

	Below Basic	Basic	Emerging	Exemplar
Democratic, reciprocal, and mutually beneficial partnerships	Little or no planning with community partners occurs. No collaboration is present. Expectations are not discussed. No outcomes are agreed upon.	Includes community partners in some of the planning but without an active leadership role. Expectations for partners are discussed but may still be vague. Outcomes may be one-sided.	Includes community partners in some of the planning. Community partners play a limited leadership role. Expectations of partnership are defined and recorded. Develop outcomes together for mutual understanding and benefit.	Partnership includes co-creation of the experience. Community partners have an active leadership role. Expectations of partnership are defined and recorded. Outcomes are developed together for clear understanding, mutual benefit, and sustainability.
Societal issues and the common good	Completely lacks or inadequately includes societal issues. Has little or no focus on contributing to the common good. Lacks a social justice lens.	Addresses some critical societal issues and includes a contribution to the common good. Uses a social justice lens that is attentive to at least one of the following areas: the root causes of different issues; the systems and structures that produce and perpetuate inequality and inequity; and questions of power, privilege, oppression, and intersectionality.	Actively addresses critical societal issues and is focused on contributing to the common good. Uses a social justice lens that is attentive to at least two of the following areas: the root causes of different issues; the systems and structures that produce and perpetuate inequality and inequity; and questions of power, privilege, oppression, and intersectionality.	Explicitly addresses critical societal issues and is focused on contributing to the common good through positive social change and transformation. Uses a social justice lens that is attentive to the root causes of different issues, to the systems and structures that produce and perpetuate inequality and inequity, and to questions of power, privilege, oppression, and intersectionality.
Critical Reflection	There is no evidence of reflection occurring or, if evident, it is lacking in multiple aspects.	Reflection occurs at least once during the engagement, utilizes at least one method (written, oral, artistic, etc.), and includes some albeit incomplete integration of skills, knowledge, and theory from both the community and the university. No signs are evident of the examination of the power dynamics that frame and shape learning and knowledge production. Reflection fails to focus sufficiently on any of the following areas: the partnership(s), societal issues, and civic learning.	Reflection occurs at multiple points during the engagement, utilizes different methods (written, oral, artistic, etc.), and includes the articulation of integrated skills, knowledge, and theory from both the community and the university. Reflection may include signs of examination of the power dynamics that frame and shape learning and knowledge production. Reflection focuses on one or two of the following, but not all: the partnership(s), societal issues, and civic learning.	Reflection occurs at multiple points during the engagement, utilizes different methods (written, oral, artistic, etc.), and includes the articulation of integrated skills, knowledge, and theory from both the community and the university. Reflection includes examination of the power dynamics that frame and shape learning and knowledge production. Reflection focuses on the partnership(s), societal issues, and civic learning.
Civic learning, citizenship, and democratic values	Does not provide participants with sufficient opportunities to interact with individuals who experience life differently as a result of their identities. The context and structures within a community are not introduced. Experience provides no opportunities for participants to describe what they have learned about themselves in relation to their own sense of civic identity and commitment to public action.	Provides participants with opportunities to interact with individuals who experience life differently as a result of their identities. The context and structures within a community are introduced but not thoroughly discussed. Experience provides at least one opportunity for participants to describe what they have learned about themselves in relation to their own sense of civic identity and commitment to public action.	Provides participants with opportunities to interact with individuals who experience life differently as a result of their identities. Participants learn about the various components of the context and structures within a community through inquiry and listening that acknowledges mutuality. Experience provides limited opportunities for participants to describe what they have learned about themselves in relation to their own civic identity and their commitment to public action.	Provides participants with opportunities to interact with individuals who experience life differently as a result of their identities. Participants learn about the various components of the context and structures within a community through inquiry and listening that acknowledges mutuality. Opportunities are provided at multiple points of the engagement for participants to describe what they have learned about themselves in relation to their own civic identity commitment to public action.