TOP|CHEF

Cooking Up Assessment for
Differentiated Student Product

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1. Principles of Grading

2. Nuts & Bolts of Grading Differentiated Work

3. The DAP Tool

Principles of Grading

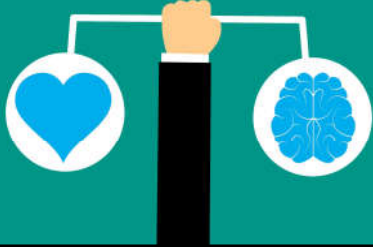Principle #1:
Understanding Assessment

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assess (v.)

early 15c., "to fix the amount (of a tax, fine, etc.)," from Anglo-French *assesser*, from Medieval Latin *assessare* "fix a tax upon," originally frequentative of Latin *assessus* "a sitting by," past participle of *assidere/adsidere* "to sit beside" (and thus to assist in the office of a judge), "sit with in counsel or office," from *ad* "to" (see **ad-**) + *sedere* "to sit," from PIE root **sed-** (1) "to sit."

One job of the judge's assistant was to fix the amount of a fine or tax. Meaning "to estimate the value of property for the purpose of taxing it" is from 1809; transferred sense of "to judge the value of" (a person, idea, etc.) is from 1934. Related: *Assessed*; *assessing*.

Grades = Communication
[not compensation]

Students need to feel a *balance*
between effort and success/reward.

Principle #2:
Use Best Practices in General

Grades should be…

- *Reflective of academic achievement*
- *Connected to standards*
- *Criterion, not norm referenced (note: curves are a no-no)*
- *A balance of types of assignments*
- *Communicated in a timely manner*
- *Standards communicated to students beforehand*

Tomlinson, *Theory into Practice*

Formative: evaluated, ***not*** graded

Summative: evaluated ***and*** graded

We're comparing students to standards, not each other.

Focus on mode (most often) and median (the middle), not mean.

Principle #3:
Grades have a margin of error

All of this can happen…

- *Poorly written directions*
- *Student didn't answer the question(s)*
- *Discrepancy between assessment and standard or task*
- *Too little data was gathered – two few data points*

Principle #4:
Take the time to write out your grading philosophy

Include:

• rubrics	• weighting
• extra credit/re-do	• late work
• classwork/homework	• # of grades
• role/purpose of grading	• differentiated work

Principle #5:
Grades should already be differentiated

Differentiated grading looks like this…

- *Aware & responsive to student differences*
- *Use of preassessment*
- *Clear learning outcomes*
- *Students know criteria for success*
- *Varied forms of assessment*

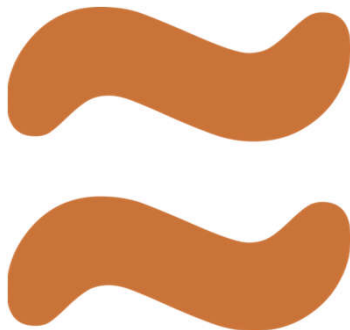## Nuts & Bolts of Grading Differentiated Work

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We're only asking this question because we don't understand the point of grading.

How many of you are worried you're going to hear this?

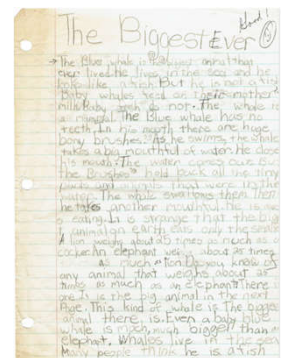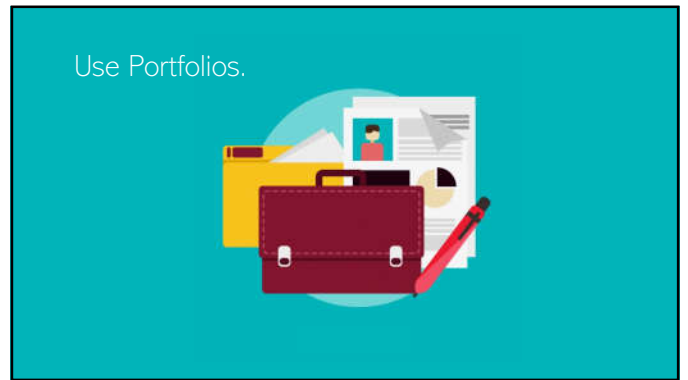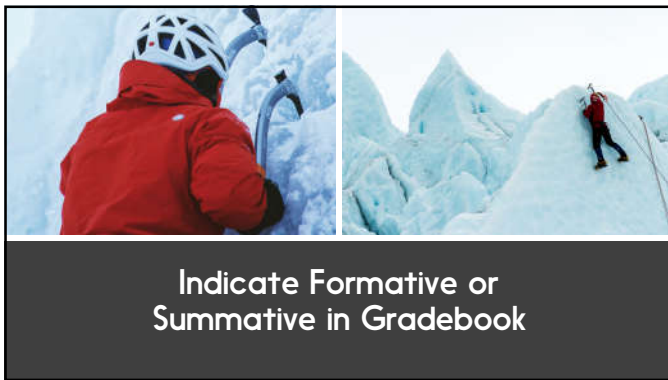IT'S NOT

EVEN FAIR, MAN!

