

# Gathering High-Quality Student Data for World Languages

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key to making sound instructional decisions for students. 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.

Visit the department’s [Frequently Asked Questions for World Languages and OTES 2.0](#) for more information about world language HQSD and teacher evaluations.

## KEY POINTS TO REMEMBER WHEN GATHERING HQSD FOR WORLD LANGUAGES AND OTES 2.0

1. The majority of the OTES 2.0 and HQSD process is decided by the local district or building. Having a voice in the process can facilitate understanding of HQSD for world languages for all stakeholders.
2. Ohio’s [2020 learning standards for World Languages and Cultures](#) are aligned to the ACTFL proficiency levels, from Novice Low to Advanced Low. HQSD that is gathered for the purpose of teacher evaluation must be aligned to these proficiency levels when determining growth or achievement.
3. For HQSD, world language teachers will choose at least two areas to focus on to show growth or achievement in proficiency. Skills to choose from are reading, writing, speaking/signing, listening/viewing and intercultural competence.
4. HQSD pertains to two components of the [OTES 2.0 rubric](#): “Instructional Planning – Use of High-Quality Student Data” and “Instruction and Assessment – Evidence of Student Learning.” These two components focus on how teachers use student data to inform their instruction and help students grow or achieve over time, as shown in the rubric below.

AREA: INSTRUCTIONAL PLANNING				
Components	Ineffective	Developing	Skilled	Accomplished
<b>Use of High-Quality Student Data</b> Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).  The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.

**AREA: INSTRUCTION AND ASSESSMENT**

<b>Evidence of student learning</b>  Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
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**HQSD SHOULD REFLECT WHAT TEACHERS ARE ALREADY DOING IN THE CLASSROOM**

5. **Gather HQSD using proficiency rubrics**, based on the [criteria required](#) by OTES. With district approval, teachers may use the Ohio [proficiency rubrics](#) to gather data, or other proficiency rubrics created by language experts.
6. **Analyze and use this data to:**
  - a. determine strengths and areas of growth for students or groups of students;
  - b. set learning goals for proficiency for at least two skills;
  - c. guide teacher instruction and meet student needs; and
  - d. monitor student progress toward meeting learning and proficiency goals.
7. **Provide evidence** to the OTES evaluator of [how the teacher used this data](#) to impact learning and increase growth or achievement in proficiency over time for most students. Each district will determine what this evidence will look like.
  - e. Possible sources of evidence include:
    1. proficiency rubrics;
    2. portfolios of student work;
    3. analysis of student data;
    4. standards-based assessments and lesson plans;
    5. student surveys, self-assessments or reflections;
    6. teacher feedback;
    7. teacher reflections;
    8. observations, walk-throughs and pre/post-conferences.

**INITIAL QUESTIONS TO ASK WHEN GATHERING HQSD**

- What is my school's timeframe for gathering HQSD?
- For how many students do I have to provide evidence of student growth or achievement?
- How does my school want me to provide [evidence of using HQSD](#) to impact student learning?
- How much time will my students need to show growth across proficiency sub-levels?

Visit [Frequently Asked Questions for World Languages and OTES 2.0](#) for additional information.

## QUESTIONS TO GUIDE THE USE OF PROFICIENCY RUBRICS WITH TEACHER-CREATED ASSESSMENTS, PROJECTS OR PRESENTATIONS

- Which proficiency rubrics will I use to gather data and evidence of student growth or achievement in language and intercultural competence?
- Which two skills will I focus on when gathering HQSD?
- When will I assess for HQSD for each skill (after 2-3 units? quarterly? twice per semester?)?
- For which students or groups of students will I gather HQSD?
- What types of assessments, projects or presentations will I use to gather HQSD?
- What evidence will I use to show student growth or achievement and how will I organize the evidence?
  - Artifacts might include digital or paper portfolios of proficiency rubrics, assessments, lesson plans, teacher feedback and self-reflection, student self-reflection and goal setting, etc.

