



Diamond Lake School

Embrace Empower Excel Each Child Each Day

PLC Work 2026

Shared by the 2nd grade team and 2nd graders



DISTRICT 76 GOALS
PLC, PBIS, PRESENCE

SCHOOL GOALS
PLC, PBIS, PRESENCE

TEAM GOALS
PLC, PBIS, PRESENCE

CLASSROOM GOALS
PLC, PBIS, PRESENCE

**STUDENT
GOALS**





PLCs

- A time when teams collaborate on *what students should learn, how will we know they have learned it, what we do when they don't learn it, and what we do when they do learn it.*
- We have been creating and adjusting proficiency scales based on priority standards (must know skills).
- Reevaluate lessons and assessments based on the proficiency scales and adjust them to best support student learning.



Proficiency Scales

- A proficiency scale is a roadmap for teachers and students to answer the questions we ask in PLCs. They make a path to support student learning.
- Teacher proficiency scales outline vocabulary and skills that students need to master a standard.
- There are four levels on a scale. Each level represents where students are on their learning journey.



Proficiency Scales

Identify and Create 2D and 3D Shapes according to their attributes - (2.G.A.1)

Score 4.0	<p>The student can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze and classify shapes into subcategories based on multiple attributes (e.g., explaining why a square is a special kind of rectangle, or why all cubes are also rectangular prisms). <input type="checkbox"/> Predict and justify what new 3D shape will be formed when combining specific 2D faces (understanding "nets"). <input type="checkbox"/> Generalize attributes to higher-level shapes (e.g., determining the number of sides and vertices for a shape they haven't studied, like an octagon or a non-right prism, based on patterns they have discovered).
Score 3.5	In addition to 3.0 performance, partial success at 4.0 content
Score 3.0	<p>The student will:</p> <p>Target 1- Identify 2D shapes according to their attributes including triangles, quadrilaterals, pentagons, hexagons</p> <p>Target 2- Identify 3D shapes according to their attributes including cubes</p> <p>Target 3- Draw 2D and 3D shapes according to their attributes</p>
Score 2.5	No major errors or omissions regarding 2.0 content, and partial success at 3.0 content
Score 2.0	<p>The student will recognize or recall specific vocabulary :</p> <ul style="list-style-type: none"> • pentagon, triangle, quadrilateral, hexagon, circle, square, rhombus, or trapezoid, attributes ,vertex, vertices, faces, angles, two-dimensional, three- dimensional, polygon, angle, right angle, cube, edge, side, diamond, cone, cylinder, rectangular prism, pyramid, triangular prism <p>The student will perform basic processes :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify 2D shapes (square, rectangle, circle, oval, rhombus/diamond, pentagon, triangle, hexagon, octagon, quadrilateral, polygon) <input type="checkbox"/> Describe Attributes of 2D Shapes (sides, vertices, angles) <input type="checkbox"/> Build or Draw 2D shapes (Square, rectangle, circle, oval, rhombus/diamond, pentagon, triangle, hexagon, octagon, quadrilateral, polygon) <input type="checkbox"/> Identify 3D Shapes (Cube, cone, cylinder, rectangular prism, pyramid, triangular prism) <input type="checkbox"/> Build or Draw 3D Shapes (Cube, cone, cylinder, rectangular prism, pyramid, triangular prism) <input type="checkbox"/> Describe attributes of 3D Shapes (vertices, angles, faces, edges)
Score 1.5	Partial success at 2.0 content, and major errors or omissions regarding 3.0 content
Score 1.0	With help, partial success at 2.0 content and 3.0 content

