

# ESSAY level 3 – DAP TOOL

## Developing and Assessing Product Tool (DAP Tool)

CONTENT	<ul style="list-style-type: none"> <li>Content is accurate and thorough in detail.</li> <li>Product shows complex understanding and manipulation of content.</li> <li>Product shows deep probing of content.</li> <li>Organization is best suited to the product.</li> </ul>	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
PRESENTATION STRUCTURE	<ul style="list-style-type: none"> <li>Title reflects the purpose. The attention getter cleverly gains the reader's interest. The thesis of the writing is original and creative and clearly guides the entire essay. Sophisticated transitions between paragraphs and sections subtly link all aspects together. Sections fully develop key concepts or ideas critical to the purpose. Conclusion refers back to the thesis and summarizes pertinent information. The significance of the conclusion is clear.</li> </ul>	0 1 2 3 4 5 6
ELABORATION AND SUPPORT	<ul style="list-style-type: none"> <li>Each idea is thoroughly substantiated through pertinent detail or analyzed support. Strong, elaborate support proves main points. Text, if used, is well selected and fully elaborates on or supports the idea; its inclusion is seamless. Writing anticipates readers' possible misunderstandings and handles complex ideas clearly.</li> </ul>	0 1 2 3 4 5 6
STYLE	<ul style="list-style-type: none"> <li>The purposeful use of varied syntax enhances audience's understanding. Powerful diction appeals to the audience and fully supports the purpose. Voice clearly stems from tone, diction, syntax, and figurative language. Effective rhetoric devices emphasize the main ideas.</li> </ul>	0 1 2 3 4 5 6
SURFACE ERRORS	<ul style="list-style-type: none"> <li>In spite of the complexity of the syntax, diction, and punctuation, the essay is free from 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 originally expressed in relation to the content.</li> <li>Individual spark is originally expressed in relation to the presentation.</li> </ul>	0 1 2 3 4 5 6 0 1 2 3 4 5 6
REFLECTION	<ul style="list-style-type: none"> <li>Insightful reflection on the learning of the content through product development is expressed.</li> <li>Insightful reflection on what the student learned about self as a learner is expressed.</li> </ul>	0 1 2 3 4 5 6 0 1 2 3 4 5 6

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