LEADERSHIP DIMENSIONS:	4	3	2	1
Vision and strategic thinking	Student demonstrates the ability to formulate, articulate, and inspire a shared vision and strategy for action or change. Student accurately evaluates and adapts their plans to ensure continuous improvement and accommodate dynamic conditions.	Student demonstrates the ability to formulate and articulate a vision and strategy for action or change. Student evaluates and adapts their plans to ensure continuous improvement and accommodate dynamic conditions in ways that are at least partly effective.	Student demonstrates awareness of the role of vision and strategy in bringing about action or change. Student attempts to evaluate and adapt their plans to ensure continuous improvement; students demonstrate awareness of the need to accommodate dynamic conditions.	Student demonstrates developing awareness of the role of vision and strategy in bringing about action or change. Student demonstrates at least some awareness of the need to evaluate and adapt their plans to ensure continuous improvement.
Knowledge of frameworks for leadership and change	Student recognizes leadership theories rooted in a variety of historical and social contexts, and is able to evaluate and select frameworks that are appropriate in the relevant contexts (discipline, culture, etc.).	Student recognizes a range of leadership theories rooted in diverse contexts, and is able to identify and select frameworks that are appropriate in the relevant contexts (discipline, culture, etc.).	Student recognizes mutiple leadership theories, and is able to connect those theories in ways that exhibit an awareness of context (discipline, culture, etc.).	Student recognizes the existence of multiple leadership theories, and that those theories are related to context (discipline, culture, etc.).
Using collaboration and teamwork to achieve goals	Student articulates the value of teamwork. They are able to perceive and align strengths, weaknesses, and bias in themself and others, and direct or motivate action to create an inclusive team of individuals with diverse backgrounds and viewpoints. Student listens, attends to the needs of others, and resolves conflicts.	Student articulates the value of teamwork. They perceive strengths, weaknesses, and bias in themself and others, and attempts to direct or motivate action to create an inclusive team. Student listens, acknowledges the needs of others, and accounts for others' perspecives in the attempt to resolve conflicts.	Student acknowledges the value of teamwork. They perceive strengths and weaknesses in themselves and others, and collaborate inclusively on a team. Student listens to others, and considers others' perspectives in the attempt to resolve conflicts.	Student acknowledges the need for teamwork. They attempt to identify strengths and weaknesses in themmselves and others, and attempt to collaborate on a team. Student may acknowledges others' perspectives, but may prioritize their own perspective in attempting to resolve conflicts.
Awareness of power structures and dynamics	Student recognizes and understands the structural relationships within groups and organizations. They show awareness of the role of power dynamics, and demonstrates social responsibility in response to inequality.	Student recognizes and demonstrates some understanding of the structural relationships within groups and organizations. They show awareness of the role of power dynamics, and the importance of social responsibility.	Student recognizes the presence of structural relationships within groups and organizations. They show a developing awareness of the role of power dynamics and social responsibility.	Student shows developing awareness of structural relationships within groups and organizations. They show a limited awareness of the role of power dynamics of social responsibility.
Demonstrating ethical leadership	Student evaluates actions through ethical frameworks, evaluates the implications of their decisions, and acknowledges accountability. They consciously apply clear ethical values and priorities when faced with challenges. Student acts with ethics and integrity in their leadership roles.	Student evaluates some actions through ethical frameworks; attempts to evaluate the implications of their decisions, though the evaluation may be incomplete; and acknowledges accountability. They apply ethical values and priorities when faced with challenges. Student makes a credible attempt to with ethics and integrity in their leadership roles.	Student evaluates some actions through a limited array of ethical frameworks, can identify implications of their decisions, and partially acknowledges accountability. They attempt to apply ethical values and priorities when faced with challenges. Student makes a credible attempt to act with ethics and integrity in their leadership roles, but may falter.	Student demonstrates basic awareness of ethical frameworks, and acknowledges accountability in a limited way. They may apply ethical values and priorities inconsistently when faced with challenges. Student makes some attempt to act with ethics and integrity in their leadership roles, but may not successfully demonstrate ethical leadership.

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