Collaboration Across Networks & Leading By Example								
LOWER ELEMENTARY			UPPER ELEMENTARY			UPPER SCHOOL		
Developing	Age Appropriate	Exceptional	Developing	Age Appropriate	Exceptional	Developing	Age Appropriate	Exceptional
Student refuses to compromise	Student works at compromising on an idea, even if unsuccessfully	Student facilitates the inclusion of peers' ideas	Student struggles to demonstrate positive collaboration with group	Student influences team in positive collaboration	Student leads team in positive collaboration and/or consistently demonstrates positive collaboration even in conflict	Student does not engage in problem solving strategies and/or asks teacher for support as the first step	Student works with group to solve problems and seeks teacher as last resort	Student leads group in problem solving and rarely needs teacher intervention
Student interrupts friends	Student takes turns talking	Student participates in enagaged back and forth conversation	Student becomes quickly upset about thoughts or feelings	Student calmly speaks up about thoughts or feelings	Student actively encourages others to speak up about their thoughts or feelings	Student struggles to build trust with teammates and/or is still learning to provide constructive feedback	Student develops team's trust through positive interactions and constructive feedback	Student is trusted by all team members through ongoing display of positive interactions and constructive feedback
Student does not share materials	Student takes turns using materials	Student freely shares materials without being asked	Student does not play fairly	Student plays fairly	Student helps others play fairly	Student struggles to demonstrate positive collaboration with group	Student influences team in positive collaboration	Student leads team in positive collaboration and/or consistently demonstrates positive collaboration even in conflict
Student does not demonstrate the Lab way	Student demonstrates the Lab way	Student goes above and beyond to demonstrate the Lab way	Student does not interact with team members and struggles to relate to others and their ideas	Student interacts with and relates to others and others' ideas	Student actively seeks out and listens to others and their ideas	Student is unable to differentiate between content-specific directions and general directions and cannot follow both simultaneously.	Student differentiates between content-specific directions and general directions and is able to follow both simultaneously.	Student differentiates between content-specific directions and general directions, is able to follow both simultaneously, and guides their team in the process of doing it.