

**Content Summary Rubric**  
**Wesley College Department of Education**  
 (Assesses teacher candidates' content knowledge)

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Subject: \_\_\_\_\_

To evaluators: Use this rubric to evaluate content summaries prepared as foundation for learner outcomes and learner events. Identify the level of the content summary: individual lesson, unit plan, intradisciplinary theme, interdisciplinary theme. Give a holistic score for each of two main categories: format and resources, accuracy of information and knowledge construction. (Refer to Content Summary Scoring Guide.)

Below, under each category are listed indicators that will help guide your thinking about the content summary. Makes notes about the indicators but do not attempt to score each indicator.

*\*Key to 5 point rubric scale:*  
 1= no evidence of indicator, needs improvement  
 2= some evidence of indicator, but needs improvement  
 3= acceptable evidence of indicator  
     3.5 = cut score for programs  
 4= regular evidence of indicator  
 5= exceptional evidence of indicator

**Level of content summary (circle one):** individual lesson, unit plan, intradisciplinary theme, interdisciplinary theme.

**1. Format and resources**

A. Has essential concepts and principles clearly defined in candidate's own words (a reconstruction of the content)	1	2	3	4	5
B. Shows evidence of comprehensive research using scholarly resources.	1	2	3	4	5
C. Explanatory text is supported with examples, details, or diagrams that clarify meaning and are constructed by writer.	1	2	3	4	5

Comments:

**2. Knowledge construction**

A. Is comprehensive and includes all major concepts and principles	1	2	3	4	5
B. Has valid information					
C. Is organized to reflect related categories of knowledge within the topic.	1	2	3	4	5
D. Reflects the hierarchy of the discipline.	1	2	3	4	5

Comments:

### Content Summary Scoring Guide

	1	2	3	4	5
<b>Format and resources</b>	No primary documents and resources were used—only secondary and internet sites were cited; Knowledge was not reconstructed, only text-based language (copies of original text strung together); No detail or diagrams for support.	Insufficient use of primary documents and resources; Primarily text-based language with little evidence of knowledge construction; Insufficient detail and diagrams for support.	Used more than a single primary document and other resources; Some text-based language used but with some evidence of knowledge construction; Some detail and diagrams for support	Used a variety of primary documents and resources; Few instances of text-based language, regular evidence of knowledge construction; Adequate use of detail and diagrams for support.	Used an extensive selection of primary documents and resources; No instances of text-based language, exceptional evidence of knowledge construction. Consistent use of detail and diagrams for support.
<b>Knowledge construction</b>	Almost no essential concepts and principles were identified; No evidence of organization into related knowledge categories.	Not all essential concepts and principles were identified; Little evidence of organization into related categories of knowledge	All essential concepts and principles are identified; Is organized to occasionally reflect related categories of knowledge, but is not related to a big idea.	All essential concepts and principles are identified; Is organized to adequately reflect related categories of knowledge, and attempts to relate to bigger idea or theme.	All essential concepts and principles are identified; Is organized to consistently reflect related categories of knowledge, clearly related to bigger theme or idea.

## Content Summary Candidate Guide

### Rationale

The Wesley education faculty believe that deep and valid content understanding at a personal level is an essential foundation for pedagogical content knowledge that leads to effective social constructivist teaching. Thus the ability to facilitate learner engagement in construction of valid and deep understandings of the essential knowledge constructs in the disciplines begins with *your* engagement in content knowledge construction (for personal understanding) and re-construction (for teaching). The Content summary rubric constitutes the first of three Planning rubrics used by the program, and will be the content (declarative knowledge) learning objectives that will determine the type and nature of your learner outcomes and learning activities (see appropriate curriculum guides) for written lessons and units. The construction of content summaries will begin earlier in your program than will the other planning competencies, since you will need a solid understanding of the knowledge and the knowledge construction process prior to generating learner outcomes or considering the nature and form of learning.

### The Content Summary Product and Rubric

Your Content Summaries are the products that communicate two competencies - your personal level of content understanding in all the disciplines you will be teaching; and your ability to engage in the knowledge construction process. More specifically, your content summaries should demonstrate your ability to generate descriptive knowledge from multiple primary sources (indicator #6 on the Content Summary rubric), analyze and synthesize this knowledge to transform it into personal meaning (indicators #3 and #6 on the Content summary rubric), and explain essential concepts, principles and theories in your words, using appropriate illustrative exemplars or facts from your descriptive knowledge base (indicators # 1, #2, and #4 on the content summary rubric).

