Content, Depth and Application (DnA) Project Rubric: Middle/Secondary/Special Subjects
Electronic Evidence #2

Evidence Descriptors and Evaluation Tool
Highlighted yellow text below describes how the evidence specifically addresses each of the descriptors. The rubric will be used for the instructor's evaluation of the project as it related to the course grade as well as for gateway assessment for the unit's comprehensive assessment plan for NCATE.

Alignment with the NC Professional Teaching Standards				
This Depth and Application (DnA) Project is designed to provide evidence of candidate's performance relative to the following standards and elements: This electronic evidence supports the descriptor 3b.1 and Teacher Education Specialty Area Standards (2009) for Secondary Grades Teachers. Standard 2 states candidates are to "connect discipline based content and concepts to real world applications and situations." P. 17				
Standard 3: Teachers know the content they teach				
3.b.1 Teachers know the content appropriate to their teaching specialty.	**Emerging/Developing** **1** **(Below 80%)**	**Proficient** **2** **(80-89%)**	**Accomplished** **3** **(90-100%)**	Evaluation
The candidate will demonstrate appropriate level of content for the product by choosing a topic or problem in the related licensure area that goes beyond what is expected for the NC Standard Course of Study	The product does not demonstrates the candidate's depth of knowledge of the content at a level commensurate with the 9-12 Essential Standards for the content areas. Candidate scores less than 12 points on the *Content Instructor Evaluation* (see below)	The product demonstrates the candidate's knowledge of the topic is at a level beyond the 9-12 essential standards. Candidate scores 12-13 points on the *Content Instructor Evaluation* (see below)	The product demonstrates the candidate's extensive knowledge of the content topic at a level well beyond the 9-12 Essential Standards. Candidate scores 14-15 points on the *Content Instructor Evaluation* (see below)	Program Coordinator or faculty member in the College of Arts and Sciences
The candidate will demonstrate the ability of teachers to have depth of knowledge in one or more	The product demonstrates the candidate's ability to identify a real world	The product demonstrates the ability of the candidate to identify	The product demonstrates the ability of the candidate to identify and connect the content to other disciplines in a real world situation	Program Coordinator or faculty member in the College of

disciplines by connecting the content topic to a real world situation/ problem and applying it to the other content areas.	situation or problem related to the topic but not the connectedness of the discipline to the others **or** The connectedness between the content and other disciplines is apparent in the product but an application to a real world situation is lacking or poorly defined.	and connect the content to other disciplines in a real world situation or problem that is adequately defined and appropriate for the topic of the product.	or problem **and** the candidate is able to propose an appropriate research question of study for investigation based on this real world connection.	Arts and Sciences
The candidate will demonstrate depth of content knowledge through using primary and secondary sources of literature common to the discipline.	Less than 80% of the literature citations in the product are from primary sources in the content literature **or** The citations chosen by the candidate are outdated (older than five years).	The product has at least 80% of the literature citations from primary sources of the content literature and these are related to the topic and current (within the last five years).	The product has more than 80% of the literature citations from primary sources. Citations reflect the latest research and provide novel and innovative information pertaining to an investigation relevant to a real world application in the content discipline.	Program Coordinator or faculty member in the College of Arts and Sciences

The candidates will demonstrate an understanding of the content through an interactive, informative and engaging presentation evaluated by peers in the professional learning community.	The candidate's presentation of the product is unclear, poorly organized, and reflects a general lack of knowledge within the selected content area beyond what is required of teachers to teach the 9-12 Essential standards in the discipline **or:** The candidate is unable to respond to questions posed by the audience in a manner that demonstrates proficiency in content knowledge **or:** Peer Evaluation of the candidate's presentation is below the proficiency level (see Peer Evaluation Form)	The candidate's presentation of the product is clear, organized, and reflects a depth of knowledge within the selected content area that is beyond what is required to teach the 9-12 Essential standards in discipline **and:** The candidate is able to respond to questions posed by the audience with proficiency and knowledge **and:** Peer Evaluation of the candidate's presentation is at the proficiency level (see Peer Evaluation Form)	The candidate's presentation of the product is excellent and reflects an advanced level of knowledge in the selected content area that is well beyond what is required to teach the 9-12 Essential standards in the discipline **and:** The candidate is able to respond to questions posed by the audience with confidence and elaborates on the questions by providing additional information, examples, etc. **and:** Peer Evaluation of the candidate's presentation is at the accomplished level (see Peer Evaluation Form)	Professional Learning Community and Program Coordinator
The candidate will demonstrate the awareness of **textuality** in content knowledge (i.e., language, medium, context)	The candidate shows little to no awareness in the product of the ways in which content information is conveyed via (and influences) text and consequently is influenced by such	The candidate shows consistent awareness in the product of the ways in which content information is both conveyed via (and influences) such features as language,	The candidate indicates specific ways in the product in which content meaning is shaped and/or modified by features of textuality, and as such, may convey multiple meanings or differentiating content information.	Instructor EDU 3280

