

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
			
		<div>Performance Descriptors</div>	

COLLABORATION RUBRIC: GRADES 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Team Performance			
Agreements	<p>The team establishes agreements, including norms, that are vague and may not be clear to all members.</p> <p>As a team, defines roles and responsibilities for each group member that are vague. There are still important and necessary roles that need defining. Although roles have been set, there may be some role confusion between members.</p>	<p>With minimal assistance, the team establishes clear agreements for collaboration related to the academic task. (For example: What are we collaborating to create? What are the short-term deadlines? What is each person's role within the team? How will we choose a leader? What is the leader's role? How will the team handle problems that surface?)</p> <p>Clearly defines roles as a team and how each role supports the group goals.</p>	<p>Independently, the team establishes clear agreements for collaboration. All group members clearly understand the roles and how each role supports the group goals.</p> <p>The team has established a clear and comprehensive contract that outlines a pathway to successful completion of the task.</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 and how they work synergistically to accomplish the group's goals.</p>	<p>Seeks out meaningful roles to complete the task and meet the goals.</p> <p>Shows clear understanding of own role and different group roles and how they work synergistically to accomplish the group's goals.</p>	<p>Seeks out challenging roles to complete the task and meet the goals.</p> <p>Assumes roles and tasks flexibly to achieve the group's goals. (For example: Sets aside own interests/preferences to take on a role, when necessary; Completes tasks outside own role when needed, etc.)</p> <p>Shares leadership (develops a balance of when to lead and when to follow) in defining roles, assigning tasks, managing progress in meeting deadlines, and fulfilling responsibilities.</p>

COLLABORATION RUBRIC: GRADES 9-12

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Individual Performance			
Cooperation	<p>Inconsistently follows agreed-upon norms for collaboration.</p> <p>Explains the problem when a conflict or problem arises. Offers a solution without support from an adult, but the solution is viewed to be impractical, ineffective, or unfair.</p>	<p>Consistently follows defined team norms and decision-making agreements.</p> <p>Recommends and uses effective strategies to help resolve conflict and/or address challenges within the group (For example: Consensus-building activities, balanced active listening, reviewing norms/team agreements, etc.).</p>	<p>Demonstrates leadership by modeling and following team norms and successfully facilitating conflict resolution.</p>
Productivity and Accountability	<p>Is sometimes prepared for teamwork.</p> <p>Requires additional support and assistance to meet individual deadlines.</p> <p>Focuses on work in isolation. Frequently ignores or misunderstands the goals of the group and the roles individual members play in producing quality collaborative work.</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>Completes all assigned individual action items on time.</p> <p>Consistently and accurately prioritizes and monitors individual and team progress toward goals, making sufficient corrections and adjustment when needed.</p>	<p>Supports others in meeting group deadlines and provides accountability to all group members.</p> <p>Completes assigned individual tasks prior to deadlines allowing for revision and feedback.</p> <p>Employs a wide range of project management strategies that enhance the group's effectiveness (For example: Monitors deadlines using the team's work plan, prioritizes tasks, and organizes resources/materials.) Plays a key role in helping the group stay on task.</p>