Life is never fair, and perhaps it is a good thing for most of us that it is not. - Oscar Wilde

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Stop confusing "fair" with "the same."

Offer quality, descriptive feedback.

How can we share grades to motivate & inform?

ALLOW ME TO EXPLAIN THROUGH INTERPRETIVE DANCE

Indicate Formative or Summative in Gradebook

Use Portfolios.
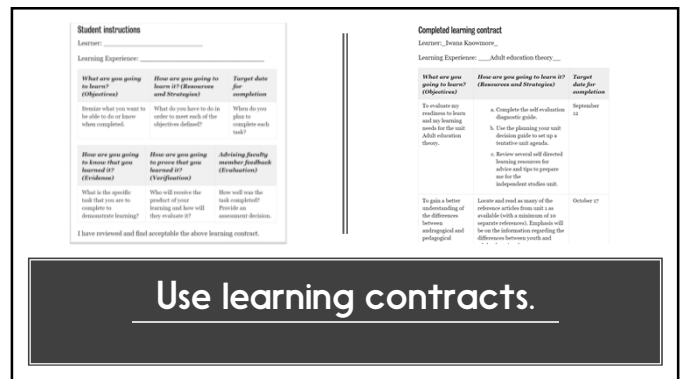
When using compacted instruction, enter the preassessed grade & add bonus points or add entry for differentiated work.
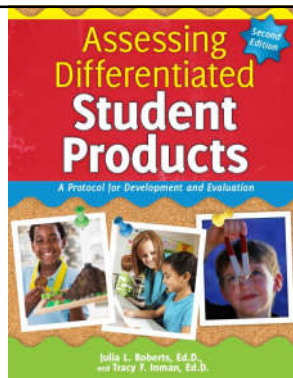
Use learning contracts.

The DAP Tool

I have permission!

- *6 point scale (6 highest, actually 7 levels, because has 0)*
- *In 4 areas: content, presentation, creativity, reflection*
- *3 tiers*
- *May not have 6s because that's professional*

Assessing Differentiated Student Products
Second Edition
A Protocol for Development and Evaluation
Julia L. Roberts, Ed.D. and Tracy F. Inman, Ed.D.

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

FIGURE 4.1. DAP Tool performance scale. *Note.* Adapted from *Strategies for Differentiating Instruction: Best Practices for the Classroom* (2nd ed., p. 157), by J. L. Roberts and T. F. Inman, 2009, Waco, TX: Prufrock Press. Copyright ©2009 by Prufrock Press. Adapted with permission.

Average Raw Score for DAP Tool	Grade	Logical Percentage Grade
4.8–5.0	A+	99
4.5–4.7	A	95
4.2–4.4	A-	91
4.0–4.1	B+	89
3.8–3.9	B	85
3.5–3.7	B-	81
3.2–3.4	C+	79
3.0–3.1	C	75
2.8–2.9	C-	71
2.5–2.7	D+	69
2.2–2.4	D	65
2.0–2.1	D-	61
1.0–1.9	F	60

FIGURE 4.22. Logic conversion chart. *Note.* Columns 1 and 2 were adapted and used with permission from *Creating Writers Through 6-Trait Writing Assessment and Instruction* (p. 36), by V. Spandel, 2005, Copyright 2005 by Allyn & Bacon. Entire figure adapted, reprinted, and electronically reproduced from *Creating & Recognizing Quality Rubrics* (p. 121), by J. A. Arter and J. Chapphis, 2006, Boston, MA: Pearson Education. Copyright 2006 by Pearson Education. Adapted with permission.

