

Red, White and Blue Schools Rubric (Grades 6-12)
2021-2022: Local and State Government and Elections

Criteria	4	3	2	1	Not present
Local and state government and elections are taught in all social studies classes using innovative approaches and involving student-centered hands-on learning. (35% 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 by inter-disciplinary involvement and Community Involvement to encourage school-wide participation. (25% of school evaluation)	Four or more examples of engagement with nearly every school discipline and broad community participation demonstrated.	Three examples of engagement with Social Studies and multiple departments and a fair amount community participation demonstrated.	Two examples of engagement with Social Studies and two other departments and some community participation demonstrated.	One example of engagement with Social Studies and one other department and some community participation demonstrated.	Local and State Government and Elections are taught exclusively through social studies classes with little or no evidence of community involvement.
Students bridge connections from local and state government and elections to their community, examining these entities and analyzing how they influence their community.	In small and large group settings students carefully analyze significant components of local and state government and elections, local issues and	Students analyze significant components of local and state government and elections and examine local issues.	Students are taught local and state government and elections in detail; students examine major issues and their impact on the community.	Students are taught local and state government and elections in some detail; students are made aware of local issues.	Local and state government and elections are taught in a general ways; students are made aware of local issues.

(25% of school evaluation)	discuss the impact on the community.				
Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. (10% 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 and state government and elections, (e.g., after school clubs, individual students working on projects). (5% of school evaluation)	At least three out of school activities are engaged in the topic/or many students are working on projects examining local and state government and elections.	At least two out of school activities are engaged in the topic and/or a number of students are working on projects examining local and state government and elections.	At least two out of school activities are engaged in the topic and/or some students are working on projects examining local and state government and elections.	At least one out of school activity is engaged in the topic and/or a small number of students are working on projects examining local and state government and elections.	No evidence is presented that extracurricular groups in the school are engaged in the topic or that the individual students are working on projects examining local and state government and elections.

Total Score:

Comments:
