

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

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

PERSONAL RESPONSIBILITY RUBRIC: GRADES 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Task Initiation	<p>Sets a goal, identifies, and completes some of the necessary steps.</p> <p>With moderate prompting, recognizes a task that needs to be completed and acts, moving from step to step without prompting from others.</p>	<p>Sets a goal, identifies, and completes most of the necessary steps.</p> <p>With minimal prompting, recognizes a task that needs to be completed and acts, moving from step to step without prompting from others.</p>	<p>Consistently sets and completes goals by completing the necessary steps to complete all associated tasks.</p> <p>Independently recognizes a task that needs to be completed and acts, moving from step to step without prompting from others.</p>
Planning/Prioritization	<p>Identifies priorities and develops a plan that includes some necessary short-term and long-term deadlines needed to accomplish a task.</p> <p>With moderate assistance, remains on schedule and completes the outlined plan.</p>	<p>Identifies priorities and develops a detailed plan that includes both short-term and long-term deadlines needed to accomplish a task.</p> <p>With minimal assistance, remains on schedule and completes the outlined plan.</p>	<p>Identifies priorities and develops a detailed plan that includes a set of short-term and long-term deadlines needed to complete a complex task.</p> <p>Independently remains on schedule, completes the outlined plan, and can explain why the plan was successful or not.</p>
Persistence	<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 resources (peers, visuals, etc.) when confronted with a challenge or needing clarification and chooses the most appropriate resource.</p>	<p>Independently completes complex, or long-term tasks on time.</p> <p>Utilizes a wide 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 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal Responsibility	<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>	<p>Routinely reflects on how a response to a situation can impact oneself and/or others and transfers that learning to other situations.</p> <p>Always chooses words and actions that have a positive influence/impact on others.</p>
Intrapersonal Responsibility	<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>Self-regulates to meet goals/deadlines some 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>	<p>Always identifies one's own thoughts, emotions, actions, and behavior without prompting.</p> <p>Independently uses strategies to show self-control throughout the school environment; consistently applies lessons learned to future situations.</p> <p>Always self-regulates to meet goals/deadlines.</p>