BOARD GAME TIER 1—DAP TOOL

BOARD GAME TIER 2—DAP TOOL

KINESTHETIC PRODUCTS

CONTENT		0 1 2 3 4 5 6
	• Content is accurate and complete.	0 1 2 3 4 5 6
	• Content has depth and complexity of thought.	0 1 2 3 4 5 6
	• Content is organized.	0 1 2 3 4 5 6
PRESENTATION		
CONCEPT	• The purpose of the game directly relates to the concept and the game board/pieces represent the theme. The concept is woven throughout all game elements, including the board, pieces, and packaging. Color, shape, and graphics are purposefully selected to tie into the concept. The concept is age appropriate and inviting to that age group.	0 1 2 3 4 5 6
RULES	• The rules are clearly written and simple to follow. Important concepts are fully discussed: number of players, age level, game setup, how to play, special considerations, ending the game, and scoring. Variations of the game are described in order to increase or decrease challenge, allow for various numbers of players, etc.	0 1 2 3 4 5 6
GAME ELEMENTS	• The game board ties directly to the concept and is made of appropriate materials. Size and shape are purposeful. The game pieces and other elements link directly to the concept. Set up is quick and easy.	0 1 2 3 4 5 6
PACKAGING	• The packaging is professional inside and out and ties directly to the theme. All elements are contained.	0 1 2 3 4 5 6
CORRECTNESS	• The product is free from usage, punctuation, capitalization, and spelling errors. Sources, when used, are thoroughly cited.	0 1 2 3 4 5 6
CREATIVITY		
	• Originality is expressed in relation to the content.	0 1 2 3 4 5 6
	• Originality is expressed in relation to the presentation.	0 1 2 3 4 5 6
REFLECTION		
CONTENT	• Reflections include connections to previous learning and questions raised for future learning.	0 1 2 3 4 5 6
PRODUCT	• Reflections include improvements made over other times the product was created as well as suggestions for improvements when creating the same product in a future learning experience.	0 1 2 3 4 5 6
LEARNING	• Reflections include analysis of self as a learner, including effort, work habits, and thought processes.	0 1 2 3 4 5 6

BOARD GAME TIER 3—DAP TOOL

KINESTHETIC PRODUCTS

CONTENT		0 1 2 3 4 5 6
	• 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		
CONCEPT	• The concept dictates everything about the game: game board design, game play, packaging, etc. Not only is the concept depicted visually, but it is also carried out through language and rules. The blending of the concept with game elements is surprising and innovative. The concept speaks to a particular age or interest group, enticing them to participate.	0 1 2 3 4 5 6
RULES	• The rules are specified and described with no room for misinterpretation of the rules. All aspects of game play are detailed thoroughly and concisely: number of players, age level, game setup, how to play, special considerations, ending the game, and scoring. Multiple variations of the game are described in order to increase or decrease challenge, allow for various numbers of players, etc. The concept is embedded in the language of the rules and in the rules themselves.	0 1 2 3 4 5 6
GAME ELEMENTS	• Each game element is artfully linked to the theme. The color, shape, and size of game board epitomize the concept; the board is durable and constructed well. Game pieces are well-constructed and cleverly linked to the concept. Set up is quick and easy.	0 1 2 3 4 5 6
PACKAGING	• The packaging is concept related and engaging to the intended audience. It is professionally constructed. All elements are neatly contained.	0 1 2 3 4 5 6
CORRECTNESS	• The product is error free, with correct usage, punctuation, capitalization, and spelling used. All 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

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1 • Is the object of the game clear? Are the rules clearly written and simple to follow? Do the rules include number of players, age level, game setup, how to play, special considerations, ending the game, and scoring? Do they provide for any variations in game play, such as varied number of players or a more or less challenging version?

2 • The rules are clearly written and simple to follow. Important concepts are fully discussed: number of players, age level, game setup, how to play, special considerations, ending the game, and scoring. Variations of the game are described in order to increase or decrease challenge, allow for various numbers of players, etc.

3 • The rules are specified and described with no room for misinterpretation of the rules. All aspects of game play are detailed thoroughly and concisely: number of players, age level, game setup, how to play, special considerations, ending the game, and scoring. Multiple variations of the game are described in order to increase or decrease challenge, allow for various numbers of players, etc. The concept is embedded in the language of the rules and in the rules themselves.

PAMPHLET TIER 1—DAP TOOL

CONTENT		0 1 2 3 4 5 6
	• Is the content correct?	0 1 2 3 4 5 6
	• Has the content been thought about in a way that goes beyond a surface understanding?	0 1 2 3 4 5 6
	• Is the content put together in such a way that people understand it?	0 1 2 3 4 5 6
PRESENTATION		
TEXT	• Is the title clear? Does the text explain the topic? Does the text get across the purpose (e.g., informative, persuasive, etc.)? Are there sufficient details to develop the topic?	0 1 2 3 4 5 6
GRAPHICS	• Are the graphics (e.g., illustrations, photos, etc.) important to the topic? Are the graphics and text balanced?	0 1 2 3 4 5 6
LAYOUT	• Do the pamphlet folds increase reader understanding? Is the pamphlet pleasing to the eye?	0 1 2 3 4 5 6
CORRECTNESS	• Is the pamphlet mostly free from usage, punctuation, capitalization, and spelling errors? If sources are used, are they cited correctly?	0 1 2 3 4 5 6
CREATIVITY		
	• Is the content seen in a new way?	0 1 2 3 4 5 6
	• Is the presentation done in a new way?	0 1 2 3 4 5 6
REFLECTION		
CONTENT	• What connections can you make between what you have learned by completing this project and previous learning?	0 1 2 3 4 5 6
PRODUCT	• In what ways could you improve your product when completing this product with a different assignment?	0 1 2 3 4 5 6
LEARNING	• How did the amount of effort affect your learning about the content and creating the product?	0 1 2 3 4 5 6

