

## EXISTING CREDIT FLEXIBILITY PROGRAMS IN OHIO

School and Contact person	Written assessment/ Exam	Portfolio/Writing Project	Interview	Current textbook
Hudson High School Hudson, OH  Martha Pero perom@hudson.edu	STAMP test  <a href="http://www.stamptest.net/">http://www.stamptest.net/</a>	* Personal writing journal * Cultural topics (those dealt with in the classroom at that level)	30 min., focusing on topics of STAMP test and culture portfolio; in the target language and in English	<i>Bien Dit</i> <i>En español</i> <i>Deutsch Aktuell</i> <i>(6<sup>th</sup> edition)</i> <i>Learn Chinese with Me</i>
Solon High School Solon, Ohio  Standard requirements for all subjects.  Davara Potel	* 6-8 SHS assessments for a year-long course * 3-4 SHS assessments for a semester course * 80% average grade	OR * Student develops a plan based on course standards; * meets with teacher of record on a regular basis; * completes an agreed upon assessment on a quarterly basis.	(Part of meeting with teacher of record in plan.)	
Grandview Heights HS  Carmen Mendoza Carmen.mendoza@ghcsd.org	* Grammar test on material from course workbook * writing assessment (prompt to be announced)	*Complete a plan for a virtual year in Spain on 1500 Euros/month *Listen to BBC Mundo/Portada (8 total news videos), upload links and give a synopsis of article. *Complete all related readings, answer comprehension questions and write a summary of each story.	Oral presentation on the completed wiki.	
Shaker Heights HS  albrecht_m@shaker.org foote_l@shaker.org	End of the year exam for the level being skipped; Includes written, listening components; Must score 80%		Oral component of the end of year exam.	<i>En español</i>

<p>Sylvania, OH</p> <p>Northview High School: Mary Goodwin mgoodwin@buckeye-express.com</p> <p>Southview High School: Lucas Hoffman sy_aca_lh@nwoca.org</p>	<p>Draft: STAMP exam that includes all four skills</p>	<p>Draft: Writing on themes and grammatical functions provided in advance (parallel to in-class student essays)</p>	<p>Draft: General interpersonal interview warm-up; Cultural presentation with interview after; Levels IV and V: read a piece of literature and have a discussion on comprehension.</p>	
<p>Struthers High School</p> <p>MaryAnn Meadows</p>		<p>Student develops a proposal with detailed descriptions of what he/she is going to do to show mastery of the concepts of the course and adhere to the timeline</p>		
<p>Stark County Schools</p> <p>Shirley Dobry North Canton City lad1nc@norchcantonschools.org</p> <p>Marianne Gooding Lake Local magooding@neo.rr.com</p> <p>Patricia Lawson, Canton City lawson_p@ccsdistrict.org</p> <p>Linda Hempstead, Marlington Local l_hempstead@dukes.stark.k12.oh.us</p> <p>Kristen Burkhardt , Lake Local dqburkhardt@ysu.edu</p>	<p>STAMP Test (exit exam) <a href="http://www.stamptest.net/">http://www.stamptest.net/</a></p>	<p>Dossier (Portfolio) including *self-assessment checklist from <i>Linguafolio</i>; *a collection of best original work in all modes of communication.</p>	<p>Interview with heritage speaker or trained assessor in the target language; topics chosen as needed to compliment portfolio pieces and provide more information if student has not chosen a wide enough range from <i>Linguafolio</i>.</p>	

<p>Jackson Local Schools</p> <p>Parthena Draggett Phd2jc@MAIL.JACKSON.SPARKS.ORG</p>	<p>STAMP Test (exit exam)</p> <p><a href="http://www.stamptest.net/">http://www.stamptest.net/</a></p>	<p>Quarterly entries provided according to Jackson's <i>Credit Flex Competency Demonstration</i> requirements for each level of language in all modes of communication, based on <i>Linguafolio</i> and Stark County Model.</p>	<p>Interview with heritage speaker or trained assessor in the target language; topics chosen as needed to compliment STAMP results, fill gaps, and provide more information if student has not chosen a wide enough range from <i>Linguafolio</i>.</p>	
--	--	---	--	--