



## GLOSSARY



**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