

## *Character Education Initiative Grant Selection Rubric*

Grant Applicant/School \_\_\_\_\_

Title of Grant Project \_\_\_\_\_

Criteria	Superior	Above Average	Average	Below Average	Points Awarded
<b><i>Application Structure and Organization-- Completeness</i></b>	<b>10 Points</b> The application contains information from all (100%) of the first <u>seven</u> sections expressed in the Application Format Outline.			<b>0 Points</b> The Application is missing at least <u>one</u> of the first seven sections expressed in the Application Format Outline.	
<b><i>Application Structure and Organization— Mechanics</i></b>	<b>10 Points</b> All (100%) of the application is clearly written with <u>no</u> major mechanical errors.	<b>8 Points</b> All (100%) of the application is clearly written with <u>1-2</u> major mechanical errors.	<b>6 Points</b> The vast majority (90-100%) of the application is clearly written with <u>1-2</u> major mechanical errors.	<b>3 Points</b> The majority (75-100%) of the application is clearly written with <u>2-3</u> major mechanical errors.	
<b><i>Compatibility with Character Education Partnership's (CEP's) Principles</i></b>	<b>25 Points</b> The proposed project clearly addresses within Sections 3 and 4 of the application a vast majority (9-11) of the eleven Principles outlined by the CEP within the application.	<b>22 Points</b> The proposed project clearly addresses within Sections 3 and 4 of the application a strong majority (8-9) of the eleven Principles outlined by the CEP within the application.	<b>20 Points</b> The proposed project clearly addresses within Sections 3 and 4 of the application a simple majority (6-7) of the eleven Principles outlined by the CEP within the application.	<b>12 Points</b> The proposed project addresses within Sections 3 and 4 of the application <u>some</u> (1-5) of the eleven principles as outlined by the CEP but fails to demonstrate a clear connection to a simple majority (6-7).	
<b><i>Standard Course of Study</i></b>	<b>25 Points</b> All (100%) of the project effectively integrates character education within the framework (goals/objectives) of the <i>NCSCOS</i> in social	<b>22 Points</b> All (100%) of the project effectively integrates character education within the framework (goals/objectives) of the <i>NCSCOS</i> in social	<b>20 Points</b> The vast majority (75-100%) of the project effectively integrates character education within the <i>NCSCOS</i> in social studies. These objectives are	<b>12 Points</b> <u>Less</u> than a vast majority (75-100%) of the project effectively integrates character education within the <i>NCSCOS</i> in social studies and/or these	

	studies. These objectives are clearly stated within Section 3 of the application. In addition, the proposed project demonstrates integration with another subject or discipline's SCOS.	studies. These objectives are clearly stated in Section 3 of the application.	clearly stated in Section 3 of the application.	objectives are not clearly stated in Section 3 of the application.	
<b><i>Experiential Learning</i></b>	<b>15 Points</b> All (100%) of the proposed project demonstrates community based/real world experiences in support of the <i>NCSCOS</i> and a vast majority (9-11) of the CEP's eleven character traits.	<b>12 Points</b> All (100%) of the proposed project demonstrates community-based/real world experiences in support of the <i>NCSCOS</i> and a majority (6-8) of the CEP's eleven character traits.	<b>10 Points</b> The proposed project demonstrates a connection to a community- based/real world experience but fails to demonstrate a connection to <u>either</u> the <i>NCSCOS</i> <u>or</u> a majority (6-8) of the CEP's eleven character traits.	<b>0 Points</b> The proposed project <u>fails</u> to demonstrate a connection to community-based, real world experiences in support of the <i>NCSCOS</i> and a majority (6-8) of the CEP's eleven character traits.	
<b><i>Diversity and Differentiation</i></b>	<b>15 Points</b> All (100%) of the proposed project clearly demonstrates--through its objectives, instructional methods and planned outcomes--attempts to reach youth of differing achievement levels, socio-economic levels and ethnic backgrounds.			<b>0 Points</b> The proposed project <u>fails</u> to demonstrate a clear connection to reaching youth of differing achievement levels, socio-economic levels and ethnic backgrounds.	
<b>Total Points Awarded</b>					

**Reviewers Notes:**