

From *Standards for Classical Language Learning* to *World-Readiness Standards*:

What's New and How it can Improve Classroom Instruction

In the standards-based education of the past 25 years, instructors have been inundated with a seemingly endless barrage of assessment tools, proficiency standards, and progress indicators. The realm of World Languages, and Classical pedagogy in particular, has not been immune from these shifts. With the introduction of the 1996 *Standards for Classical Language Learning*, Classics instructors from across the country had a consistent set of proficiencies on which to base their curriculum. Nearly twenty years later, these standards have undergone major revisions, led by the American Council on the Teaching of Foreign Languages (ACTFL). These revised standards have been updated with a focus on literacy development and real-world applications in an effort to guide learners in developing competence “to communicate effectively and interact with cultural understanding” (ACTFL 2016). In concert with ACTFL’s standards project, classical associations from across the country have come together and formed a task force to further adapt the ACTFL standards for Classical Languages and to revise the 1996 *Standards* for the next generations of students.

This paper seeks to accomplish two goals. First, it will delineate the differences between the 1996 *Standards* and the current version, providing the rationale for why the changes have been made due to shifts in pedagogical thinking and in culture, more broadly. Secondly, it will outline several ways in which the new *Standards* can have a direct, positive effect on daily classroom instruction. Particular attention will be paid to the new focus on proficiency vs. performance, the connection of ‘Can do’ statements to assessment, and the use of the standards for curricular evaluation.

Bibliography

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