COMMUNITY ENGAGEMENT DIMENSIONS:	Exceptional (4)	Accomplished (3)	Competent (2)	Emergent (1)
Addressing community goals	Student demonstrates thorough awareness of the community or organization mission/aims, and how particular communities are organized; student incorporates community-identified goals, and the assets in the community that may assist in addressing issues identified.	Student demonstrates broad awareness of the community or organization mission/aims, and how particular communities are organized; student articulates community-identified goals, and the assets in the community that may assist in addressing issues identified.	Student seeks to become aware of community or organization mission/aims, and how particular communities are organized; student seeks to become aware of community-identified goals, and the assets in the community that may assist in addressing issues identified.	Student attempts to identify community or organization mission/aims, and how particular communities are organized; student acknowledges that community-identified goals are important for engagment, and that assets in the community can assist in addressing issues identified.
Appreciating diverse perspectives	Student evaluates and applies diverse perspectives within and across communities with empathy and accounting for the complexity and awareness of differences between insider and outsider perspectives.	Student synthesizes perspectives within and across communities, acknowledging the complexity and awareness of differences between insider and outsider perspectives.	Student identifies and explains some perspectives within and across communities, acknowledging differences between insider and outsider perspectives.	Student demonastrates awareness that their own perspecive is different from that of others, and shows awareness that communities encompass a range of perspectives.
Understanding how power structures affect communities	Student assesses the impact of power dynamics and justice/injustice on communities; student articulates the origin of needs within the community, including causes and effects.	Student ascertains the impact of power dynamics and justice/injustice on communities; student articulates the origin of needs within the community.	Student considers power dynamics and justice/injustice as they effect communities; student articulates that communities have needs.	Student shows some consideration of power dynamics and justice/injustice; student views community needs from own perspective.
Enacting reciprocal learning	Student actively seeks opportunities to learn from the community; student demonstrates respect for community knowledge as on par with own knowledge.	Student accepts opportunities to learn from the community; student demonstrates respect for community knowledge of their own issues.	Student demonstrates interest in learning from the community; student demonstrates awareness of similarites and differences between community knowledge and own knowledge.	Student demonstrates curiosity about the community; student demonstrates limited awareness of similarites and differences between community knowledge and own knowledge.
Using evidence to evaluate solutions	Student applies an evidence-based model or theory of change to evaluate options and identify realistic solutions; student applies academic or life skills to collaboratively solve problems with community partners.	Student identifies models or theories in evaluating options and identifying solutions, but solutions may not be comprehensive; student applies academic or life skills to solve problems with community partners.	Student refers to models or theories in attempting to evaluate options and identify solutions; student attempts to apply academic or life skills to solve problems with community partners.	Student selects models or theories that are insufficient or inappropriate, leading to limited options and solutions; student does not identify own academic or life skills as useful to solve problems with community partners.
Advocating for change	Student takes initiative to enact culturally appropriate solutions, navigating and negotiating leadership structures to effect change.	Student accepts opportunities to enact culturally appropriate solutions, working within existing leadership structures to effect change.	Student accepts opportunities to enact solutions, attempting to work within existing leadership structures to effect change.	Student attempts to enact solutions that may not be culturally appropriate, or that fail to take into account the existing leadership structure.

RHED GOAL **Effective communication**	Students demonstrate a thorough understanding of context, audience, purpose, and format that is responsive to the occasion, communicating ideas clearly and appropriately.	□ Extensively □ Somewhat □ Minimally or not at all
RHED GOAL **Drawing explicit connections between co-curricular and academic experiences**	Students identify or synthesize connections between classroom experiences and experiences of other kinds, deepening their understanding of their academics and broadening their points of view.	□ Extensively □ Somewhat □ Minimally or not at all
RHED GOAL **Reflection on skills and qualities related to the distinction**	Students demonstrate self-awareness in their learning, and evaluate the changes in their knowledge, skills, or disposition in relation to the dimensions above.	□ Extensively □ Somewhat □ Minimally or not at all