

Dual-Axis Rubric

Skill Competency	Absent	Emerging	Developing	Proficient	Exemplary
Score	0	1	2	3	4
 Empathy Understanding & feeling others' experiences	No reference to others' feelings or experiences; response is dismissive or entirely self-focused. May minimize others' struggles or show irritation when they express needs.	Labels basic emotions/experiences but offers little context or deeper understanding. Aware others have inner lives but struggles to connect meaningfully.	Identifies specific indicators of others' experiences and offers a simple perspective. Begins linking circumstances to feelings with basic cause-and-effect reasoning.	Describes others' inner experiences with nuance; integrates multiple contextual factors. Understands how background influences thoughts and feelings.	Anticipates needs and feelings before they're expressed; shows sophisticated insight into layered experiences shaped by identity, history, and context.
Key Markers	• Perspective-taking phrases ("they probably felt...", "from their point of view...") • Emotional recognition & depth ("devastated" vs. "sad", "overwhelmed") • Situational awareness ("given what happened...", "in that context...") • Experience-connection language ("I remember feeling...", "I've been there") • Other-focused attention ("they needed...", "what mattered to them was...") • Understanding complexity ("it's complicated...", "multiple factors...")				
 Prosocial Motivation Drive to act & relieve others' needs	Expresses no intent to act; rationalizes inaction or claims problems aren't their concern. May blame others for their situations.	Acknowledges helping is good but feels no personal compulsion. Helps only when directly asked, rewarded, or under social pressure.	Willing to act when convenient or low-cost; gives basic helping examples. Motivation is inconsistent and easily derailed by obstacles.	Takes initiative despite inconvenience; explains intrinsic motivation and reflects on impact. Shows consistent drive even with personal sacrifice.	Sustains effort despite significant personal cost; mobilizes others and links action to broader purpose. Demonstrates deep, enduring commitment across time and situations.
Key Markers	• Agency declarations ("I decided...", "I chose to...") • Cost-bearing verbs ("sacrificed", "stayed up", "missed out") • Intrinsic-drive phrases ("felt right", "couldn't ignore it", "had to...") • Persistence indicators ("kept trying", "didn't give up", "continued...") • Future commitment language ("I will...", "next time I'll...") • Impact-awareness phrases ("made a difference", "helped them feel...")				

Note on Dual-Axis Scoring: *Empathy and Prosocial Motivation are evaluated as separate but complementary dimensions. Each score represents a point along a developmental continuum, and should be interpreted alongside qualitative student exemplars for a full picture of growth.*