**OTES and SLOs for World Language Teachers\***

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***\*All information is based on best practice recommendations for world languages and is for guidance purposes only, as districts have local control in all decision-making.***

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| **Guidance for writing your SLO.** | **1.** [**Ohio’s New World Language Standards**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language)  **2.** [**SLO guidance and samples for World Languages**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/SLO-Guidance-for-World-Language-Educators)  **3.** [**ACTFL Proficiency Guidelines**](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012)  **4.** [**Proficiency targets for language learners**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Introduction-to-Learning-Standards/Proficiency-and-Research-based-Proficiency-Targets#charts) |
| **First weeks of school:**  *Pre-assessment for baseline proficiency.* | **1.** [**NCSSFL-ACTFL Can-Do Statements**](http://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements)   * Guide students through self-assessment with the Can-Do statements **at the proficiency level where they ended the previous year and at the next proficiency level.** This provides “stretch” to cover all ability levels ( *e.g., for level 2 students, could give Can-Do statements for Novice Mid and Novice High).* * Use the results to predict their current proficiency level. Students should be able to provide evidence if requested by the teacher.   **2.** [**Integrated Performance Assessment (IPA)**](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/World-Languages-Model-Curriculum-Draft-1/World-Languages-Model-Curriculum-Components/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics)   * Assess students using an IPA and rubric at their predicted proficiency level. Include tasks that allow for sufficient “stretch” to cover a range of student proficiency levels.      * Determine students’ baseline proficiency levels using the IPA results, Can-Do results and student evidence. * *NOTE: Multiple choice items are not a recommended measure as they do not align to the rigor and expectations in our proficiency-based learning standards.*   *See ODE’s* [*Guidance on Selecting Assessments*](http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/041113-Guidance_on_Selecting_Assessments_for_SLOs.pdf.aspx) *and* [*Assessment Literacy*](http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/AL-Training-PPT-FINAL-for-Distribution.pdf.aspx) *for information on developing valid and reliable assessments of proficiency.*  **3. For Level 1 students with no prior knowledge of the language:**   * Document Novice-0 proficiency using Novice Low Can-Do statements or an [alternate pre-assessment](http://oflaslo.weebly.com/integrated-performance-assessment-ipa-center.html).   **4. Fill in baseline proficiency levels on the** [***SLO Writing Template***](http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples) **for all students covered by your SLO.** It is recommended to also enter the baseline proficiency levels on the [*SLO Scoring Template*](http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples) for all students even though this is not required until the end of the interval of instruction. |
| **By mid-October, or per your district guidelines:**  *Set growth targets.*  *Submit SLO Writing Template* | **1. Create tiered targets if appropriate, so all students may show growth.**   * In the “student population” section of your SLO, describe any contextual factors that may impact a student’s growth.   **2. Fill in ambitious, yet attainable, growth targets on the** [***SLO Writing Template***](http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples) **for all students covered by your SLO:**   * Proficiency targets will typically be one level above baseline for level I and II difficulty languages (e.g., Spanish, French, German, Latin, ASL) depending on your student population:   (e.g., Baseline = *Novice Mid 2* 🡪 Growth target = *Novice High 2*)   * Targets may be lower for level III and IV difficulty languages   (e.g., Chinese, Japanese, Russian, Arabic)   * Although not required, it is recommended to also enter the growth targets in the *SLO Scoring Template* at this time and to submit it along with the *SLO Writing Template.* |
| **Throughout the year:**  *Recommended to keep a student portfolio to show student progress* | **Recommended to keep a student portfolio of evidence.** [**LinguaFolio®**](http://www.learnnc.org/lp/editions/LinguaFolio) **has training modules and recommendations for organizing a student portfolio:**   * May continue to periodically self-assess with Can-Do statements, and include results in portfolio. * May include IPA rubrics from pre- and post-assessment in portfolio. * May include IPA rubrics from end-of-unit assessments in portfolio. * May include other evidence across the 3 modes of interpretive, interpersonal and presentational communication. |
| **Mid-year/semester exam:** *IPA* | **Recommended to use an IPA for semester exam assessment:**   * Assess using performance rubrics. Results may serve as a “check” that students are advancing in their language proficiency |
| **Mid-April, or per your district guidelines:**  *Post-assessment.*  *Submit final SLO Scoring Template* | **Determine final proficiency level of students and submit results:**   * Assess students using an IPA and a proficiency rubric at final targeted level. Tasks should allow for sufficient “stretch” to cover all ability levels in course. * Determine students’ final proficiency levels using the IPA results,   end-of-year Can-Do results and portfolio evidence if available.   * Enter the post-assessment final performance data in   [*SLO Scoring Template*](http://education.ohio.gov/Topics/Academic-Content-Standards/Foreign-Language/SLO-Guidance-for-World-Language-Educators), for each student.   * Enter if each individual student exceeded/met the growth target by answering yes or no. * Compute overall SLO score, using guidelines on the *SLO Scoring Template* |