

TECHNICAL WRITING level 3 – DAP TOOL

Developing and Assessing Product Tool (DAP Tool)

CONTENT	<ul style="list-style-type: none"> Content is accurate and thorough in detail. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Product shows complex understanding and manipulation of content. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Product shows deep probing of content. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Organization is best suited to the product. 	0 1 2 3 4 5 6
PRESENTATION FORM	<ul style="list-style-type: none"> Title reflects purpose. The thesis is immediately clear, and the writing is focused. Transitions subtly link all aspects together. Sections fully develop key concepts or ideas critical to the purpose. Conclusion refers back to the purpose of the document and summarizes pertinent knowledge and information. The significance of the conclusion is explained. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Each idea is thoroughly substantiated through pertinent detail or analyzed support. Writing anticipates readers' possible misunderstandings and handles complex ideas clearly. Strong, elaborate support proves points. Only pertinent information is included. The reader is clearly directed to figures and graphs for validation of ideas within the text. How variables were handled is explained. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> The straightforward syntax clearly enhances purpose. Diction is precise, economical, and succinct to avoid ambiguity. Tone consistently maintains audience's attention. Concrete images clarify abstract ideas. Active voice and third person are used skillfully. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Purposeful manipulation of layout enhances understanding through carefully selected headings. The format is highly consistent as to font, bullets, underlining, etc. so that a professional, unified impression is presented to the reader. Illustrations, diagrams, charts, or tables develop and/or explain complex ideas fully. Placement enhances understanding. 	0 1 2 3 4 5 6
CREATIVITY	<ul style="list-style-type: none"> Individual insight is originally expressed in relation to the content. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Individual spark is originally expressed in relation to the presentation. 	0 1 2 3 4 5 6
REFLECTION	<ul style="list-style-type: none"> Insightful reflection on the learning of the content through product development is expressed. 	0 1 2 3 4 5 6
	<ul style="list-style-type: none"> Insightful reflection on what the student learned about self as a learner is expressed. 	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

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