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, as districts have local control in all decision-making.

Guidance for writing your SLO.	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**
First weeks of school: *Pre-assessment for baseline proficiency.*	1. **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)** • 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 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:** • 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.

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_ 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® 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*, 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*