

### Character Education-SEL Bonus Scoring Rubric

Evaluation Criteria		2 = Agree	1 = Somewhat Agree	0 = Disagree
1.	Applicant explains which specific Character Education-SEL principles and standards will be integrated into the project or lesson plan.	Character Education-SEL principles/standards to be integrated into project are explained in detail.	CE-SEL principles/standards to be integrated into project are listed, but lack detail.	CE-SEL principles/standards to be addressed by project are not specified.
2.	Integration of the specified CE-SEL principles into the project is important to the applicant's school or classroom.	Importance of CE-SEL principles is explained and connects to the needs of the applicant's classroom or school.	Importance of CE-SEL principles is shared, but does not specifically connect to the needs of the applicant's classroom or school.	Importance of CE-SEL principles is not explained and does not connect to the needs of the applicant's classroom or school.
3.	Applicant specifically explains how CE-SEL principles will be modeled for students, as well as how students will carry out said principles, throughout the course of the Small Grant project.	Applicant clearly explains how the principles of CE-SEL will be modeled - and what students will carry out focal principles - throughout the course of the project.	Applicant mentions that principles of CE-SEL will be modeled and students will be working through the focal principles during the project, but the explanation lacks detail.	Applicant does not address how the principles of CE-SEL will be modeled or how students will carry out focal principles throughout the course of the project.
4.	Applicant describes evaluation methods that will be used to determine the impact of this project's CE-SEL integration on student development.	Specific evaluation methods are described and will be useful in determining the impact of this project's CE-SEL integration.	Specific evaluation methods are listed, but description lacks detail.	Evaluation methods are not addressed
5.	This proposal clearly proves that students are likely to benefit from the CE-SEL component of the proposed project or lesson plan.	Answers to questions are convincing and CE-SEL components seem very likely to benefit the intended student population.	Answers to questions are moderately convincing, and it's not entirely clear whether CE-SEL components will benefit the intended student population.	CE-SEL components are not likely to benefit the intended student population.