

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>			

Performance Descriptors

PERSONAL RESPONSIBILITY RUBRIC: GRADES K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Task Initiation	<p>With moderate assistance sets a developmentally appropriate goal.</p> <p>Follows 1-step directions when instructed to stop a task and begin a new one with verbal or visual prompting.</p>	<p>With minimal assistance sets a developmentally appropriate goal.</p> <p>Follows 1-step directions when instructed to stop a task and begin a new one with no additional verbal or visual prompting.</p>	<p>Independently sets a developmentally appropriate goal.</p> <p>Follows multi-step directions when instructed to stop a task and begin a new one with no additional verbal or visual prompting.</p>
Planning/ Prioritization	<p>With moderate assistance, can sequence the steps of a task.</p>	<p>With minimal assistance, can sequence the steps of a task.</p> <p>Remains on schedule as outlined in the plan with support provided throughout.</p>	<p>Independently identifies a starting place for tasks and can prioritize them with support.</p> <p>Remains on schedule as outlined in the plan with support, as needed.</p>
Persistence	<p>With moderate assistance, begins and partially completes a developmentally appropriate task.</p> <p>With prompting, asks for help when confronted with a challenge.</p>	<p>With minimal assistance, completes a developmentally appropriate task.</p> <p>Occasionally asks for help when confronted with a challenge.</p>	<p>Independently completes a developmentally appropriate task.</p> <p>Frequently asks for help when confronted with a challenge.</p>

PERSONAL RESPONSIBILITY RUBRIC: GRADES K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Interpersonal Responsibility	With significant 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 ____.")	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 ____.") With prompting, chooses words or actions that have a positive influence/impact on others.	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 ____.") Sometimes chooses words or actions that have a positive influence/impact on others.
Intrapersonal Responsibility	Rarely identifies one's own thoughts, emotions, actions, or behavior without prompting. With significant assistance, uses strategies to show self-control in some aspects of the school environment.	Sometimes identifies one's own thoughts, emotions, actions, or behavior without prompting. With minimal assistance, uses strategies to show self-control in some aspects of the school environment.	Usually identifies one's own thoughts, emotions, actions, or behavior without prompting. Independently uses strategies to show self-control in some aspects of the school environment. Is starting to self-regulate to meet goals/deadlines.