

Red, White and Blue Schools Rubric (Grades 6-12)
2019-2020: Women's Suffrage and Voting Rights in Connecticut

Criteria	4	3	2	1	Not present
Women's suffrage and Voting Rights 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 and community partners. (15% 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.
Inter-disciplinary involvement or community involvement to encourage school-wide participation. (10% of school evaluation)	Nearly every discipline in the school is involved in the teaching of Women's Suffrage and Voting Rights.	Social Studies and are other departments are involved in the teaching of Women's Suffrage and Voting Rights.	Social Studies and two other disciplines are involved in the teaching of Women's Suffrage and Voting Rights.	Social Studies and one other discipline in the school are involved in the teaching of Women's Suffrage and Voting Rights.	Women's Suffrage and Voting Rights are taught exclusively through social studies classes.
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.	In small and large group settings students carefully analyze significant components of Women's Suffrage and Voting Rights, local issues and	Students analyze significant components of Women's Suffrage and Voting Rights, and examine local issues.	Students are taught Women's Suffrage and Voting Rights in detail; students examine major issues and their impact on the community.	Students are taught Women's Suffrage and Voting Rights in some detail; students are made aware of local issues.	Women's Suffrage and Voting Rights are taught in a general ways; students are made aware of local issues.

<p>(25% of school evaluation)</p>	<p>discuss the impact on the community.</p>				
<p>Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. (10% of school evaluation)</p>	<p>Students present a detailed and manageable plan for the project.</p>	<p>Students present a plan lacking some details for the project.</p>	<p>Students present a relatively unmanageable plan lacking many details.</p>	<p>Students present a plan of an unreasonable scope and/or lacking most details.</p>	<p>Students provide little to no evidence of a plan</p>
<p>Through extracurricular or out of school activities, students are engaged with Women’s Suffrage and Voting Rights, (e.g., after school clubs, individual students working on projects). (5% of school evaluation)</p>	<p>At least three out of school activities are engaged in the topic/or many students are working on projects examining historic events.</p>	<p>At least two out of school activities are engaged in the topic and/or a number of students are working on projects examining historic events.</p>	<p>At least two out of school activities are engaged in the topic and/or some students are working on projects examining historic events.</p>	<p>At least one out of school activity is engaged in the topic and/or a small number of students are working on projects examining historic events.</p>	<p>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 historic events.</p>