Review Criteria for EAD K-5 Pilot Sites Rubric
DRAFT: March 28, 2023

Name of Applicant Organization/Entity:
Name of Reviewer(s):
Date Reviewed:

Required Criteria - Applicant must receive a "yes" on the following criteria to move on to the next section				
1	**Applicant is an organization/entity, not an individual**	Yes	No	Comments:
2	**Applicant is a non-profit and/or public/government entity**	Yes	No	Comments:
3	**Applicant is a U.S.-based entity serving students in the U.S. or in military schools**	Yes	No	Comments:
4	**Proposal shows that an educational entity serving K-5* students is either the applicant, or was consulted in drafting the proposal and will participate in carrying it out. If the applicant is not a school- or district-based entity serving K-5 students, the proposed project must build on an existing partnership with educators.**	Yes	No	Comments:
5	**Proposed project activities focus on K-5* students as part of their formal educational program during regular school hours.**	Yes	No	Comments:
*Organizations that serve students in preK as well as students in one or more of the K-5 grades are welcome to apply and include preK as part of their proposal.				
Scoring rubric:				
1 (Very poor)	Minimal to no description characteristics present; if present, very weak representations			
2	Few or limited description characteristics present; if present, weak representations			

		1	2	3	4	5	Points Awarded
3	Many description characteristics present, with strong representation						
4	Most description characteristics present, with very strong representation						
5 (Excellent)	All description characteristics strongly present						

	1	2	3	4	5	Points Awarded
Additional Criteria (Max 90 points)						
Alignment with the *EAD Framework* (total of 30 points, each subcomponent max of 5 points)						
● Addresses some or all EAD **themes** and history and/or civics **driving question(s)**						
● Includes use/integration of at least one **primary source** in proposed activities, regardless of theme						
● Includes opportunities for **integrating history/civics** with other parts of the elementary curriculum						
● Shows consideration of all of the five EAD Roadmap **design challenges** in the proposal, but selects and provides a rationale for the ones selected, which should be relevant to the theme(s) identified in the first bullet						
● Reflects some or all of the six **pedagogical principles,** and does not in spirit, practice or language contradict any of the six principles						
● Explains how proposed project advances the thinking of the applicant about implementation of the EAD roadmap and how that may inform the broader field						
Soundness of Inquiry Approach (total of 20 points, *each subcomponent max of 5 points*)						

● Provides grade-level appropriate content and teaching and learning strategies (e.g., discussion facilitation) that foster in-depth analysis and skill development (e.g., historical inquiry, critical thinking, gathering and evaluating evidence, etc.)						
● Fosters an approach to learning that focuses on authentic, real-world issues						
● Demonstrates a commitment to student collaboration and active learning						
● Recognizes that students acquire content knowledge through inquiry as they work toward answers and solutions						
Viewpoint Pluralism (Total of 5 points)						
● Reflects EAD's commitments as a broad, cross-ideological coalition that recognizes many routes to rigor and inclusive excellence in civic and history education ● Supports what the EAD Report calls "reflective patriotism" — appreciation of the founding of the United States and the ideals of our political order, candid reckoning with the country's failures to live up to those ideals, motivation to take responsibility for self-government, and deliberative skill to debate the challenges that face us in the present and the future ● Incorporates diversity and inclusion for civic purposes, including developing skills to consider multiple perspectives, learning to interpret diverse expressions of ideas and values, and building knowledge that shows a genuine appreciation of the contributions of all Americans						
Underserved communities (Total of 15 points) - 3x multiplier						

● Specifically targets the needs of underserved populations (communities where income is at or below the state median; this may include urban, rural, tribal communities, etc.)						
Accessibility (total of 5 points)						
● Provides support for and opportunities to differentiate instruction for all learners (ELL, students with disabilities, etc.) through scaffolding and/or extensions						
Community of Practice (total of 5 points)						
● Includes a plan for sustaining project partnerships beyond the grant						
Capacity to meet reporting expectations (e.g., host site visits, document activities, and participate in EAD Implementation Consortium evaluation, currently in development) (total of 5 points)						
● Shows commitment to participate in the plan developed by the EAD Implementation Consortium to share what was learned and evaluation of program-related activities						
Feasibility of Proposal (total of 5 points)						
● Provides a clear timeline of reasonable scope and fair allocation of resources (e.g. if possible, teachers are compensated for their time on activities outside the classroom) identified within the grant period.						

Comments: