accommodations: Modifications made in teaching or testing to provide an equal opportunity for a student who may be operating at a disadvantage

articulation: The smooth transition from one level of proficiency to the next along the continuum of language learning

authentic assessment: Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the “real world”

cognate: Words that are recognizable in one language from another

continuum: The ongoing process of developing proficiency in the target language

culturally authentic materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

ESL: English as a Second Language

formative assessment: Ongoing evaluation of a student’s progress during a learning activity

holistic rating/scoring: A scoring procedure yielding a single score based upon a set of predetermined criteria. The approach generally puts the emphasis on what is done well and not on deficiencies.

integrated curriculum: Refers to tasks that utilize students’ abilities to apply concepts, principles, and processes from two or more subject disciplines to a central question, theme, issue, or problem

interdisciplinary: A curricular approach that applies knowledge from more than one discipline to examine a problem or topic

interdisciplinary connections: Section of learning scenarios that refer to other New Jersey core curriculum content standards and cumulative progress indicator

learning styles: Individual student cognitive, affective, and physiological behaviors that serve to indicate how the student learns

LEP (Limited English Proficient): Refers to students who are nonnative English speakers and are limited in their listening, speaking, reading, and writing abilities

multiple entry points: The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language

multiple intelligences: A theory that individuals can learn in multiple ways and may demonstrate a strength in one or more learning modalities

portfolio: A purposeful, varied collection of evidence pertaining to student learning over time; contains documentation of a range of student knowledge and skills with appropriate self-selection and self-evaluation

proficiency: Degree of communicative ability in all forms of language and cultural interaction
**rubric:** A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics consist of a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.

**second language acquisition:** The process of internalizing the second language as opposed to simply memorizing the vocabulary and structure of the language, similar to the way children develop ability in their native language.

**summative assessment:** Evaluation of the end product of a student's learning activity.

**target culture:** The culture (history, literature, arts, foods, politics, media, and social viewpoints) of the people who speak the language.

**target language:** The language being learned.

**TPR (Total Physical Response):** A method of world language instruction in which students learn a world language by listening and physically responding (gestures and movements) to oral commands in the target language.

**webbing:** A strategy for developing and organizing ideas. The major topic is usually centered, with lines drawn to details, subtopics, etc.

**workplace readiness:** Section of the learning scenarios that cross-reference the New Jersey Core Curriculum Content Standards for career preparation.