

PORTRAIT of a GRADUATE



EMPATHY

EMPATHY RUBRIC

Fostering the North Carolina Portrait of a Graduate Durable Skills – Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Learner’s Mindset, and Personal Responsibility – is imperative for student success.

The North Carolina Durable Skills rubrics are tools that help educators teach the durable skills throughout their systems of teaching and learning and assess them, when appropriate. The master set of North Carolina Durable Skills rubrics addresses grade bands K-2, 3-5, 6-8, and 9-12 in each of the North Carolina Portrait of a Graduate Durable Skills.

These rubrics are designed with formative assessment of student work in mind, but they can be used in many ways. The rubrics are designed to:

- Define the criteria associated with each of the North Carolina Durable Skills.
- Define important skills and dispositions associated with each of the North Carolina Durable Skills.
- Support the design of learning experiences in which students practice and apply targeted North Carolina Durable Skills.
- Illustrate a continuum of performance, including exemplary performance that exceeds expectations, for each criterion.
- Provide a common vocabulary for stakeholders regarding the North Carolina Durable Skills.

All North Carolina Durable Skills rubrics can be used to support student self-assessment and teacher assessment for the purpose of planning and providing feedback. The Empathy rubric can also be used to support:

- Peer assessment of the Durable Skill.
- Teacher assessment for the purpose of demonstrating progress within a performance task.

How does this rubric define Empathy?

North Carolina Graduates...

- Demonstrate understanding, sensitivity, concern, and respect.
- Share in others' feelings, opinions, and experiences through personal and digital connections.
- Value and embrace diverse cultures and unique perspectives.
- Foster belonging and trust through mutual respect and dialogue.

What do the performance levels mean in the rubric?

The North Carolina Durable Skills rubrics are intended to support student progress with the durable skill. We offer the following descriptions of each performance level:

- **Approaching Expectations:** Describes student performance that is approaching proficiency.
- **Meeting Expectations:** Describes a “proficient” level of student performance.
- **Exceeding Expectations:** Describes student performance that is exemplary and exceeds proficiency.

Rubric Terminology and Structure

	PERFORMANCE LEVELS		
	Approaching Expectations	Meeting Expectations	Exceeding Expectations
CRITERIA			

EMPATHY RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Perception of Self and Others	Occasionally understands the feelings, perspectives, and experiences of others, based on personal and digital interactions.	Frequently understands the feelings, perspectives, and experiences of others, based on personal and digital interactions.	Consistently understands and interprets the feelings, perspectives, and experiences of others based on personal and digital interactions and explains the impact these have in defined situations.
Relationships	Occasionally builds connections with others through respectful interactions that honor the feelings, perspectives, and experiences of others.	Frequently builds connections with others through respectful interactions that honor the feelings, perspectives, and experiences of others.	Consistently builds connections with others through respectful interactions that honor and value the feelings, perspectives, and experiences of others.
Diverse Perspectives	With moderate assistance, asks questions to deepen their understanding of the perspectives (For example: ideas, beliefs, practices, etc.) of others.	With minimal assistance, asks questions to deepen their understanding of the perspectives (For example: ideas, beliefs, practices, etc.) of others.	Independently asks questions to deepen their understanding of perspectives (For example: ideas, beliefs, practices, etc.) of others.
Effective Listening	Occasionally provides appropriate verbal and/or nonverbal feedback to indicate engaged listening (For example: taking notes, asking meaningful questions, summarizing, using body language, etc.) Occasionally asks questions that encourage the speaker to clarify and/or elaborate.	Frequently provides appropriate verbal and/or nonverbal feedback to indicate engaged listening (For example: taking notes, asking meaningful questions, summarizing, using body language, etc.). Frequently asks questions that encourage the speaker to clarify and/or elaborate.	Consistently provides appropriate verbal and/or nonverbal feedback to indicate engaged listening (For example: taking notes, asking meaningful questions, summarizing, using body language, etc.). Consistently asks questions that encourage the speaker to clarify and/or elaborate.