

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>CRITERIA</div> <div>↓</div>			
		<div>Performance Descriptors</div>	

COLLABORATION RUBRIC: GRADES K-2

Criteria	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Agreements	Follows some established collaboration norms (For example: Taking turns to share ideas and actively listening when others are speaking).	Follows most established collaboration norms (For example: Taking turns to share ideas and actively listening when others are speaking).	Follows all established collaboration norms (For example: Taking turns to share ideas and actively listening when others are speaking).
Roles	With significant assistance, partially fulfills a defined role to meet the group goals.	With moderate assistance, fulfills a defined role to meet the group goals.	With minimal assistance, fulfills a defined role to meet the group goals.
Cooperation	With assistance, occasionally uses “I-messages” to identify feelings about problems or conflicts that arise. With assistance, occasionally offers suggestions regarding how to resolve conflicts.	Frequently uses “I-messages” to identify feelings about problems or conflicts that arise. Frequently offers suggestions regarding how to resolve conflicts.	Consistently uses “I-messages” to identify feelings about problems or conflicts that arise. Consistently offers practical suggestions for resolution and shows skill in addressing challenges that arise within the group.
Productivity and Accountability	Is hesitant to accept responsibilities to complete tasks associated with collaborative work. With support and teacher guidance, completes a given collaborative task on time.	Accepts responsibilities to complete tasks associated with collaborative work with a positive attitude. Helps teammates as needed. Consistently completes assigned tasks on time.	Consistently completes assigned tasks on time with high quality and accuracy.