

PORTRAIT of a GRADUATE



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.

How does this rubric define Adaptability?

North Carolina Graduates...

- Demonstrate agility in thought processes and problem-solving.
- Accept feedback, praise, setbacks, and criticism.
- Balance diverse viewpoints and beliefs to reach workable solutions.
- Demonstrate flexibility when navigating challenging situations.
- Exhibit steadfastness despite difficulty, opposition, and/or failure.

What do the performance levels mean in the rubric?

The North Carolina Durable Skills rubrics are intended to support student 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 |
| CRITERIA | | | |
| | | | |
| | | | |
| | | | |

ADAPTABILITY RUBRIC: GRADES 9-12

| Criteria | Approaching Expectations | Meeting Expectations | Exceeding Expectations |
|------------------------|---|--|--|
| Agility | <p>Occasionally anticipates and plans for challenges and obstacles, using various problem-solving strategies to find effective solutions.</p> <p>With moderate support, recognizes and acknowledges adversity as an opportunity for growth.</p> | <p>Frequently anticipates and plans for challenges and obstacles, using various problem-solving strategies to find effective solutions.</p> <p>With minimal support, recognizes and acknowledges adversity as an opportunity for growth.</p> | <p>Consistently anticipates and plans for challenges and obstacles, using various problem-solving strategies to find effective solutions.</p> <p>Independently recognizes and acknowledges adversity as an opportunity for growth.</p> |
| Responding to Feedback | <p>Revises work or processes, but revision is not aligned to success criteria or feedback and may not enhance the quality of the work and/or processes.</p> | <p>Can explain specifically how success criteria and feedback was used to make precise revisions and refinements that enhance work and/or processes.</p> | <p>Demonstrates the balance between using feedback and preserving one's own voice when making revisions and refinements.</p> <p>Can explain the thought process behind the revisions and refinements that are made.</p> |
| Inclusiveness | <p>Frequently demonstrates understanding, respect, and the value of diverse perspectives when collaborating with others.</p> | <p>Consistently demonstrates understanding, respect, and the value of diverse perspectives when collaborating with others.</p> | <p>Independently and intentionally seeks diverse perspectives to add value to collaborative work.</p> |