.C.1   Elements of design (space, shape, form, line, color, texture)
      3.C.2   Principles of design (rhythm, unity, emphasis, balance, proportion)
      3.C.3   Application of design elements and principles in apparel
      3.C.3   Embellishments

Competency 3D: Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making techniques

      3.D.1   Draping techniques
      3.D.2   Pattern engineering
      3.D.3   Digitizing for pattern making, marker making, sizing, and grading
      3.D.4   Computer aided design
      3.D.5   Colorways

Competency 3E: Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues

   3.E.1   "Green" or eco-friendly textile and apparel products
   3.E.2   Ecological and environmental impact (i.e., insecticides, production, finishes)
   3.E.3   Scientific Certifications Systems
   3.E.4   Historical influences on fashion and design
   3.E.5   Social and psychological functions of clothing
   3.E.6   Costs of production
   3.E.7   Costs and environmental implications for disposal (i.e., recycling, resale, etc.)

Competency 3F: Demonstrate ability to use technology for fashion, textile, and apparel construction and design

   3.F.1   Computerized sewing machines
   3.F.2   Computer aided design
   3.F.3   Sergers or overlock machines
   3.F.4   Textile and apparel design software applications

Domain 4: Fashion, Textile, and Apparel Production

Competency 4A: Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, textile and apparel construction, alteration or repair

   4.A.1   Parts of the sewing machine (i.e., proper name, function, and use)
   4.A.2   Use of the sewing machine (i.e, stitching charts, threading the machine, etc.)
   4.A.3   Use of overlock machine
   4.A.4   Tools and supplies for marking
   4.A.5   Sewing tools and supplies
   4.A.6   Tools and supplies for cutting
   4.A.7   Tools and supplies for measuring
   4.A.8   Commercial patterns

Competency 4B: Demonstrate basic and specialized techniques in the construction of a garment

   4.B.1   Types of stitching (i.e., machine stitching, basting, understitching)
   4.B.2   Seams and seam finishes
   4.B.3   Casings and waistbands
   4.B.4   Closures
   4.B.5   Collars and cuffs
   4.B.6   Darts
   4.B.7   Facings
   4.B.8   Interfacing
   4.B.9   Sleeves
   4.B.10   Hems
   4.B.11   Buttons and buttonholes

Competency 4C: Explain production processes for creating fibers, yarns, woven, knit, and non-woven textile products

4.C.1   Filament yarns
4.C.2   Staple yarns
4.C.3   Spun yarns
4.C.4   Fiber blends
4.C.5   Fabrication
4.C.6   Basic weaves (i.e., plain, twill, satin)
4.C.7   Knit fabrics
4.C.8   Nonwoven fabrics (i.e., solutions, fiberweb, braiding, lace)

Competency 4D: Use appropriate industry products and materials for cleaning, pressing, and finishing fashion, textile and apparel products

4.D.1   Laundry aids
4.D.2   Fabric softeners
4.D.3   Detergents
4.D.4   Bleach
4.D.5   Pretreatment of stains
4.D.6   Stain removal
4.D.7   Starch
4.D.8   Fabric sizing

Competency 4E: Analyze current technology and trends that facilitate design and production of fashion, textile and apparel products

4.E.1   Computer aided design
4.E.2   Computerized equipment
4.E.3   Computerized sewing machines
4.E.4   Technological advances

Competency 4F: Demonstrate basic skills of pattern selection and layout

4.F.1   Pattern selection (information on pattern envelope, pattern types and sizes, etc.)
4.F.2   Fabric selection
4.F.3   Selection of notions
4.F.4   Cutting layout and cutting
4.F.5   Marking procedures

Competency 4G: Demonstrate basic skills for producing and altering textile and apparel products

