

# PORTRAIT of a GRADUATE



## PERSONAL RESPONSIBILITY

### PERSONAL RESPONSIBILITY 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 Personal Responsibility 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 Personal Responsibility?

North Carolina Graduates...

- Adhere to a set of core values that are evident in choices and actions.
- Earn trust and respect through honest, principled behaviors.
- Honor commitments.
- Recognize how personal decisions and actions have impacts beyond self.
- Take ownership of decisions and persevere through challenges.
- Demonstrate self-control and composure.

## 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

	<div> <div>←</div> <div>PERFORMANCE LEVELS</div> <div>→</div> </div>		
	Approaching Expectations	Meeting Expectations	Exceeding Expectations
<div> <div>↓</div> <div>CRITERIA</div> </div>		<div>Performance Descriptors</div>	

**PERSONAL RESPONSIBILITY RUBRIC: GRADES 3-5**

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Task Initiation	<p>With moderate assistance can set goals and identify a starting place for assignments/projects.</p> <p>Stops a previous task and begins a new task with multiple prompts.</p>	<p>With minimal assistance can set goals and identify a starting place for assignments/projects.</p> <p>Stops a previous task and begins a new task with minimal prompting.</p>	<p>Independently can set goals and identify a starting place for assignments/projects.</p> <p>Stops a previous task and begins a new task independently.</p>
Planning/ Prioritization	<p>With moderate prompting, develops a plan to complete a task and follows through.</p> <p>With moderate support, remains on schedule as outlined in the plan.</p>	<p>With minimal prompting, develops a plan to complete a task and follows through.</p> <p>With minimal support remains on schedule as outlined in the plan.</p>	<p>Independently develops a plan to accomplish a task and follows through.</p> <p>Independently manages time to remain on schedule as outlined in the plan.</p>
Persistence	<p>With minimal assistance, completes a task.</p> <p>Some of the time, utilizes resources (peers, visuals, etc.) when confronted with a challenge or needing clarification before asking for help.</p>	<p>Independently completes a task.</p> <p>Most of the time, utilizes resources (peers, visuals, etc.) when confronted with a challenge or needing clarification before asking for help.</p>	<p>Independently completes complex or long-term tasks.</p> <p>Utilizes resources (peers, visuals, etc.) when confronted with a challenge or needing clarification before asking for help.</p>

# PERSONAL RESPONSIBILITY RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal Responsibility	<p>With moderate assistance, reflects on how a response to a situation can impact oneself and/or others. (For example: When provided with sentence frames such as, "When you did ____, I felt ____." Or "When I did ____, it made you feel ____.")</p> <p>With prompting, chooses words or actions that have a positive influence/impact on others.</p>	<p>With minimal assistance, reflects on how a response to a situation can impact oneself and/or others. (For example: When provided with sentence frames such as, "When you did ____, I felt ____." Or "When I did ____, it made you feel ____.")</p> <p>Sometimes chooses words or actions that have a positive influence/impact on others.</p>	<p>Independently reflects on how a response to a situation can impact oneself and/or others. (For example: When provided with sentence frames such as, "When you did ____, I felt ____." Or "When I did ____, it made you feel ____.")</p> <p>Frequently chooses words or actions that have a positive influence/impact on others.</p>
Intrapersonal Responsibility	<p>Sometimes identifies one's own thoughts, emotions, actions, or behavior without prompting.</p> <p>With minimal assistance, uses strategies to show self-control in some aspects of the school environment.</p> <p>With multiple prompts, can self-regulate to meet goals/deadlines.</p>	<p>Usually identifies one's own thoughts, emotions, actions, or behavior without prompting.</p> <p>Independently uses strategies to show self-control in some aspects of the school environment.</p> <p>With minimal prompting, self-regulates to meet goals/deadlines.</p>	<p>Usually identifies one's own thoughts, emotions, actions, and behavior without prompting.</p> <p>Independently uses multiple strategies to show self-control in some aspects of the school environment.</p> <p>Independently self-regulates to meet goals/deadlines.</p>