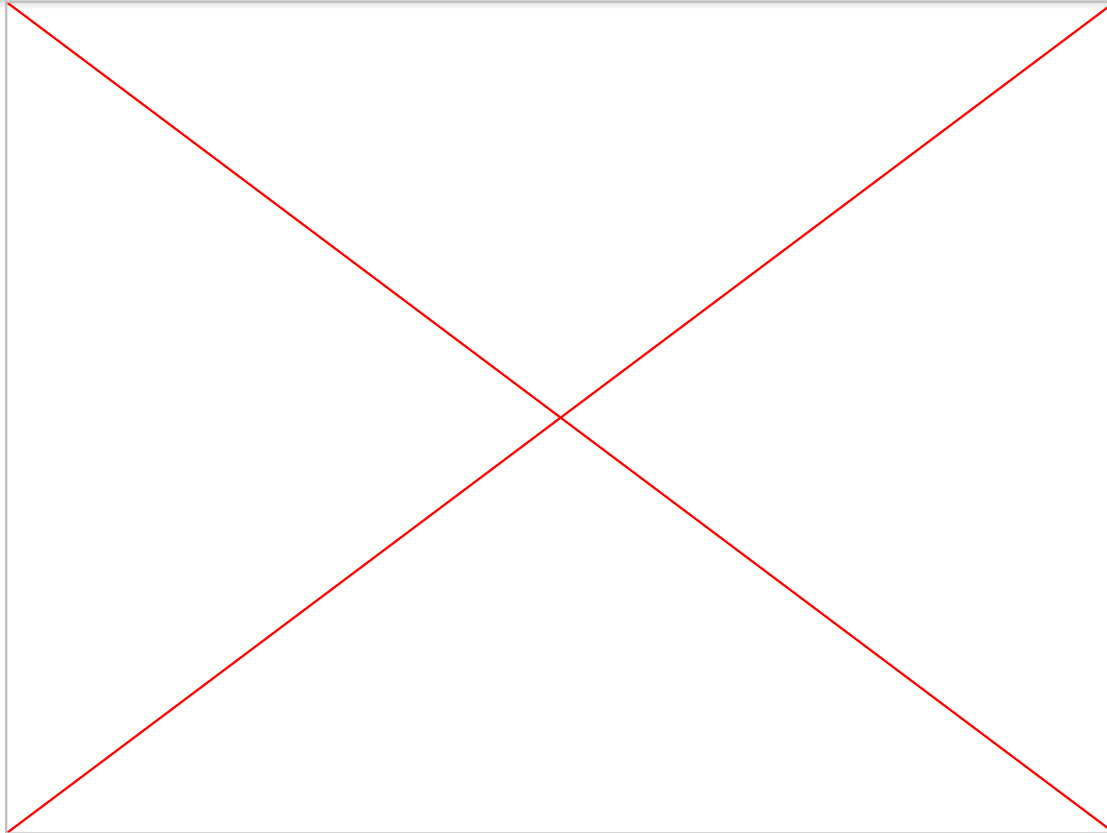


Student Proficiency Scales

- Students have student facing scales that are created to help them see where they are at and how to grow more.
- Students are given ownership of their learning using scales. They can cross off skills they master as they progress on their learning path.
- Student scales increase student engagement and sense of pride in their learning.



Proficiency Scales in our School





Proficiency Scales at Work



Diamond Lake School District 76
Embrace Empower Excel Each Child Each Day





PLC Work at Diamond Lake School District 76

Score 4.0	<ul style="list-style-type: none"> The entire school will collaborate as teams to improve student achievement through a focus on learning, collaboration, and results.
Score 3.5	In addition to 3.0 performance, partial success at 4.0 content
Score 3.0	Target - Teams will use the 4 questions to drive conversations based on teaching and learning at Diamond Lake School <ul style="list-style-type: none"> <input type="checkbox"/> What do we want our students to learn? <input type="checkbox"/> How will we know if each student has learned it? <input type="checkbox"/> How will we respond when some students do not learn it? <input type="checkbox"/> How will we extend and enrich the learning for students who have demonstrated proficiency?
Score 2.5	No major errors or omissions regarding 2.0 content, and partial success at 3.0 content
Score 2.0	Foundation 1—Teams will recognize or recall specific vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Proficiency Scale <input type="checkbox"/> Priority Standard <input type="checkbox"/> Collaboration <input type="checkbox"/> Assessment <input type="checkbox"/> Student Facing Scales <input type="checkbox"/> Teacher Facing Scales
Score 1.5	Partial success at 2.0 content, and major errors or omissions regarding 3.0 content
Score 1.0	With help, partial success at 2.0 content and 3.0 content



Diamond Lake School District 76
Embrace Empower Excel Each Child Each Day

PLC Work at Diamond Lake School District 76 Student Facing Scale

Score 4.0 	I can: <ul style="list-style-type: none"> <input type="checkbox"/> I can work collaboratively with my team, focusing on learning and results, to improve student achievement across our school.
Score 3.0 	I can identify the 4 PLC questions <ul style="list-style-type: none"> <input type="checkbox"/> What do we want our students to learn? <input type="checkbox"/> How will we know if each student has learned it? <input type="checkbox"/> How will we respond when some students do not learn it? <input type="checkbox"/> How will we extend and enrich the learning for students who have demonstrated proficiency?
Score 2.0 	I know and can use the vocabulary: <ul style="list-style-type: none"> <input type="checkbox"/> Proficiency Scale <input type="checkbox"/> Priority Standard <input type="checkbox"/> Collaboration <input type="checkbox"/> Assessment <input type="checkbox"/> Student Facing Scales <input type="checkbox"/> Teacher Facing Scales
Score 1.0 	<ul style="list-style-type: none"> <input type="checkbox"/> With my teacher's help, partial success at 2.0 content and 3.0 content