	features as language, medium, style, and presentation format.	medium, style and presentation format.	
The candidate will consider the **Reader/Audience/Learner** in content engagement and understanding.	The candidate shows little to no consideration in the product of reader, audience, or learner attributes (i.e., motivation, prior knowledge, attitude) in the construction/definition of content clarity and understanding.	The candidate shows consistent, regular consideration in the product of reader, audience, or learner attributes in the construction and/or definition of content clarity and understanding.	The candidate shows specific ways in the product in which readers/audience/learners participate in the construction and modification of content, defining and/or portraying that content to be a dynamic body of knowledge/experience/information.	Instructor EDU 3280
The candidate will demonstrate the consideration of the **Author** in affecting definitions of content.	The candidate shows little to no awareness in the product of the influences of author's style, agenda, purpose, point of view, or rhetorical situation on determinations of what is content information.	The candidate shows consistent, regular awareness in the product of the influences of author's style, agenda, purpose, point of view, or rhetorical situation on determinations of what is content information.	The candidate explores the author's stance in the product as part of content information, variations in author agenda and situation as altering the definitions and forms of content.	Instructor EDU 3280
Total Standard 3: Teachers Know the Content They Teach			**Score:**

Total Score from All Standards	Total Score Emerging	Total Score Proficient	Total Score Accomplished

Emerging: Total Score of 13 or below (C or below on Project)

Proficient: Total Score of 14-16 (B- to B+ on Project)
Accomplished: Total Score of 17-21 (A- to A+ on Project)

Grader(s):

Date:

Follow-Up Needed (Comment if Necessary):

	Depth and Application Project (DnA) Content Instructor Evaluation
Score 1 or 0	**NCPTS 3b.1** **Product: In-depth content investigation included in the product as appropriate for the specific licensure prompt and an Interactive presentation to a Professional Learning Community, peers, and content faculty.**
	The candidate identifies and clearly states a topic or problem that is significant in his or her field [major understanding, concept, controversy or question/problem] as appropriate to the licensure specific prompt.
	The candidate identifies and explains the significance and relevance of the topic/problem for the discipline.
	Literature of the discipline (scholarly and theoretical work) is cited and is used to support the ideas that are presented in the product.
	The literature is current, accurate, relevant and authoritative.
	The use of the literature demonstrates an understanding of how knowledge in the discipline is generated, how information is created and tested, what qualifies as data and how data is used.
	Sufficient literature is cited to develop a convincing argument or understanding of the topic. It includes multiple perspectives about the topic.
	The candidate collects, interprets and uses the information and/or data appropriate to the topic/problem and discipline
	The product reflects accuracy and clarity of the content using standard English
	The product reflects an understanding of the complexity of the topic/problem and provides multiple explanations.
	The candidate draws conclusions that demonstrate appropriate and logical integration of data and ideas as well as independent, critical thinking.

	The format and organization of the product is appropriate to the discipline, is clearly presented and demonstrates appropriate language conventions.	
	The product reflects the awareness of the literacy components of textuality, the reader/audience/learner consideration and the author's influences.	
	The product presented in the interactive presentation reflects a correct understanding of the topic and its application.	
	The candidate's presentation reflects an appropriate ability to articulate the topic in a logical and coherent manner to others.	
	The candidate is able to make real world connections when discussing the topic as it relates to current discussions and issues	
	The candidate is able to answer questions from an audience when asked to elaborate on their understanding of the topic in depth	
	Total (Maximum=15 points)	