# Character Education Initiative Grant Selection Rubric

**Grant Applicant/School**  
**Title of Grant Project**

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

*2011-12 NCDPI Character Education Initiative Grant*
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.

<table>
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<tr>
<th>Experiential Learning</th>
<th>15 Points</th>
<th>All (100%) of the proposed project demonstrates community-based/real world experiences in support of the NCSCOS and a vast majority (9-11) of the CEP’s eleven character traits.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 Points</td>
<td>All (100%) of the proposed project demonstrates community-based/real world experiences in support of the NCSCOS and a majority (6-8) of the CEP’s eleven character traits.</td>
</tr>
<tr>
<td></td>
<td>10 Points</td>
<td>The proposed project demonstrates a connection to a community-based/real world experience but fails to demonstrate a connection to either the NCSCOS or a majority (6-8) of the CEP’s eleven character traits.</td>
</tr>
<tr>
<td></td>
<td>0 Points</td>
<td>The proposed project fails to demonstrate a connection to community-based, real world experiences in support of the NCSCOS and a majority (6-8) of the CEP’s eleven character traits.</td>
</tr>
</tbody>
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<th>Diversity and Differentiation</th>
<th>15 Points</th>
<th>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.</th>
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<tbody>
<tr>
<td></td>
<td>0 Points</td>
<td>The proposed project fails to demonstrate a clear connection to reaching youth of differing achievement levels, socio-economic levels and ethnic backgrounds.</td>
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Reviewers Notes: