

PORTRAIT of a GRADUATE



COLLABORATION

COLLABORATION 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 Collaboration 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 Collaboration?

North Carolina Graduates...

- Contribute and respond to diverse perspectives to achieve a common goal.
- Leverage strengths to resolve conflict and foster teamwork.
- Interact respectfully with others in digital and in-person interactions.
- Embrace a variety of roles in a group as a participant and a leader.

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			
		Performance Descriptors	

COLLABORATION RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Team Performance			
Agreements	<p>With moderate assistance, attempts to establish agreements for collaboration related to the academic task. (Examples: What is each person's role within the team? What norms are needed for successful collaboration?)</p> <p>Agreements are not specific and/or clear to all members.</p>	<p>With minimal assistance, establishes agreements for collaboration related to the academic task. (For example: What is each person's role within the team? What norms are needed for successful collaboration?)</p> <p>Develops shared understanding as a team regarding how collaboration should look, sound, and feel.</p> <p>Assigns roles as a team based on the skills and interests of the group members.</p>	<p>Independently establishes agreements for collaboration related to the academic task within the group, independent from teacher assistance.</p> <p>Develops shared understanding of how collaboration should look, sound, and feel.</p>
Individual Performance			
Roles	<p>With moderate assistance, fulfills a defined role to meet group goals.</p>	<p>With minimal assistance, fulfills a defined role to meet group goals.</p>	<p>Independently demonstrates consistent command of assigned role in a way that contributes to group success in meeting goals.</p>
Cooperation	<p>With moderate assistance, follows collaboration norms. Follows norms inconsistently.</p> <p>Uses "I-messages" to identify feelings about the problem but does not explain the problem accurately or offer a solution.</p>	<p>With minimal assistance, follows collaboration norms. (For example: Allowing others to speak and actively listening to others' ideas.)</p> <p>Explains the problem when a conflict or problem arises. Offers a solution (may require support from the teacher.)</p>	<p>Consistently and actively follows collaboration norms without assistance.</p> <p>Generates a solution to problems or conflicts that arise with no support from the teacher. Improves the work product by contributing to constructive conversations.</p>

COLLABORATION RUBRIC: GRADES 3-5

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Individual Performance			
Productivity and Accountability	<p>Is not prepared or is inconsistently prepared to work with the team.</p> <p>Inconsistently completes assigned tasks on time.</p>	<p>Is usually prepared and ready to work with the team, having read any required material and completed any tasks. Draws on that preparation and other background knowledge in team discussion and planning.</p> <p>Consistently completes assigned tasks on time.</p>	<p>Consistently supports the team by offering feedback about progress and shared goals.</p> <p>Consistently completes assigned tasks early, often expanding time for feedback and revisions.</p>