## QUESTIONS TO GUIDE THE USE OF VENDOR ASSESSMENTS FOR HQSD

- Is there a vendor assessment for world language proficiency that my district will approve or has already approved (e.g., AAPPL, STAMP, ALIRA, AP exam, IB exam)?
- Does this vendor assessment test for proficiency, and not discrete vocabulary or grammar?
- Does this vendor assessment provide scores as proficiency levels for reading, writing, speaking or signing and listening or viewing?
- Do I teach all the same students in consecutive years?
  - YES: I could give the vendor assessment yearly, since all the learning is attributable to me. For example, I could use the student data from the end of a German 1 vendor test as part of my student data the next year in German 2.
  - NO: I can analyze the data from another teacher's vendor assessment, but I can't use this data as part of my HQSD for teacher evaluation because the student learning isn't attributable to me. I could give a vendor assessment at the beginning or end of the year and create other similar assessments for additional data, scored with proficiency rubrics.

Contact [Kathleen.Shelton@education.ohio.gov](mailto:Kathleen.Shelton@education.ohio.gov) for additional support related to OTES 2.0, HQSD and world languages content.

## SAMPLE HQSD TIMELINE FOR WORLD LANGUAGES

(The HQSD process will be determined locally. Two measures of HQSD are needed for each skill. The timeline below provides more than two measures of HQSD to show various options.)

Timeline	Gather HQSD	Evidence for OTES
August-September	<p>Use various tasks or assessments across reading, writing, speaking/signing, listening/viewing and culture to gather insight into students' strengths and areas for growth in proficiency.</p> <p>Analyze and use this data to choose at least two areas or skills to focus on for HQSD for teacher evaluation, for all students or groups of students.</p> <p><i>Example: I will focus on <b>listening skills</b> for non-native speakers of the target language and <b>writing skills</b> for all students.</i></p>	<p>Digital or hard copies of assessments or student work in the two goal areas.</p> <p>Rubrics showing students' current proficiency levels in the goal areas.</p> <p>Examples of teacher feedback to students.</p> <p>Teacher reflection questions and answers:</p> <ol style="list-style-type: none"> <li>1. What does this data tell me about my students' needs?</li> <li>2. What learning goals will we set?</li> <li>3. How will I modify my instruction to help students meet these goals?</li> <li>4. How will I monitor student progress?</li> </ol>
October	<p>Listening assessment using the <a href="#">interpretive template and rubric</a> from ACTFL.</p> <p>Paragraph or short essay, aligned to and scored with the <a href="#">Ohio Presentational Proficiency Rubric</a>.</p>	<p>Copy of my lesson plans and/or notes explaining how the most recent student data informed my instruction.</p> <p>Digital or hard copies of the students' assessments in the two goal areas, as well as their scored rubrics.</p> <p>Examples of teacher feedback and student reflection on their strengths and areas to work on.</p> <p>Teacher reflection questions and answers:</p> <ol style="list-style-type: none"> <li>1. What does this data tell me about my student's growth in proficiency and their progress toward meeting learning goals in the two goal areas?</li> <li>2. What learning goals will we maintain, or revise based on this data?</li> <li>3. How will I modify my instruction to help students meet these goals?</li> <li>4. How will I monitor student progress?</li> </ol>
Semester exam	<p>As part of the semester exam:</p> <p>Listening assessment using the <a href="#">interpretive template and rubric</a> from ACTFL.</p> <p>Paragraph or short essay, aligned to and scored with the <a href="#">Ohio Presentational Proficiency Rubric</a>.</p>	<p><i>Same evidence as above</i></p>

Timeline	Gather HQSD	Evidence for OTES
February (final HQSD)	<p>Listening assessment using the <a href="#">interpretive template and rubric</a> from ACTFL.</p> <p>Paragraph or short essay, aligned to and scored with the <a href="#">Ohio Presentational Proficiency Rubric</a></p>	<p>Copy of my lesson plans and/or notes explaining how the most recent student data informed my instruction.</p> <p>Digital or hard copies of the students' assessments in the two goal areas, as well as the scored rubrics.</p> <p>Examples of teacher feedback and student reflection on their strengths and areas to work on.</p> <p>Final teacher reflection questions and answers:</p> <ol style="list-style-type: none"> <li>1. How does this data demonstrate clear evidence of expected or above expected growth over time for most students?</li> <li>2. What learning goals still need to be met this year?</li> <li>3. How has this data informed or transformed my instructional practices over time?</li> </ol> <p><i>Notes from pre/post-conferences and observations.</i></p> <p><a href="#">High-Quality Student Data Verification Form.</a></p>