

Red, White and Blue Schools Rubric (Grades K-5)
2022-2023 Theme: Founding Government Documents

Criteria	4	3	2	1	Not Present
Use of founding government documents is taught and encouraged regularly in all social studies using innovative approaches and involving student-centered hands-on learning. (20% 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.
Use of founding government documents is taught and encouraged in as many grades as possible. (20% of school evaluation)	Four or more grades are taught about founding government documents.	Three grades are taught about founding government documents.	Two grades are taught about founding government documents.	One grade is taught about founding government documents.	No grades are taught about founding government documents.
Students use their knowledge of various founding government documents with their peers throughout the year through projects, presentations, etc. (25% of school evaluation)	Virtually all students demonstrate understanding of founding government documents with their peers throughout the year.	Most students demonstrate understanding of founding government documents with their peers throughout most of the year.	Some students demonstrate understanding of founding government documents with their peers throughout a good portion of the year.	A small number of students demonstrate understanding of founding government documents with their peers for part of the year.	No students demonstrate understanding of founding government documents with their peers for any part of the year.
Students use multiple founding government documents within their history and/or social studies classes. (25% of school evaluation)	Four or more founding government documents are used throughout	Three founding government documents are used throughout most of the history and/or	Two founding government documents are used throughout some of the history and/or	One founding document is used in one history and/or social studies class.	No founding government documents are used within any of the history or social

	all of the history and/or social studies courses.	social studies classes.	social studies classes.		studies classes.
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. (5% 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 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.