

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 K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Curiosity	With moderate assistance, extends knowledge by asking questions and exploring a variety of objects, people, and topics.	With minimal assistance, extends knowledge by asking questions and exploring a variety of objects, people, and topics.	Independently extends knowledge and understanding by asking questions and exploring connections and patterns among a variety of objects, people, and topics.
Persistence	Occasionally asks questions and seeks assistance when faced with challenges or obstacles.	Frequently asks questions and seeks assistance when faced with challenges or obstacles.	Consistently asks questions and seeks assistance when faced with challenges or obstacles.
Innovation	With moderate assistance, brainstorms a few ideas to address a problem.	With minimal assistance, brainstorms a range of ideas to address a problem.	Independently brainstorms ideas to address a problem using a variety of strategies.
Beliefs About Learning	Minimally participates when presented with new ideas and experiences that are not of high personal interest.	Engages with new ideas and experiences in areas of both high and low personal interest.	Displays confidence and enthusiasm when engaging in learning opportunities on a variety of topics.