

Red, White and Blue Schools Rubric (Grades K-5)
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 grades on a regular basis using innovative approaches and involving student-centered hands on learning. (40% 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. (10% 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.	In small and large group settings students carefully analyze significant components of the topic and discuss the impact on the community.	Students analyze significant components of the topic and examine the topic.	Students are taught the topic in detail; students examine major historic events and their impact on the community.	Students are taught the topic in some detail; students are made aware of historic events.	Women’s Suffrage and Voting Rights are taught in general ways; students are made aware of local issues.

(30% of school evaluation)					
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.