

	Poor	Fair	Good	Excellent	Exceeds
Item	1	2	3	4	5
Evidence	No clear theory of change and has not demonstrated effectiveness through a research study.	Has a clearly articulated theory of change, but has not demonstrated effectiveness through a research study.	Shows some evidence of effectiveness through less rigorous research studies.	Has demonstrated effectiveness through one rigorous research study.	Has documented evidence of effectiveness based on at least two rigorous, external research studies.
Support	Few to no resources to support implementation.	General guidance provided but no specific resources.	Limited resources available, like a curriculum guide available for purchase.	Some resources are available to support implementation, like resources to support curriculum delivery.	Comprehensive resources available from an expert to support implementation, including resources for building staff competencies and school practice.
Engagement	Most lessons or activities seem stale or bland.	A few lesson or activities may be moderately enjoyable with some interactivity, but only with high effort on the part of the facilitator.	Most lessons or activities could be engaging and interactive, with some effort on the part of the facilitator.	The lessons or activities all have the potential to be engaging and interactive with some effort on the part of the facilitator.	The lessons or activities are engaging and fun, entice interaction between students by design, and are easily facilitated (or promote student leadership).
Feasibility	Lessons or activities are difficult to find or decipher and therefore not usable.	Some lessons or activities are designed well, but are generally too lengthy and/or too complex to fit into the school schedule.	Most lessons or activities are designed well, but special accommodations to the schedule would need to take place to adequately facilitate during the school day.	The lessons or activities are well-designed and can readily be implemented during the school day with minimal disruption.	The lessons or activities are highly integrated into bite-sized lessons that are easily implemented using a shared language that can translate across the school.
Equity	There is evidence that lessons and/or activities are directed towards a small subset of students without regard to diverse populations or learners.	The lessons or activities seem "neutral" and do not address racial, cultural, or cognitive diversity in any meaningful way.	Some lessons or activities address racial, cultural, or cognitive diversity, but only superficially or as a separate unit or set of activities.	There is a clear effort to provide lessons and activities throughout the curriculum that directly address racial, cultural, and cognitive diversity.	Lessons and activities are thoughtfully constructed (and graphically represented) to meet the specific SEL needs of a diverse group of racial, cultural, and cognitive children.
Integration	Lessons or activities are exclusively facilitated by student support staff (counselors).	Lessons or activities are accessible to a range of educators, but seem to require a strong knowledge base or significant training to facilitate.	Lessons or activities are accessible to a range of educators and require a limited knowledge base or professional development.	Lessons or activities are highly accessible to a broad range of educators and are generally intuitive and easy to facilitate, both inside and outside of designated times.	SEL competencies are threaded throughout easy to facilitate lessons, both inside and outside of designated times, and the content is accessible to stakeholders inside and outside school.