My thoughts …

• Will cause anxiety, so use the scale at the right level

Too wordy for students (sometimes too vague)

PAMPHLET TIER 3—DAP TOOL

CONTENT		0 1 2 3 4 5 6
	• 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		
TEXT	• Title and text reflect purpose. Text highlights most important concepts in clear, concise manner with critical details that develop the purpose.	0 1 2 3 4 5 6
GRAPHICS	• Graphics (e.g., illustrations, photos, etc.) enhance meaning.	0 1 2 3 4 5 6
LAYOUT	• Thoughtful manipulation of color, layout, and font reflects purpose. Multifold design enhances readability and meaning. It engages the reader.	0 1 2 3 4 5 6
CORRECTNESS	• The pamphlet is error free, with correct usage, punctuation, capitalization, and spelling used. All 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

Highest score s/b to the left

CONTENT		0	1	2	3	4	5	6
	◆ 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

Don't need to use all in the grade

CONTENT			0	1	2	3	4	5	6
		◆ Content is accurate and complete.	0	1	2	3	4	5	6
		◆ Content has depth and complexity of thought.	0	1	2	3	4	5	6
		◆ Content is organized.	0	1	2	3	4	5	6
PRESENTATION									
	TEXT	◆ Title enhances the pamphlet. Text highlights most important concepts in topic and is detailed. The purpose is evident.	0	1	2	3	4	5	6
	GRAPHICS	◆ Graphics (e.g., illustrations, photos, etc.) add information to the topic.	0	1	2	3	4	5	6
	LAYOUT	◆ Layout design is organized and attractive. Multifold design showcases graphics and text. It is pleasing to the eye.	0	1	2	3	4	5	6
	CORRECTNESS	◆ The pamphlet is free from usage, punctuation, capitalization, and spelling errors. Sources, when used, are thoroughly cited.	0	1	2	3	4	5	6
CREATIVITY									
		◆ Originality is expressed in relation to the content.	0	1	2	3	4	5	6
		◆ Originality is expressed in relation to the presentation.	0	1	2	3	4	5	6
REFLECTION									
	CONTENT	◆ Reflections include connections to previous learning and questions raised for future learning.	0	1	2	3	4	5	6
	PRODUCT	◆ Reflections include improvements made over other times the product was created as well as suggestions for improvements when creating the same product in a future learning experience.	0	1	2	3	4	5	6
	LEARNING	◆ Reflections include analysis of self as a learner, including effort, work habits, and thought processes.	0	1	2	3	4	5	6

I like the reflection piece!

REFLECTION			0	1	2	3	4	5	6
	CONTENT	◆ Reflections include connections to previous learning and questions raised for future learning.	0	1	2	3	4	5	6
	PRODUCT	◆ Reflections include improvements made over other times the product was created as well as suggestions for improvements when creating the same product in a future learning experience.	0	1	2	3	4	5	6
	LEARNING	◆ Reflections include analysis of self as a learner, including effort, work habits, and thought processes.	0	1	2	3	4	5	6

Learning Styles don't need to exist, but it does keep it lively, so understand it's not neuroscience, but it's okay to add variety.

Sections ☰   **The Washington Post**   *Democracy Dies in Darkness*   Sign In 👤

Answer Sheet

Howard Gardner: 'Multiple intelligences' are not 'learning styles'

By **Valerie Strauss** October 16, 2013 ✉ Email the author

HOWARD GARDNER
Multiple Intelligences

The fields of psychology and education were revolutionized 30 years ago when the now world-renowned psychologist Howard Gardner published his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*," which detailed a new model of human intelligence that went beyond the

Creativity is tricky – using the Torrance traits defines it better.

CREATIVITY		0	1	2	3	4	5	6
	◆ Originality is expressed in relation to the content.	0	1	2	3	4	5	6
	◆ Originality is expressed in relation to the presentation.	0	1	2	3	4	5	6

Content section is always too vague for my taste, so do your own.

CONTENT		0	1	2	3	4	5	6
	◆ Content is accurate and complete.	0	1	2	3	4	5	6
	◆ Content has depth and complexity of thought.	0	1	2	3	4	5	6
	◆ Content is organized.	0	1	2	3	4	5	6

TOP CHEF

giftedguru.com/la18