### The Content Summary Process

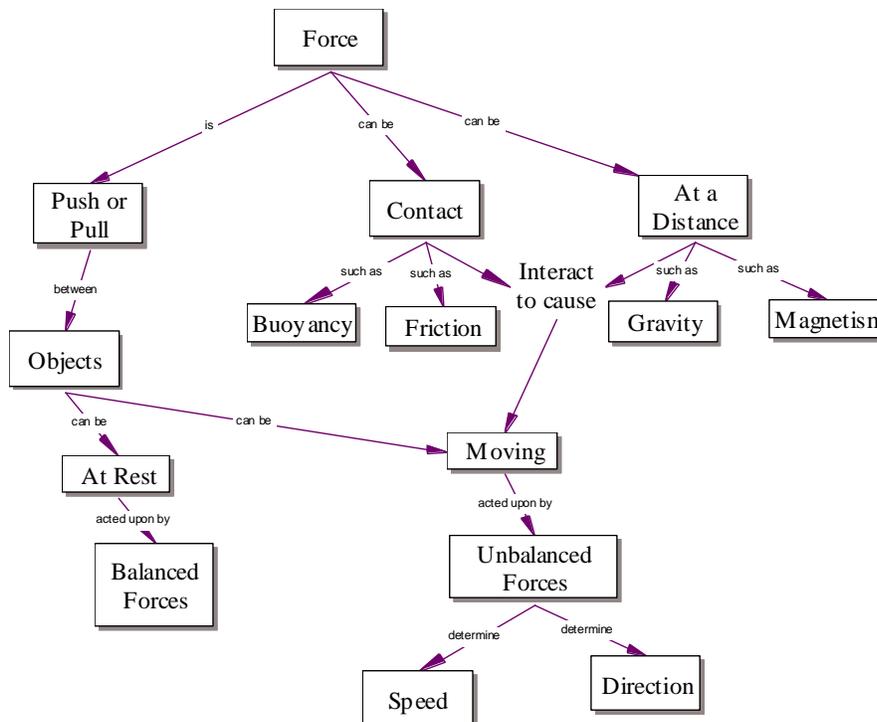
With the guidance of your methods instructors, you will engage in the content summary construction process.

*Step One: Gather Descriptive Knowledge* from multiple primary sources:

You will begin your knowledge re-construction around the state and national content standards. These standards name the essential concepts, principles, and theories of the discipline knowledge bases. The teacher candidate will identify these through analysis of the standards (extracting all the nouns and their descriptors) and collect multiple primary sources (such as texts, lecture notes from content courses) to consult for construction of definitions that have personal meaning for each.

### Step Two: Transform Descriptive Knowledge:

Now you must organize your descriptive knowledge into a hierarchical network that reflects your understanding of the connections between the essential concepts; and again using criteria from primary sources to check your understanding, generate connections between concepts to form essential principles from the discipline. The result of this analysis in some of your methods classes will be a variety of graphic organizers that illustrate these connections, such as concept maps. Here is an example of a concept map (topical unit level) for Grade 2-3 Science Unit on force and motion.



### Step 3: Representation of Personal Explanatory Knowledge in a Content Summary.

The content summary will constitute your personal understanding of the declarative knowledge of a particular topic or theme. Using the network of principles you generated in the transformative stage (graphic organizer), create a cogent and cohesive narrative text that explains each essential idea in the topic and support the ideas with exemplar facts. Here is an excerpt of a content summary written from part of the map in the above example:

*"A force is a push or a pull on any object. Objects are made of matter, which means that anything that takes up space (and thus has mass), is matter, and therefore an object. There are two at-a-distance forces operating between objects. They are gravity and magnetism. For at-a-distance forces to be exerted between objects, the objects do not have to be touching, but they do have to be within one another's "force field". The strength (or magnitude) of an object's force field is directly related to the object's mass (amount of matter in the object). Therefore it is the gravitational force of the earth's center (the most massive object) that*

*pulls all other objects on earth "down". To travel in space, rockets from earth have to escape from the earth's gravitational force field using more force than that of the gravitational pull of the earth on the rocket...."*

Throughout your methods courses, you will be expected to write content summaries at three inter-related hierarchical levels of declarative knowledge: Interdisciplinary theme, Intra-disciplinary theme, and topic. These will be discussed more fully by your methods professors.

It is important to note that each map and summary will be different because they represent personal knowledge construction and understanding. **HOWEVER**, all products should be valid (accurately represent the knowledge in the discipline) and inclusive of the essential concepts and principles named in the content standards.

All summaries should be **WRITTEN IN YOUR OWN WORDS**. **Plagiarized** content summaries will receive a "0".