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|  | 1999 Framework | 2021 Framework | Rationale for Change |
| Proficiency | Developmental Stages of Language Proficiency | Proficiency Levels (as described by the American Councils on the Teaching of Foreign Languages (ACTFL)) | Since the publication of the 1999 Framework, ACTFL’s Proficiency Levels have gained nationwide and worldwide reputability. They are more commonly understood by Massachusetts World Language teachers. This change aligns with other states, virtually all research, and the overwhelming wish of Massachusetts educators. |
| Leveling | Grade level | Proficiency level | Massachusetts schools have diverse program types and entry points for World Languages. Organizing standards by proficiency level allows programs to teach the students in the classroom, based on their current language proficiency – a more relevant guidepost than their grade in school. |
| Social-Emotional and Social Justice | Some implicit descriptions | Intentional explicit descriptions | Current research, the broad swath of collaborators on this framework, and even the Department’s strategic plan indicate that social and emotional learning is a priority in world languages. The educators who collaborated on this project and ACTFL also see inseparable relationships between social justice and languages. |
| World Languages vs Foreign Languages | Foreign Languages | World Languages | This aligns with practices in research, other states, and is the strong preference of our current field of World Language educators, based on accuracy and equity. |
| Organization | Emerging descriptions of language components | Clear description and organization of components of language, color coded within content standards. | The components of language are described and horizontally and vertically aligned to help educators recognize student growth in language acquisition. |
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