

# ESSAY 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>	<p>0 1 2 3 4 5 6</p> <p>0 1 2 3 4 5 6</p>
PRESENTATION		
STRUCTURE	<ul style="list-style-type: none"> <li>Title enhances the writing. The attention getter clearly gains the reader's interest. The thesis of the writing is clear and well developed. Strong transitions between paragraphs and sections link to the purpose. Each paragraph is fully developed and logical in its organization. The conclusion pulls together all aspects of the writing and clearly links to the thesis.</li> </ul>	0 1 2 3 4 5 6
ELABORATION AND SUPPORT	<ul style="list-style-type: none"> <li>Each idea is fully developed and relates back to the purpose of the writing. A strong balance of general ideas and specific details creates a fluid discussion. Text, if used, fully elaborates on or supports the idea and is smoothly incorporated into the writing.</li> </ul>	0 1 2 3 4 5 6
STYLE	<ul style="list-style-type: none"> <li>The purposeful use of varied syntax aids in the reader's understanding. Precise diction appeals to the audience and supports the purpose. Tone is consistent to purpose. Voice clearly stems from diction, syntax, and figurative language.</li> </ul>	0 1 2 3 4 5 6
SURFACE ERRORS	<ul style="list-style-type: none"> <li>The essay is free from punctuation, usage, capitalization, and spelling errors. Outside sources, if used, are cited correctly.</li> </ul>	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> <li>Reflection on what the student learned about self as a learner is apparent.</li> </ul>	<p>0 1 2 3 4 5 6</p> <p>0 1 2 3 4 5 6</p>

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

Meaning of Scale:

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

5 –ADVANCED 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.