

# WRITTEN INTERVIEW level 1 – DAP TOOL

## Developing and Assessing Product Tool (DAP Tool)

|                                       |  |  |
|---------------------------------------|--|--|
| CONTENT                               | <ul style="list-style-type: none"> <li>• Is the content correct and complete?</li> <li>• Has the content been thought about in a way that goes beyond a surface understanding?</li> <li>• Is the content put together in such a way that people understand it?</li> </ul>  | <p>0 1 2 3 4 5 6</p> <p>0 1 2 3 4 5 6</p> <p>0 1 2 3 4 5 6</p> |
| PRESENTATION PURPOSE/AUDIENCE/SETTING | <ul style="list-style-type: none"> <li>• Is the purpose or message clear? Is the person to be interviewed a good choice for the topic? Have you made the interviewee comfortable? Is the setting ready for the interview: Is it quiet? Do you have your materials and equipment ready? Have you practiced with the equipment?</li> </ul>   | <p>0 1 2 3 4 5 6</p>   |
| QUESTIONS                             | <ul style="list-style-type: none"> <li>• <u>Original</u>: Have you prepared questions that have no right or wrong answers and are open-ended? Are they important questions that draw out information? Are they worded correctly? Are they limited in number?<br/> <u>Follow-up</u>: Do you ask the interviewee to expand on an answer if it is unclear? Do you ask the person to reword something if it doesn't make sense to you? If there is a new idea, do you follow up on it? Are these questions clear, important to the topic, and worded correctly?<br/> <u>Technique</u>: Are you a patient listener? Do you help keep the person on topic? Do you reword your questions if the interviewee is confused or hesitant to answer? Are you clear, concise, and focused on your main topic? Do you give plenty of time for the interviewee to answer?</li> </ul> | <p>0 1 2 3 4 5 6</p>   |
| FORMAT                                | <ul style="list-style-type: none"> <li>• <u>Transcript</u>: Have you taken detailed notes in order to write down answers to each question? After the interview, have you rewritten the questions and answers into a dialogue? If you left out parts of the interview, are you explaining why you've done this?</li> </ul>  | <p>0 1 2 3 4 5 6</p>   |
| CREATIVITY                            | <ul style="list-style-type: none"> <li>• Is the content seen in a new way?</li> <li>• Is the presentation done in a new way?</li> </ul>  | <p>0 1 2 3 4 5 6</p> <p>0 1 2 3 4 5 6</p>                      |
| REFLECTION                            | <ul style="list-style-type: none"> <li>• What did you learn about the content as you completed this product?</li> <li>• What did you learn about yourself as a learner by creating this product?</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.