

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 6-8

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. (For example: What are we collaborating to create? What is each person's role within the team? How will the team handle problems that surface?)</p> <p>Agreements are vague and may not be clear to all members.</p> <p>Responsibilities associated with each role lack clarity.</p>	<p>With minimal assistance, establishes agreements for collaboration related to the academic task. (For example: What are we collaborating to create? What is each person's role within the team? How will the team handle problems that surface?)</p> <p>Develops shared understanding as a team regarding how collaboration should look, sound, and feel.</p> <p>Clearly defines roles as a team and how each role supports the group goals.</p>	<p>Independently establishes agreements for collaboration related to the academic task.</p> <p>Develops shared understanding of how collaboration should look, sound, and feel.</p> <p>The responsibilities associated with each role and how they support the group goals are detailed and exceptionally clear.</p>
Individual Performance			
Roles	<p>Accepts limited/minor roles to complete the task and meet the goals.</p> <p>Shows partial understanding of own role and different group roles needed to complete the task.</p>	<p>Takes on meaningful roles to complete the task and meet the goals.</p> <p>Shows understanding of own role and different group roles needed to complete the task.</p>	<p>Shows clear understanding of own role and different group roles needed to complete the task.</p> <p>Assumes roles and tasks flexibly to achieve the group's goals. (Sets aside own interests/preferences to take on a role, when necessary; Completes task outside role when needed, etc.)</p> <p>Shares leadership (For example: Takes turns playing the leadership role.)</p>
Cooperation	<p>Inconsistently follows agreed-upon norms for collaboration.</p> <p>Explains the problem when a conflict or problem arises. Offers a solution with support from an adult.</p>	<p>Consistently follows agreed-upon norms for collaboration.</p> <p>Recommends and uses appropriate strategies to help resolve conflict or address challenges within the group (For example: Rephrasing others' ideas, using "I-messages" etc.). Facilitates compromise.</p>	<p>Demonstrates leadership in following team norms.</p> <p>Consistently works to address challenges in the group through discussion and consensus-building activities. Shows understanding of the interests/needs of individual group members when facilitating compromise.</p>

COLLABORATION RUBRIC: GRADES 6-8

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Individual Performance			
Productivity and Accountability	<p>Is rarely well-prepared for teamwork.</p> <p>Submits work that is incomplete and does not meet criteria/specifications for assigned task or submits work late.</p> <p>Rarely prioritizes and tracks progress toward established goals and deadlines.</p>	<p>Is prepared for teamwork, having read the assigned materials and completed any action action items. Explicitly draws draws on that preparation by referring to evidence on the topic during collaborative discussion/ planning.</p> <p>Completes all individual action items on time.</p> <p>Consistently prioritizes and tracks the group's progress toward established goals and deadlines.</p>	<p>Is consistently well-prepared for teamwork, having read and researched the topic under investigation. Has materials well organized for reference. Draws on prior preparation to stimulate thoughtful discussion/planning.</p> <p>Produces high-quality work on time.</p> <p>Consistently and accurately monitors individual and team progress toward goals, making sufficient corrections and adjustments when needed.</p>