

Red, White and Blue Schools Rubric (Grades K-5)
2018-2019: Exploring our Historical Roots

Criteria	4	3	2	1	Not Present
Historical roots are taught and encouraged in all grades on a regular basis using innovative approaches and involving student-centered hands on learning. (30% of school evaluation)	Four or more innovative and/or student-centered approaches are demonstrated.	Three innovative approaches and/or student-centered approaches are demonstrated.	Two innovative approaches and/or student-centered approaches are demonstrated.	One innovative approach and/or student-centered approach is demonstrated.	No evidence of innovative approaches or student-centered approaches demonstrated.
When pursuing their projects, students collaborate with school and community partners . (25% of school evaluation)	Four or more examples of engagement with school and/or community partners demonstrated.	Three examples of engagement with school and/or community partners demonstrated.	Two examples of engagement with school and/or community partners demonstrated.	One example of engagement with school and/or community partners demonstrated.	No evidence demonstrated of engagement with school and/or community partners.
Students bridge connections from the past to the present, examining historical events and analyzing similarities and differences to their modern community, including family or personal connections. (25% of school evaluation)	In small and large group settings students carefully analyze significant components of historical roots and discuss the impact on the community.	Students analyze significant components of historical roots and examine local issues.	Students are taught historical roots in detail; students examine major historic events and their impact on the community.	Students are taught historic roots in some detail; students are made aware of historic events.	Historical roots are taught in general ways; students are made aware of local issues.
Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. (15% of school evaluation)	Students present a detailed and manageable plan for the project.	Students present a plan lacking some details for the project.	Students present a relatively unmanageable plan lacking many details.	Students present a plan of an unreasonable scope and/or lacking most details.	Students provide little to no evidence of a plan.

Through extracurricular or out of school activities , students are engaged with local community groups. (e.g., after school clubs, individual students working on projects). (5% of school evaluation)	At least three out of school activities are engaged in historical roots and/or many students are working on projects examining historic events.	At least two out of school activities are engaged in historical roots and/or a number of students are working on projects examining historic events.	At least two out of school activities are engaged in historical roots and/or some students are working on projects examining historic events.	At least one out of school activity is engaged in historical roots and/or a small number of students are working on projects examining historic events.	No evidence is presented that extracurricular groups in the school are engaged historical roots or that individual students are working on projects examining historic events.
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