

Ohio Teacher Evaluation System (OTES) 2.0 for World Languages and Cultures Frequently Asked Questions

1. Where can teachers find general information about OTES 2.0?

Information about the OTES 2.0 Framework, evaluation cycle, Professional Growth Plan and Teacher Evaluation Rubric can be found in [this guidance document](#). Additional guidance and forms can be found on the Ohio Department of Education's [OTES 2.0 guidance page](#).

2. Where can teachers find specific information about OTES 2.0 for world languages?

Additional guidance is available on the Department's [World Languages and Cultures OTES 2.0 page](#).

3. Do world language teachers have to fill out Student Learning Objectives (SLOs)?

No. Under OTES 2.0 districts may no longer use SLOs.

4. Can districts continue to use Shared Attribution?

No. Under OTES 2.0 districts may no longer use Shared Attribution.

5. The OTES 2.0 framework states, "The teacher evaluation will use at least two measures of district-determined, high-quality student data (HQSD) to provide evidence of student learning attributable to the teacher being evaluated." What kind of instrument will provide HQSD?

[The high-quality student data instrument](#) used must be rigorously reviewed by locally determined experts in the field of education to meet all the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to the specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results; and
- Not offend or be driven by bias.

6. What does an HQSD instrument measure for world languages?

To align with [Ohio's World Language Learning Standards](#), the HQSD instrument must measure the students' proficiency level for at least two of the following skills:

- Interpretive reading, listening or viewing skills;
- Interpersonal speaking, writing or signing skills;
- Presentational speaking, writing or signing skills; or
- Intercultural communication, competence and/or understanding.

7. Are there appropriate HQSD instruments for world languages that already have been created?

The Department created [proficiency rubrics](#) that are HQSD instruments, were reviewed by local and national experts and are appropriate for evaluating Integrated Performance Assessments (IPAs), skill-specific assessments, portfolio items and other pre/post-assessments.

The Department's proficiency rubrics allow teachers to measure and show evidence of student learning or progress toward the standards for the purpose of OTES 2.0, **provided the local or vendor assessments are aligned to and measure the criteria on the Department's proficiency rubrics**. These rubrics:

- Provide the criteria to include in local assessments or portfolio items;
- Align to Ohio's Learning Standards for World Languages and Cultures;
- Align to Novice Mid through Advanced Low proficiency levels;
- Show incremental growth by dividing each proficiency level into sublevels, such as Novice High 1, 2 or 3; and
- Inform instruction by showing how students can "level-up" their intercultural and communication skills.

8. Are there other rubrics that can be used as a measure of HQSD?

A rubric that accompanies vendor assessments such as Advanced Placement and International Baccalaureate may be used as a measure of HQSD, if these assessments are reviewed and approved locally.

9. Can a teacher measure the proficiency level for two skills in the same mode, for example, interpretive reading and interpretive listening?

Yes, two skills within the same mode can be measured for HQSD.

10. If the HQSD instrument is measuring growth, do students have to show growth across an entire proficiency level, for example, moving from Novice High to Intermediate Low?

As students advance in their language proficiency, they might not move to a higher proficiency level within the instructional period on which the HQSD is based. When choosing an HQSD instrument, teachers should consider whether the instrument is able to show incremental growth within each proficiency level. The Department's proficiency rubrics, for example, show incremental growth by dividing each proficiency level into sublevels, such as Novice High 1, 2 or 3.

11. Can teachers create their own world language assessments to use with the HQSD instrument?

Schools and districts may approve the use of locally created assessments as measures of HQSD provided the measures have been vetted to ensure they meet the criteria identified on the [HQSD Guidance Tool](#). Locally created world language assessments for HQSD include intercultural and communicative tasks for reading, listening/viewing, speaking/signing, writing and/or interpersonal conversations. These assessments align to the [state standards](#) and do not test discrete vocabulary or grammar.

The [Department's proficiency rubrics](#) can be used as the HQSD instrument to evaluate assessments, provided the assessments measure the criteria outlined in these rubrics. Assessments for HQSD could include:

- [Integrated Performance Assessments \(IPA\)](#)
An IPA includes intercultural tasks for interpretive, interpersonal and presentational communication, integrated across a thematic focus. These assessments do not test discrete vocabulary or grammar.
- [Summative Assessments, Presentations or Projects](#)
Summative assessments include performance tasks such as oral presentations and interviews; projects; comprehensive listening, viewing or reading assessments; comprehensive writing, speaking or signing assessments; pre/post-assessments; and semester or final exams. These assessments do not test discrete vocabulary or grammar.

12. Can teachers use a portfolio to gather HQSD?

[Student portfolios](#) provide teachers the opportunity to demonstrate how their knowledge and skills result in improved teaching practices and student learning. Local districts are responsible for decisions regarding the student portfolio process, such as specific timelines and selection of reviewer (American Institute for Research, 2021).

The [Department's proficiency rubrics](#), or other proficiency level rubrics, can be used as the HQSD instrument to score items in student portfolios for world languages. The portfolio will include:

- Evidence of student learning or progress using portfolio items that are aligned to the [state standards](#) and scored with proficiency rubrics;
- Items for intercultural, interpretive, interpersonal and/or presentational communication skills;
- Examples of teacher feedback and student reflection that support student learning and growth; and
- Teacher reflections on how the portfolio data was used to inform and adapt instruction to increase student learning.

