

OTES and SLO Timeline for World Language Teachers*

**All information is based on best practice recommendations for World Languages and is for guidance purposes only. Districts have local control in all decision-making.*

<p>Guidance for writing your SLO.</p>	<ol style="list-style-type: none"> 1. Ohio’s New World Language Standards 2. SLO guidance and samples for World Languages 3. ACTFL Proficiency Guidelines 4. Proficiency targets for language learners 5. NCSSFL-ACTFL Can-Do Statements
<p>First weeks of school:</p> <p><i>Pre-assessment for baseline proficiency.</i></p>	<ol style="list-style-type: none"> 1. NCSSFL-ACTFL Can-Do Statements <ul style="list-style-type: none"> • 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, give Can-Do statements for Novice Mid and Novice High). • Use the results to predict their current proficiency level. For inclusion in SLO scores, evidence is needed for each statement. 2. Integrated Performance Assessment (IPA) <ul style="list-style-type: none"> • 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, as well as Can-Do results with evidence, if available. • <i>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.</i> See ODE’s Guidance on Selecting Assessments and Assessment Literacy for information on developing valid and reliable assessments of proficiency. 3. For Level 1 students with no prior knowledge of the language: <ul style="list-style-type: none"> • Document Novice-0 proficiency using Novice Low Can-Do statements or an alternate pre-assessment. 4. Fill in baseline proficiency levels on the SLO Writing Template for all students covered by your SLO. It is recommended to also enter the baseline proficiency levels on the SLO Scoring Template for all students even though this is not required until the end of the interval of instruction.

<p>By mid-October, or per your district guidelines:</p> <p><i>Set growth targets.</i></p> <p><i>Submit SLO Writing Template</i></p>	<p>1. Create tiered targets if appropriate, so all students may show growth.</p> <ul style="list-style-type: none"> In the “student population” section of your SLO, describe any contextual factors that may impact a student’s growth target. <p>2. Fill in ambitious, yet attainable, growth targets on the SLO Writing Template for all students covered by your SLO:</p> <ul style="list-style-type: none"> 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 = <i>Novice Mid 2</i> → Growth target = <i>Novice High 2</i>) 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 <i>SLO Scoring Template</i> at this time and to submit it along with the <i>SLO Writing Template</i>.
<p>Throughout the year:</p> <p><i>Recommended to keep a student portfolio to show student progress</i></p>	<p>Recommended to keep a student portfolio of evidence. LinguaFolio® has training modules and recommendations for organizing a student portfolio:</p> <ul style="list-style-type: none"> May 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.
<p>Mid-year/semester exam: IPA</p>	<p>Recommended to use an IPA for semester exam assessment:</p> <ul style="list-style-type: none"> Assess using rubrics (performance or proficiency). Results may serve as a “check” that students are advancing in their language proficiency
<p>Mid-April, or per your district guidelines:</p> <p><i>Post-assessment.</i></p> <p><i>Submit final SLO Scoring Template</i></p>	<p>Determine final proficiency level of students and submit results:</p> <ul style="list-style-type: none"> Use current Can-Do results to predict current proficiency level. For inclusion in SLO scores, evidence is needed for each statement. 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, as well as Can-Do results with evidence if available. Enter the post-assessment final performance data in SLO Scoring Template, for each student and determine if individual students exceeded/met the growth target by answering yes or no. Compute overall SLO score, using guidelines on the <i>Scoring Template</i>.