  4.G.1 Slopers
  4.G.2 Basic measurements
  4.G.3 Pattern ease
  4.G.4 Crotch length and depth alterations or adjustments
  4.G.5 Back and front waist length alterations or adjustments
  4.G.6 Waist and hip adjustments and alterations
  4.G.7 Length alterations and adjustments
  4.G.8 Sleeve alterations and adjustments
  4.G.9 Hem adjustments

Domain 5: Fashion Merchandising

Competency 5A: Apply marketing strategies for fashion, textile, and apparel products

  5.A.1 Levels of promotion (i.e., primary, secondary, and retail)
  5.A.2 Objectives of marketing (i.e., inform, awaken, persuade, pave the way, gain loyalty)
  5.A.3 Print marketing strategies
  5.A.4 Media marketing strategies
  5.A.5 Internet marketing strategies
  5.A.6 Qualitative and quantitative marketing research
  5.A.7 Visual display categories
  5.A.8 Retail types (i.e., department stores, specialty stores, boutiques, discount stores)

Competency 5B: Analyze the cost of constructing, manufacturing, altering, or repairing fashion, textile and apparel products

  5.B.1 Labor costs
  5.B.2 Cost sheets
  5.B.3 Factors influencing costs
  5.B.4 Mass production
  5.B.5 Wholesale vs. retail prices

Competency 5C: Analyze ethical considerations for merchandising textile and apparel products

  5.C.1 Counterfeit goods (i.e., knock-offs, forgeries)
  5.C.2 Sweatshops
  5.C.3 Ethical treatment of employees
  5.C.4 Child labor
  5.C.5 Employee hours and benefits
  5.C.6 Exploitation in the industry
  5.C.7 Employee theft

Competency 5D: Apply external factors that influence merchandising

    5.D.1   Political factors
    5.D.2   Social factors
    5.D.3   Psychological factors
    5.D.4   Ethnic factors
    5.D.5   Religious factors
    5.D.6   Ethical factors
    5.D.7   Educational factors
    5.D.8   Fashion adoption theories

Competency 5E: Critique varied methods for promoting textile and apparel products

    5.E.1   Print promotions
    5.E.2   Media promotions
    5.E.3   Internet promotions
    5.E.4   Special events
    5.E.5   Direct mail
    5.E.6   Fashion shows
    5.E.7   Cross-supporting ads
    5.E.8   Fashion cycle
    5.E.9   Service firms with advertising expertise
    5.E.10   Visual displays and merchandising

Competency 5F: Apply research methods, including forecasting techniques for marketing textile and apparel products

    5.F.1   Consumer market
    5.F.2   Microsegmentation
    5.F.3   Niche retailing
    5.F.4   Database marketing
    5.F.5   Quantitative and qualitative research marketing
    5.F.6   Multi-channel retailing
    5.F.7   Fashion forecasting
    5.F.8   Prophetic fashions
    5.F.9   Influences on consumer sentiment

Domain 6: Customer Service

Competency 6A: Analyze factors that contribute to quality customer relations

    6.A.1   Attracting new customers
    6.A.2   Retaining existing customers
    6.A.3   Benefits of quality customer service
    6.A.4   Importance of quality process and product design
    6.A.5   Consistency in customer service
    6.A.6   Employee morale
    6.A.7   Communication channels for customers

Competency 6B: Analyze the influences of cultural diversity as a factor in customer relations

    6.B.1   Developing cultural competence
    6.B.2   Appreciating and respecting cultural differences

Competency 6C: Demonstrate the skills necessary for quality customer service

    6.C.1   Customer loyalty
    6.C.2   Patience
    6.C.3   Communication skills
    6.C.4   Problem solving skills
    6.C.5   Computer and technology skills

Competency 6D: Use consumer skills to evaluate the quality of ready-made garments

    6.D.1   Assembly Quality Checklist
    6.D.2   Quality seams and seam finishes
    6.D.3   Quality sleeves and hems

Competency 6E: Create solutions to address customer concerns

    6.E.1   Customer letter of complaint
    6.E.2   Small Claims Court
    6.E.3   Return policies
    6.E.4   Credit reporting agencies
    6.E.5   Layaway policies
    6.E.6   Payment policies
    6.E.7   Customer Loyalty or Rewards Programs

