

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 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Perception of Self and Others	Demonstrates awareness that feelings, perspectives, and experiences have an impact on personal and digital interactions in defined situations.	Frequently seeks and considers the feelings, perspectives, and experiences of others based on personal and digital interactions and values the impact these have in a variety of situations.	Consistently demonstrates awareness of the feelings, perspectives, and experiences of others based on personal and digital interactions and values the impact these have in a variety of situations.
Relationships	Expresses interest and respect for the feelings, perspectives, and experiences of others and seeks positive, supporting relationships with peers and adults.	Frequently builds positive relationships with peers and adults through respectful interactions that honor and value differences and create personal connections. Frequently advocates for self and others when necessary.	Consistently seeks to create and maintain positive and supportive relationships with peers and adults through respectful interactions that honor and value differences and create personal connections. Consistently advocates for self and others when necessary.
Diverse Perspectives	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.	Consistently considers local, national, and global perspectives to broaden and enhance their perspectives.
Effective Listening	Occasionally listens to deepen understanding by considering the feelings and ideas the speaker expresses that may not be captured in words. Occasionally reflects on the message of the speaker and attempts to understand the message from their point of view.	Frequently listens to deepen understanding by considering the feelings and ideas the speaker expresses that may not be captured in words. Frequently reflects on the message of the speaker and attempts to understand the message from their point of view.	Consistently listens to deepen understanding by considering the feelings and ideas the speaker expresses that may not be captured in words. Consistently reflects on the message of the speaker and attempts to understand the message from their point of view.