ADAPTABILITY

ADAPTABILITY 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 Adaptability 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.

ADAPTABILITY RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Agility	With moderate assistance, chooses appropriate responses and strategies when faced with challenging situations and obstacles.	With minimal assistance, chooses appropriate responses and strategies when faced with challenging situations and obstacles.	Independently chooses appropriate responses and strategies when faced with challenging situations and obstacles.
Responding to Feedback	Makes minimal revisions to work and/or processes in response to feedback.	Makes revisions to work and/or processes in response.	Makes substantive revisions that enhance the quality of work and/or processes.
Inclusiveness	With moderate assistance, invites others to share perspectives (For example: ideas, beliefs, practices, etc.) that differ from their own.	With minimal assistance, invites others to share perspectives (For example: ideas, beliefs, practices, etc.) that differ from their own.	Independently invites others to share perspectives (For example: ideas, beliefs, practices, etc.) that differ from their own.