

# 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 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Curiosity	With moderate assistance, engages in inquiry that incorporates their unique learning interests and processes, incorporates diverse resources and viewpoints, and challenges underlying assumptions/beliefs to extend their thinking.	With minimal assistance, engages in inquiry that incorporates their unique learning interests and processes, incorporates diverse resources and viewpoints, and challenges underlying assumptions/beliefs to extend their thinking.	Independently engages in inquiry that incorporates their unique learning interests and processes, incorporates diverse resources and viewpoints, and challenges underlying assumptions/beliefs to extend their thinking.
Persistence	With minimal assistance and encouragement, continues to work and move forward when faced with challenges or obstacles by utilizing 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.).	Consistently demonstrates high confidence and resilience, using expected and novel resources to find strong solutions when faced with challenges and obstacles.
Innovation	Adapts prior learning or experiences combined with typical sources of information (For example: websites, books, articles) to create a unique approach or analysis when solving problems.	Uses divergent thinking and a variety of unique sources of information (For example: expert interviews, community outreach, business partnerships) to develop solutions using ingenuity, imagination, and creative thinking.	Uses divergent thinking to challenge conventional boundaries and uses a variety of unique sources of information (For example: expert interviews, community outreach, business partnerships) to develop solutions using ingenuity, imagination, and creative thinking.
Beliefs About Learning	Inconsistently demonstrates confidence with a variety of learning strategies and with using critical feedback as a part of the learning process.	Displays confidence in learning and uses strategies and critical feedback to overcome challenges and obstacles.	Is confident in learning in a variety of contexts, initiates new opportunities to learn, incorporates critical feedback, and demonstrates the understanding that learning is not static, and that new learning may upend or replace prior learning.