

PORTRAIT of a GRADUATE



LEARNER'S MINDSET

LEARNER'S MINDSET 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 Learner's Mindset 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 Learner's Mindset?

North Carolina Graduates...

- Possess an ongoing desire to learn, unlearn, and relearn.
- Embrace curiosity to experience new ideas, demonstrate growth, and persist through challenges.
- Translate knowledge to provide different contexts to drive change and innovation.
- Develop positive attitudes and beliefs about learning.

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			

LEARNER'S MINDSET RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Curiosity	<p>Asks questions to seek clarity or basic understanding.</p> <p>Frequently seeks answers from others (For example: teachers and peers).</p>	<p>Asks questions to seek in-depth information or understanding.</p> <p>Frequently seeks answers from a variety of given resources.</p>	<p>Asks complex questions that seek to extend their thinking and to understand how information and leaning can be used in a variety of contexts.</p> <p>Frequently seeks answers beyond given resources, including independent research.</p>
Persistence	<p>With moderate assistance, utilizes resources (For example: peers, visuals, etc.) when faced with challenges or obstacles.</p>	<p>With minimal assistance, utilizes resources (For example: peers, visuals, etc.) when faced with challenges or obstacles.</p>	<p>Independently utilizes resources (For example: peers, visuals, etc.) when confronted with challenges or obstacles.</p>
Innovation	<p>With moderate assistance, utilizes ideas and thinking skills to introduce predictable methods, ideas, or products.</p>	<p>With minimal assistance, utilizes some aspects of prior knowledge and research to introduce new methods, ideas, or products that solve a problem.</p>	<p>Uses prior knowledge and engages in research to develop diverse perspectives resulting in unique methods, ideas, or products to solve a problem.</p>
Beliefs About Learning	<p>Demonstrates confidence when engaged with topics of high personal interest.</p>	<p>Approaches learning with confidence and demonstrates the importance of acquiring knowledge in areas of high and low personal interest.</p>	<p>Displays confidence in learning and demonstrates increased effort when faced with challenges and obstacles.</p>