Attachment #16: 6-Week PLT Credit Check
This is the handout that PLTs use to guide conversations around the students who are not achieving proficiency at the end of the first grading period. These conversations address PLC question #4.

Looking at Students with Ds and Fs in our PLTs

PLC conversations revolve around specific data from common assessments, standardized assessments, grade books, etc. and are designed to help students succeed.

CONSIDER THE WHY
1. Consider the students with Ds and Fs after the first six weeks.
   a. Why did those students receive those grades? Examine the student's missing assignments, low test scores, extensive absences, behavior, etc.
   b. With your team, discuss your policy about allowing students try again on certain assignments or assessments. Why do you have the policies you do? What impact do these practices have on student learning?
   c. Review your policy on late work, how that policy is reflected in your gradebook, and how it impacts student learning.
2. Some PLC teams may choose to consider:
   a. How do your gradebooks contribute to your understanding of a student's progress?
      i. Discuss how you organize your gradebook (e.g. total points or categories), and how the total score is divided between indicators such as homework, tests, quizzes, other assessments, projects, participation, responsibility, etc?

ACTION
3. What have we tried? What has worked? What else can we try?
   a. Based on the evidence, where does the team have an opportunity to significantly impact student growth?
   b. What are the specific plans of individuals on the team to help students succeed during the next six weeks?
      i. Consider enrichment lessons, differentiation, extensions, personal conferences, outreach to family, communication with the counselor, attendance referral, etc.

---

4 Essential PLC Questions
1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?