

**Red, White and Blue Schools Rubric (Grades K-5)**

Criteria	4	3	2	1	Not Present
The electoral process is taught in <b>social studies and/or social studies/language arts integrated instruction</b> using innovative approaches and involving student-centered hands on learning. <b>(40% 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.
The electoral process is taught through active engagement and participation in cooperation with school and <b>community partners</b> . <b>(10% of school evaluation)</b>	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.
The electoral process is taught in an <b>interdisciplinary</b> fashion, involving other content areas beyond social studies and language arts, and <b>whole school</b> participation. <b>(20% of school evaluation)</b>	Nearly every discipline in the school is involved in the teaching of the electoral process.	Social Studies/Language Arts and three other disciplines are involved in the teaching of the electoral process.	Social Studies/Language Arts and two other disciplines are involved in the teaching of the electoral process.	Social Studies/Language Arts and one other discipline in the school are involved in the teaching of the electoral process.	The electoral process is taught exclusively through social studies/language arts classes.
The electoral process is taught by examining the electoral process, issues and candidate's views on the issues and their impact on daily life. <b>(10% of school evaluation)</b>	In small and large group settings students carefully analyze significant components of the electoral process, compare and contrast the positions of the candidates on major issues and discuss the potential impact of these positions if	Students analyze significant components of the electoral process and carefully compare and contrast the positions of the candidates on major issues.	Students are taught the electoral process in detail; students examine major issues and the candidate's position on these issues.	Students are taught the electoral process in some detail; students are made aware of the views of the candidates running for office.	The electoral process is taught in a general ways; students are made aware of the candidates running for office.

	the candidate were elected.				
The electoral process is taught by utilizing various forms of media and outreach to communicate projects. <b>(15% of school evaluation)</b>	Various forms of media are used in innovative ways to both assist student research and present student conclusions on the electoral process.	Various forms of media are used in innovative ways to either assist student research or present student conclusions on the electoral process.	Various forms of media are used in a consistent manner to either assist student research or present student conclusions on the electoral process.	Various forms of media are used in a limited fashion to either assist student research or present student conclusions on the electoral process.	No evidence is presented to demonstrate that various forms of media are used to either assist student research or present student conclusions on the electoral process.
The electoral process is taught through <b>extracurricular</b> or out of school activities by students. (e.g., after school activities, individual students working on campaigns, etc.). <b>(5% of school evaluation)</b>	At least three extracurricular groups in the school are engaged in the study of the election and/or many students are working on campaigns.	At least two extracurricular groups in the school are engaged in the study of the election and/or a number of students are working on campaigns.	At least two extracurricular groups in the school are engaged in the study of the election and/or some students are working on campaigns.	One extracurricular group in the school is engaged in the study of the election and/or a small number of students are working on campaigns.	No evidence is presented that extracurricular groups in the school are engaged in the study of the election or that individual students are working on campaigns.