13. What is the length of instruction for gathering HQSD?

There is no identified length of instruction, as this is a local decision. However, world language teachers should consider whether the length of instruction covered by the HQSD measure is sufficient to clearly demonstrate an impact on student learning and growth in language proficiency.

14. At what point during the school year should HQSD instruments be administered?

This is a local decision. Educators should consider the evaluation cycle timeline when deciding when to administer the HQSD measures. Evaluations must be completed by May 1. Therefore, teachers should allow sufficient time to analyze and use the data in the manner prescribed on the HQSD Guidance Tool. Additionally, if teachers are using a vendor assessment, they should follow the administration guidelines provided by the vendor.

15. When should teachers begin to gather HQSD for beginning level world language students?

This is a local decision. Educators should consider the evaluation cycle timeline when deciding when to administer the HQSD measures. For beginning students, it may be appropriate to use the initial weeks to gather preliminary data for reading, writing, speaking/signing and listening/viewing skills. This can help inform the teacher on the skills or subgroups to target when using the HQSD instrument to begin gathering evidence for OTES 2.0.

16. Do teachers have to give a common assessment when gathering HQSD?

This is a local decision, with the understanding that individual teachers may have different areas of focus for growth based on their student population and the preliminary data they have gathered. When analyzing the data from the HQSD instrument, teachers should focus on their own identified areas of growth. The [Department's proficiency rubrics](#) can be used as the HQSD instrument to evaluate assessments, provided the assessments measure the criteria outlined in these rubrics.

17. How do teachers in Foreign Language Exploratory (FLEX) programs or programs that meet infrequently or for a short period of time measure and gather evidence for HQSD?

Since the [Department's proficiency rubrics](#) begin at the Novice Mid proficiency level, they may not be an appropriate HQSD instrument for short-term world language classes. Teachers of FLEX and similar programs can choose to make a checklist of the [standards for Novice Low and Novice Mid](#), as appropriate for their student population. This checklist can be used to measure growth or achievement during the instructional period for HQSD.

18. Must teachers have two measures of HQSD for each course they instruct?

No, teachers are required to use a minimum of two measures of HQSD within the evaluation process.

19. Do the HQSD instruments have to provide data for all students the teacher instructs?

Teachers have multiple options when it comes to the focus of the HQSD instruments. For example, HQSD might focus on:

- A particular content area if multiple content areas are taught;
- A particular strand or skill set within a content area; or
- A particular subgroup of students.

20. The OTES 2.0 Framework states, "The teacher evaluation will use at least two measures of district-determined, high-quality student data to provide evidence of student learning attributable to the teacher being evaluated." Can one instrument provide both measures of HQSD?

It is possible for one instrument to provide both measures of HQSD, such as a presentational rubric used to show intercultural proficiency levels and writing proficiency levels. This would be a local decision as to whether one data set can provide multiple measures that can be used as HQSD. However, teachers have a multitude of data to consider when making decisions about student learning and improving instructional practice. As such, teachers are encouraged to consider using two separate instruments to get a broader picture of their students.

21. Do tests over vocabulary or grammar provide HQSD for world languages?

Testing of discrete vocabulary or grammar may have a role in formative assessments, however, these types of tests do not align to the Ohio learning standards or to proficiency levels, thus they do not provide HQSD [as defined in OTES 2.0](#).

22. Do multiple choice assessments provide HQSD for world languages?

Interpretive reading, viewing or listening assessments could possibly be multiple choice, if they assess deeper comprehension that is aligned to the state standards. See the [ACTFL “Appendix D” template](#) and rubric, as well as the Ohio World Languages and Cultures Standards, for what these types of questions could look like.

Multiple choice assessments for grammar or vocabulary do not align to the Ohio learning standards or to proficiency levels, thus they do not provide HQSD [as defined in OTES 2.0](#). Additionally, multiple choice assessments cannot measure proficiency levels for presentational or interpersonal writing, speaking or signing skills as outlined in the Ohio learning standards, thus they do not provide HQSD.

23. Are there state-approved vendor assessments for world languages for OTES 2.0?

There are currently no world language vendor assessments on the state-approved list, however, districts may still choose to use a vendor assessment that is not on the approved list provided the assessment is vetted and approved by the school or district to ensure it meets the criteria identified on [the HQSD Guidance Tool](#).

24. What should the district look for in a vendor assessment for HQSD for world languages?

Vendor assessments for HQSD must be aligned to Ohio's Learning Standards for World Languages and Cultures or to proficiency levels. Vendor assessments for HQSD that include testing of discrete vocabulary or grammar do not align to the Ohio learning standards and do not provide high-quality student data [as defined in OTES 2.0](#).

25. Can the vendor assessments for the Ohio Seal of Biliteracy also be used for OTES 2.0?

A list of [vendor assessments for the Ohio Seal of Biliteracy](#) is available, but **these tests must be approved at the local level before being used for HQSD for OTES 2.0.**