

Red, White and Blue Schools Rubric (Grades 6-12)  
2022-2023 Theme: Founding Government Documents

Criteria	4	3	2	1	Not Present
Use of founding government documents is taught and encouraged in all <b>social studies</b> classes using innovative approaches and involving student-centered hands on learning. <b>(20% of school evaluation)</b>	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.
Students use their knowledge of various founding government documents to analyze historical events. <b>(25% of school evaluation)</b>	Virtually all students demonstrate understanding between founding government documents and historical events.	Most students demonstrate understanding between founding government documents and historical events.	Some students demonstrate understanding between founding government documents and historical events.	A small number of students demonstrate understanding between founding government documents and historical events.	No students demonstrate understanding between founding government documents and historical events.
Founding government documents are examined through multiple perspectives in multiple disciplines. <b>(20% of school evaluation)</b>	Founding government documents are taught within US history, civics, and three other history classes.	Founding government documents are taught within US history, civics, and two other history classes.	Founding government documents are taught within US history, civics, and one other history class.	Founding government documents are taught within US history and civics classes.	Founding government documents are exclusively taught within US history classes.
Students use their knowledge of various founding government documents to analyze contemporary events.	Virtually all students demonstrate understanding	Most students demonstrate understanding between founding	Some students demonstrate understanding between founding	A small number of students demonstrate understanding	No students demonstrate understanding between founding

<b>(25% of school evaluation)</b>	between founding government documents and contemporary events.	government documents and contemporary events.	government documents and contemporary events.	between founding government documents and contemporary events.	government documents and contemporary events.
Criteria	4	3	2	1	Not Present
Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. <b>(5% of school evaluation)</b>	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). <b>(5% of school evaluation)</b>	At least three extracurricular groups in the school are engaged in teaching about founding government documents and/or many students are working on projects impacting the local community concerning the theme.	At least two extracurricular groups in the school are engaged in founding government documents and/or a number of students are working on projects impacting the local community concerning the theme.	At least two extracurricular groups in the school are engaged in founding government documents and/or some students are working on projects impacting the local community concerning the theme.	One extracurricular group in the school is engaged in founding government documents and/or a small number of students are working on impacting the local community concerning the theme.	No evidence is presented that extracurricular groups in the school are engaged in founding government documents or that individual students are working on projects impacting the local community concerning the theme.