

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 .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 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Task Initiation	<p>Sets a goal and identifies the necessary steps needed to complete it.</p> <p>With significant prompting, stops and begins new tasks as needed to meet goals.</p>	<p>Sets a goal, identifies, and completes some of the necessary steps.</p> <p>With moderate prompting, stops and begins new tasks as needed to meet goals.</p>	<p>Sets a goal, identifies, and completes most of the necessary steps.</p> <p>With minimal prompting, stops and begins new tasks as needed to meet goals.</p>
Planning/ Prioritization	<p>With moderate assistance, identifies the priorities needed and drafts a plan to accomplish a task.</p> <p>With significant assistance, remains on schedule and completes the outlined plan.</p>	<p>With minimal assistance, identifies priorities and creates a plan to accomplish a task.</p> <p>With moderate assistance, remains on schedule and completes the outlined plan.</p>	<p>Independently identifies priorities and creates a plan to accomplish a task.</p> <p>With minimal assistance, remains on schedule and completes the outlined plan.</p>
Persistence	<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>	<p>Independently completes complex, or long-term tasks on time.</p> <p>Utilizes a variety of resources (peers, visuals, etc.) when confronted with a challenge or needing clarification and chooses the most appropriate resource.</p>

PERSONAL RESPONSIBILITY RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal Responsibility	<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 that support the use of I-messages.)</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.</p> <p>Frequently chooses words or actions that have a positive influence/impact on others.</p>	<p>Reflects on how a response to a situation can impact oneself and/or others and can transfer that learning to other situations.</p> <p>Frequently chooses words and actions that have a positive influence/impact on others.</p>
Intrapersonal Responsibility	<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 strategies to show self-control throughout the school environment.</p> <p>Independently self-regulates to meet goals/deadlines most of the time.</p>	<p>Consistently identifies one's own thoughts, emotions, actions, and behavior without prompting.</p> <p>Independently uses multiple strategies to show self-control throughout the school environment.</p> <p>Routinely self-regulates to meet goals/deadlines.</p>