

| ENTREPRENEURSHIP DIMENSIONS: | Exceptional (4) | Accomplished (3) | Competent (2) | Emergent (1) |
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| Defining problems | Student demonstrates the ability to articulate a problem with clarity and insight, incorporating evidence related to all relevant contextual factors. | Student demonstrates the ability to articulate a problem with adequate detail, incorporating evidence of most relevant contextual factors. | Student begins to demonstrate the ability to articulate a problem (may be superficial), incorporating evidence of many relevant contextual factors. | Student attempts to articulate a problem that includes contextual factors. |
| Proposing solutions | Student proposes solutions that address thoroughly the multiple contextual factors and challenges of the problem. | Student proposes solutions that indicate comprehension of the problem and attempts to address potential challenges. | Student proposes a solution that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem. | Student proposes a solution that is too general or that only indirectly addresses the problem. |
| Innovative thinking | Student generates a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. | Student generates a novel or unique idea, question, format, or product. | Student attempts to generate a novel or unique idea, question, format, or product, but is not completely successful. | Student reformulates a collection of available ideas. |
| Taking risks | Student employs new directions or untested approaches to the work at hand, taking risks in pursuit of learning. (Risks may include the risk of failure, tackling controversial topics, advocating unpopular ideas or solutions, etc.) | Student explores new directions or approaches to the work at hand, taking some risks in pursuit of learning. | Student considers new directions or approaches to the work at hand, but takes only modest risks in pursuit of learning. | Student takes familiar approaches to the work at hand, and takes almost no risks in pursuit of learning. |

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| 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. | <input type="checkbox"/> Extensively <input type="checkbox"/> Somewhat <input type="checkbox"/> 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. | <input type="checkbox"/> Extensively <input type="checkbox"/> Somewhat <input type="checkbox"/> 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. | <input type="checkbox"/> Extensively <input type="checkbox"/> Somewhat <input type="checkbox"/> Minimally or not at all |