

Handout 5.11: Sampler Card

Print on card stock, one sheet per student plus five spares. Each of the six boxes needs two horizontal slits about two inches apart, or students staple or glue the piece into the box. Cut the slits before the period; students do not cut slits with the fabric shears.

Image described in words for the card layout: one portrait sheet. Across the top, a title bar reading MY STITCH SAMPLER with a name and date line under it. Below that, six boxes arranged in a grid, two across on three rows. Each box is about three inches square, with a printed label at the top of the box, a small line drawing of the stitch beside the label, and two horizontal slits across the middle of the box. Under the grid is a signature strip with the self-check row and the teacher score row. The back of the card holds the reflection questions and the tool safety self-report.



MY STITCH SAMPLER

Name: _____ Date: _____ Period: _____ Station: _____

Directions: Mount one piece in each of the six boxes. Label each box. Run the self-check on each one before you hand this in. The five hand pieces are already in your zip bag from Lessons 5.6 to 5.9; the machine seam scrap was sewn in Lesson 5.11 Day 2. Hand path: Box 6 takes your best hand backstitch seam instead, labeled HAND PATH.



Box 1: RUNNING STITCH

Small drawing beside the label: a dashed line, like a row of short evenly spaced marks.

From: Lesson 5.6, the practice cloth, line 1. What I am showing: at least two inches, stitches and gaps about the same length, on the line, fabric flat.

[Two horizontal slits here. Thread the practice cloth strip through so the stitching faces out.]

My self-check: even length 1 2 3 on the line 1 2 3 no pucker 1 2 3



Box 2: BACKSTITCH

Small drawing beside the label: a solid unbroken line with small overlapping marks below it.

From: Lesson 5.7, the practice cloth, the marked seam line. What I am showing: at least two inches, the top reads as a solid line with no gaps, on the seam line, fabric flat.

[Two horizontal slits here.]

My self-check: no gaps on top 1 2 3 even length 1 2 3 on the line 1 2 3

Box 3: WHIPSTITCH

Small drawing beside the label: two rectangles meeting edge to edge with slanted bars crossing over the join.

From: Lesson 5.7, the two felt rectangles. What I am showing: at least two inches joining two edges, every stitch through both layers, no daylight between the edges.

[Two horizontal slits here.]

My self-check: both layers caught 1 2 3 even slant 1 2 3 no gaps at the join 1 2 3

Box 4: SEWN-ON BUTTON

Small drawing beside the label: a four-hole button with two parallel bars of thread, seen from above, and beside it a side view showing a small gap under the button.

From: Lesson 5.8, the portfolio card scrap. Mount the portfolio card or the scrap itself.

What I am showing: anchored, five or six passes, a shank that lifts, ends knotted on the back, holds a firm tug.

[Two horizontal slits here.]

My self-check: holds a tug 1 2 3 has a shank 1 2 3 ends on the back 1 2 3

Teacher tug test: passed ☐ re-sewn ☐

Box 5: ONE REPAIR

Small drawing beside the label: three small pictures in a row, a folded hem with almost invisible stitches, a closed seam with a solid stitch line, and a patch with rows of stitching across it.

From: Lesson 5.9. Circle which one you did: **hem** / **seam** / **patch**

If your repair went home on your own garment, tape the photograph in this box instead. The photograph shows the garment only.

[Two horizontal slits here, set wider apart.]

What was wrong with the item: _____

Which stitch fixed it: _____

Why that stitch and not another: _____

My self-check: right stitch for the job 1 2 3 complete 1 2 3 it holds 1 2 3

Box 6: MACHINE SEAM

Small drawing beside the label: two fabric strips joined by a straight, even line of machine stitches, with short doubled stitching at each end.

From: Lesson 5.11 Day 2, the machine seam scrap, name in chalk. Hand path: your best hand backstitch seam, labeled HAND PATH. What I am showing: a straight seam about a quarter inch from the edge, even stitch length, three or four reverse stitches locking both ends (hand path: backstitch throughout, both ends finished off).

[Two horizontal slits here.]

My self-check: straight and on the line 1 2 3 both ends locked 1 2 3 fabric flat 1 2 3

My scores

Row	My self-score (1 to 4)	Teacher score (1 to 4)
1. Running stitch		
2. Backstitch		
3. Whipstitch		
4. Sewn-on button		
5. Repair		
6. Machine seam (hand path: second seam)		
7. Tool and machine safety and the count		

Total: ____ out of 28

Teacher initials: ____



BACK OF THE CARD

Reflection

1. Which stitch are you best at, and how can you tell?

2. Which one would you redo, and what would you do differently?



3. Name one thing you can fix now that you could not fix three weeks ago.



My tool safety self-report

This is about eleven days of work, days 121 to 131, hand days and machine days both, not about today. Answer honestly; an honest “none” is worth more than a guess.

- Days I was the Station Manager and ran the count: _____
- Number of days my station’s count matched on the first try: _____
- One time I put a needle or a pin somewhere it did not belong (or write “none”):



- One time I caught a tool problem before the teacher did (or write “none”):



Extra credit box (optional)

Did you learn a sixth stitch? Name it, say what it is for, and mount a sample or a drawing here.

Stitch name: _____ What it is for: _____

Teacher notes for printing and use

- Print on the heaviest card stock the copier will take. A sampler card on regular paper bends and the pieces fall out.
- Cut the slits ahead of time with a craft knife or a slot punch: two horizontal slits per box, about two inches apart in the small boxes and three inches apart in box 5. Stapling also works and is faster; glue sticks work on felt and on card but not well on woven cloth.
- Boxes 1 through 6 are the six required pieces and they are the six scored rows of Assessment 05.2 - Stitch Sampler Performance Check.md. Row 7, tool and machine safety and the count, has no box; it is scored from the station count sheets across the ten sewing days of Topic 5.2 and from this card's self-report.
- The reduced-dexterity versions of every stitch (a large needle and yarn on binca or plastic canvas, a large coat button, a visible mend with floss) mount in the same boxes and are scored on the same rows at the same levels. The tool is different; the stitch is the same stitch.
- Blanket stitch, when taught on the no-machine path, goes in the extra credit box, not in one of the six required boxes.
- Photograph three or four finished cards with the name lines covered. They are the best single image of what Topic 5.2 produced and they belong on the Unit 5 page of the website.
- Send the cards home at the end of Unit 5 with the Upcycle Challenge, not before; the card is the evidence for the performance check and it has to stay in the room until the retake window closes.

Standards checked by this card: NYS ATPD 2. Production a), b), and c); CTE HSW 4. Classroom and Workplace Safety c) and i); NYS FACS Standard 2 (Intermediate) PI C; CDOS 3a Technology and CDOS 3a Personal Qualities; National FCS 3.0 16.4.1 and 16.4.5.