Domain 7: Operational Procedures

Competency 7A: Analyze legislation, regulations, and public policy affecting the fashion, textile and apparel industries

    7.A.1   Laws regarding textile and apparel production, labeling, care, and disposal
    7.A.2   Public policy and advocacy efforts of professional associations
    7.A.3   Legal and environmental concerns
    7.A.4   Legislation and regulations associated with importing and exporting

Competency 7B: Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors

    7.B.1   Fraud
    7.B.2   Identity theft
    7.B.3   Privacy policies
    7.B.4   Credit issues
    7.B.5   Employee theft

Competency 7C: Analyze the effects of security and inventory control strategies, cash, and credit transaction methods, laws, and worksite policies, on loss prevention and store profit

     7.C.1   Methods of loss prevention
     7.C.2   Safety and security of customers
     7.C.3   Safety and security of employees
     7.C.4   Shoplifting
     7.C.5   Shrinkage
     7.C.6   Layaway plans

Competency 7D: Demonstrate procedures for reporting and handling accidents, safety, and security incidents

     7.D.1   Safe retail environment
     7.D.2   Responsibility for safety
     7.D.3   Reporting accidents
     7.D.4   OSHA
     7.D.5   Emergency procedures

Competency 7E: Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit

     7.E.1   Loss
     7.E.2   Pricing strategies
     7.E.3   Price points
     7.E.4   Markdowns
     7.E.5   Markups
     7.E.6   Inventory (i.e., control, leftover, etc.)
     7.E.7   Expense management

Sample Assessment Items

A series of sample test items is provided below. These items are not intended to serve as a study mechanism, but to familiarize candidates with the format, style, and structure of the items that can be expected on the assessments. Always choose the one best answer.

1. Which of the following adequately describes the role or function of a marker maker? (Domain 1, Competency B)
   A. They reduce or enlarge patterns into all different sizes to be produced by a manufacturer.
   B. They decide what fibers to use, what widths and weights of fabrics to weave or knit, and how many yards to produce.
   C. They oversee various manufacturing operations to maintain the highest level of worker productivity and product quality.
   D. They figure out how pattern pieces can be laid out most efficiently for cutting (or do so electronically).

2. What finish would you use on a garment for a toddler who is beginning to crawl? (Domain 2, Competency D)
   A. Mercerization
   B. Stone wash finish
   C. Durable press finishes
   D. Luster finish

3. Which of the following fibers has a self-extinguishing performance characteristic? (Domain 2, Competency B)
   A. Olefin
   B. Nylon
   C. Acrylic
   D. Wool

4. Diagonal lines are _____. (Domain 3, Competency C)
   A. applied to a garment to add interest, emphasis or enrichment
   B. formed as pieces of a garment when they are sewn together
   C. lines which have an oblique direction which can mask poor body proportion
   D. lines which follow the curves and contours of a person's body

5. The **MOST** common seam finish found in ready-to-wear garments is _____. (Domain 4, Competency B)
   A. French seam finish
   B. Hong-Kong seam finish
   C. serged seam finish
   D. flat-felled seam finish

6. In the production of woven fabrics, the crosswise yarn is known as _____. (Domain 4, Competency B)
   A. warp yarn
   B. weft yarn
   C. two-ply yarn
   D. four-ply yarn

7. Quantitative market research performed by the apparel industry may show all of the following EXCEPT _____. (Domain 5, Competency A)
   A. what products the customers want
   B. how much the customer is likely to spend
   C. which customers want which product
   D. why customers want a certain product

8. Of all the input solicited by fashion and trend forecasters, the one that is LEAST important is _____. (Domain 5, Competency F)
   A. apparel manufacturers
   B. wholesalers & retailers
   C. potential customers
   D. government workers

