

# 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 K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Perception of Self and Others	<p>Somewhat accurately Identifies feelings and emotions of self.</p> <p>Demonstrates awareness that others have feelings and emotions.</p>	<p>Accurately identifies feelings and emotions of self.</p> <p>Somewhat accurately identifies feelings and emotions of others based on words and facial expression.</p>	<p>Accurately identifies feelings and emotions of self and others based on words and facial expression.</p>
Relationships	<p>Understands that the feelings, perspectives, and experiences of others can differ from one's own.</p>	<p>Expresses interest in the feelings, perspectives, and experiences of others.</p>	<p>Expresses interest and appreciation for the feelings, perspectives, and experiences of others.</p>
Diverse Perspectives	<p>With moderate assistance, begins to demonstrate an awareness that others may have different perspectives (For example: ideas, beliefs, practices, etc.).</p>	<p>With minimal assistance, demonstrates an awareness that others may have different perspectives (For example: ideas, beliefs, practices, etc.).</p>	<p>Independently demonstrates an awareness that others may have different perspectives (For example: ideas, beliefs, practices, etc.).</p>
Effective Listening	<p>Occasionally avoids interruptions and allows others to share thoughts and ideas.</p> <p>Occasionally restates what others have stated.</p> <p>Occasionally asks on-topic questions.</p>	<p>Frequently avoids interruptions and allows others to share thoughts and ideas.</p> <p>Frequently restates what others have stated.</p> <p>Frequently asks on-topic questions.</p>	<p>Consistently avoids interruptions and allows others to share thoughts and ideas.</p> <p>Consistently restates or paraphrases what others have stated.</p> <p>Consistently asks on-topic questions.</p>