

# level 2 – DAP TOOL

## Developing and Assessing Product Tool (DAP Tool)

CONTENT	<ul style="list-style-type: none"> <li>• Content is accurate.</li> <li>• Content has depth and complexity of thought.</li> <li>• Content is organized.</li> </ul>	0 1 2 3 4 5 6 0 1 2 3 4 5 6
PRESENTATION		0 1 2 3 4 5 6
		0 1 2 3 4 5 6
		0 1 2 3 4 5 6
		0 1 2 3 4 5 6
CREATIVITY	<ul style="list-style-type: none"> <li>• Individual insight is expressed in relation to the content.</li> <li>• Individual spark is expressed in relation to the presentation.</li> </ul>	0 1 2 3 4 5 6
REFLECTION	<ul style="list-style-type: none"> <li>• Reflection on the learning of the content through product development is apparent.</li> </ul>	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> <li>• Reflection on what the student learned about self as a learner is apparent.</li> </ul>	0 1 2 3 4 5 6

Comments: \_\_\_\_\_

Meaning of Scale:

6 –PROFESSIONAL LEVEL: level expected from a professional in the content area 5 –ADV

ANCED LEVEL: level exceeds expectations of the standard

4 –PROFICIENT LEVEL: level expected for meeting the standard

3 –PROGRESSING LEVEL: level demonstrates movement toward the standard

2 –NOVICE LEVEL: level demonstrates initial awareness and knowledge of standard

1 –NON-PERFORMING LEVEL: level indicates no effort made to meet standard

0 –NON-PARTICIPATING LEVEL: level indicates nothing turned in

Roberts, J.L. & Inman, T.F. (2007). *Strategies for Differentiating Instruction: Best Practices for the Classroom*. Waco, TX: Prufrock Press.