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?

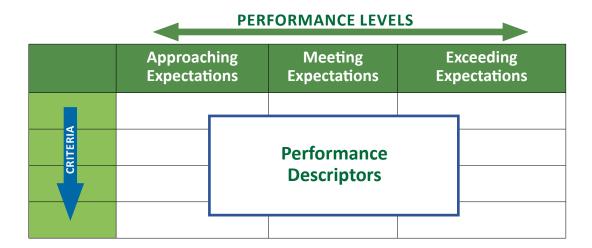North Carolina Graduates...

- 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 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			
		Performance Descriptors	

LEARNER'S MINDSET RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Curiosity	With moderate assistance, engages in a defined inquiry process (For example: questioning, investigation/ research, analysis, and reflection) that reflects opportunities for open-ended questioning and ambiguity.	With minimal assistance, engages in a defined inquiry process (For example: questioning, investigation/ research, analysis, and reflection) that reflects opportunities for open-ended questioning and ambiguity.	Independently engages in a defined inquiry process (For example: questioning, investigation/research, analysis, and reflection) that reflects opportunities for open-ended questioning and ambiguity.
Persistence	With moderate assistance and encouragement, attempts to continue to work and move forward when faced with challenges or obstacles by utilizing a variety of resources (For example: peers, visuals, research, etc.).	With minimal assistance and encouragement, continues to work and move forward when faced with challenges or obstacles by utilizing a variety of resources (For example: peers, visuals, research, etc.).	Independently continues to work and move productively forward when faced with challenges or obstacles by utilizing resources (For example: peers, visuals, research, etc.).
Innovation	With moderate assistance, strives to adapt prior learning or experiences combined with typical sources of information (For example: websites, books, articles) to create an approach to solving problems.	With minimal assistance, adapts prior learning or experiences combined with typical sources of information (For example: websites, books, articles) to create a new approach or analysis when solving problems.	Independently adapts prior learning or experiences combined with a new information gathering approach (For example: expert interviews, community outreach, business partnerships) to develop a unique approach or analysis when solving problems.
Beliefs About Learning	Displays a limited amount of confidence with using unfamiliar strategies and when revising ideas or products based on critical feedback.	Displays confidence with using unfamiliar strategies and using critical feedback to revise ideas or products.	Displays confidence in learning and seeks opportunities to use new learning strategies and critical feedback to overcome challenges and obstacles.