9. Which of the following is NOT a reason for retailers to have strong Customer Service departments? (Domain 6, Competency D)
   A. Give retailers a chance to 'get it right'
   B. Give retailers a chance to retain loyal customers
   C. Convince customers that they are being unreasonable in their complaints
   D. Enhance a retailer's overall reputation among their potential customer base

10. The majority of retail loss occurs because of _____. (Domain 7, Competency C)
    A. shoplifting
    B. employee theft
    C. administrative error
    D. vendor fraud

Answer Key:

1.	C	6.	B
2.	A	7.	D
3.	D	8.	D
4.	C	9.	C
5.	C	10.	B

Suggested Preparation Techniques

The assessment measures two things: knowledge of the subject matter and ability to take an assessment. The first depends on the preparation, instruction, and experience gained in the selected content area. The second depends on self-confidence and experience with multiple-choice questions. It also depends upon the ability to recognize related information or solutions to problem situations.

In preparation for the assessments, test candidates should:

- Avoid situations that would trigger emotions such as worry, anger, depression, and lack of confidence right before the test day. These emotions interfere with memory and are sometimes called "memory thieves."
- Follow the directions! If read too quickly, something important may be missed.
- Read each item very carefully and avoid jumping to conclusions based upon a quick skimming of the wording.
- See if they can answer the item before looking at the four (4) response options.
- Never think they have immediately spotted the correct response. "Back into" the correct response by first eliminating the incorrect choices.
- Answer each item.   Look for clues in the item and even in the choices. If able to eliminate some options, the chances of selecting the correct answer are improved.   Use the "flag" options to denote items to come back to within the item block.
- Read the "Candidate Guide to Assessments." It is important to understand details about online testing and navigation.

Suggested Instructional Resources

The Pre-PAC Instructional Resource Directory provides a list of suggested resources providing content addressed within Pre-PAC assessments. Development panel members and instructors have identified resources that would be relevant and useful in addressing the domains and competencies within the assessment. Use of the references and resources do not guarantee successful completion of the assessment.

AAFCS does not endorse any external products (textbooks, curriculum, etc), vendors, consultants, or documentation that may be referenced in the Directory. While every effort will be made to ensure accuracy and reliability of content, AAFCS assumes no responsibility for errors or for use of the information provided. Additionally, AAFCS disclaims any and all liability for any claims or damages that may result from providing information contained on the site, including any Web sites maintained by third parties and linked to the Pre-PAC site. The responsibility for content rests with the organizations that provide the information. The inclusion of links from the site does not imply endorsement by AAFCS.

The Pre-PAC Instructional Resource Directory is available online at
http://www.aafcs.org/CredentialingCenter/PrePAC.asp.

Acknowledgements

AAFCS has engaged the assistance of a broad range of esteemed fashion, textiles, and apparel professionals, designers, and educators from across the nation to assist in identifying relevant industry standards and to develop the assessment instrument. Recognizing the value of a solid assessment tool in assuring that programs are effectively preparing individuals with the knowledge and skills necessary for success in the industry, the following stakeholders participated on the development panel for the assessment and certification:

- Amy Herriott, AmericasMart, Atlanta, GA
- John Saldivar, Fashion Designer, New York, NY
- Amanda A. Coglietti, J.C. Penney, Plano, TX
- Belva Barrack, Viking Sewing Gallery, Scottsdale, AZ
- Beverly Purcell-Guerra, *San Antonio Woman* (Magazine), San Antonio, TX
- Kathy Payne, Dillards, Little Rock, AR
- Amy Gardner, Textile Fabric Consultants, Inc., Smyrna, TN
- Abby Johnson, Zales Corporation, Dallas, TX
- Marjorie Baker, University of Kentucky, Lexington, KY
- Barbara Bundy, The Fashion Institute of Design and Merchandising, Encino, CA
- George Crow, Jack Yates High School, Houston, TX
- Jan Wilson, Crosby High School, Waterbury, CT