

ESSAY Tier 3 – DAP TOOL

CONTENT

	• Content is accurate and thorough in detail.	0	1	2	3	4	5	6
	• Product shows complex understanding and manipulation of content.	0	1	2	3	4	5	6
	• Product shows deep probing of content.	0	1	2	3	4	5	6
	• Organization is best suited to the product.	0	1	2	3	4	5	6

PRESENTATION

Structure	• Title reflects purpose. The attention-getting device cleverly gains reader interest. The thesis is original and creative, clearly guiding 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.	0	1	2	3	4	5	6
Elaboration and Support	• Each idea is thoroughly substantiated through pertinent detail or analyzed support. Strong, elaborate support proves main points. Sources, if used, are well selected and fully elaborate on or support ideas; their inclusion is seamless. Writing anticipates audience's possible misunderstandings and handles complex ideas clearly.	0	1	2	3	4	5	6
Style	• The purposeful use of varied syntax enhances audience understanding. Powerful diction appeals to the audience and fully supports the purpose. Voice clearly stems from tone, diction, syntax, and figurative language. Effective rhetorical devices emphasize the main ideas.	0	1	2	3	4	5	6
Correctness	• In spite of the complexity of the syntax, diction, and punctuation, the essay is free from errors. Sources are cited correctly with the citation placed appropriately.	0	1	2	3	4	5	6

CREATIVITY

	• Innovation is evident in relation to the content.	0	1	2	3	4	5	6
	• Innovation is evident in relation to the presentation.	0	1	2	3	4	5	6

REFLECTION

Content	• Reflections analyze and evaluate connections to previous learning and project insightful future connections.	0	1	2	3	4	5	6
Product	• Reflections analyze and evaluate the product components in light of past and future creations of the same product.	0	1	2	3	4	5	6
Learning	• Reflections include analysis of self as a learner and project how changes to the process would increase capacity as a learner.	0	1	2	3	4	5	6

Comments

Meaning of Performance 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—NONPERFORMING LEVEL: level indicates no effort made to meet standard

0—NONPARTICIPATING LEVEL: level indicates nothing turned in

Student Reflection: Tier 3

Please reflect on the content, product itself, and yourself as a learner.

Content: Reflections analyze and evaluate connections to previous learning and project insightful future connections.

How do the concepts and content relate to previous things you have studied? What connections can you make to other content areas or issues in the real world? What questions have this content raised for you? Is there some aspect of the content you want to learn more about?

Product: Reflections analyze and evaluate the product components in light of past and future creations of the same product.

If you have ever created this product before, how does this one compare? How is it better? How is it worse? What improvements could you make next time to have an even better product? Why is that important?

Learning: Reflections include analysis of self as a learner and project how changes to the process would increase capacity as a learner.

What have you realized about yourself as a learner? How much effort did you put into learning the content and developing the product? How could that be improved? Describe your work habits that were successful and those that were not. Describe your thought processes as you learned the content and created the product.
