# PROJECT SPECIFIC TERMS AND CONDITIONS

## Accessibility Features: Test administration modifications allowable for use with any student. Features may include flexible setting or scheduling; visual, tactile, or auditory aids; scribe; and enlarged print.

## Accommodations: Changes in the assessment materials or procedures that do not change the construct being measured that are specified by Individual Education Plans (IEP) and/or 504 service plan documentation.

## Assessment: An evaluation of student performance and/or observations of students engaging with materials, peers and/or teachers, related to knowledge and skills in specific content area and/or developmental domain.

## Assessment Infrastructure: Refers to the hardware components that are used to support the storage and management of assessment data.

## English Language Learner Accommodations: Testing accommodations allowable for ELL/multilingual learners, or non-English language background (NELB) students based on individual needs and abilities.

## Essential Domains of School Readiness: Language and literacy development, specifically early literacy skills, approaches towards learning, cognition and general knowledge, including math and science, physical well-being and motor development, social and emotional development.

## Kindergarten Entry Assessment (KEA): The name given by the State to the assessment instrument and system used to provide a comprehensive child profile for kindergarten students based on the essential domains of school readiness.

## Multilingual Learners: Multilingual learners (MLs), and English learners (ELs) are terms used in K-12 education to describe students that learn in more than one language. English learners are a subgroup of multilingual learners and are identified as ELs for program and assessment purposes. MLs have strengths in learning in more than one language, usually their home, community, or heritage language, and English. They are potentially developing skills in the domains of speaking, listening, reading, and/or writing in one or more languages. The term multilingual learners is preferable as it highlights the asset of multilingualism students bring with them into the classroom.

## Standards Alignment: The degree to which the KEA assessment is aligned with the Nevada Pre-Kindergarten Standards, Revised 2023.

## Alignment: The quality of relationship between learning expectations determined by the Nevada Pre-Kindergarten Standards (revised 2023) and the assessment item(s) used to measure student mastery or the concepts or skills assessed.

# AGENCY SPECIFIC TERMS AND CONDITIONS

## Nevada’s Read by Grade 3: Nevada law, AB289 (2019), known as Read by Grade 3 states that each school district and governing body of each charter school shall prepare a plan to improve the literacy of pupils enrolled in an elementary school. Plans must include a program to provide intervention services and intensive instruction to pupils who have been identified as deficient in the subject area of reading to ensure that those pupils achieve adequate proficiency in the requisite reading skills and reading comprehensive skills necessary to perform at grade level. Within 30 days of identifying a deficiency in reading based on assessments or teacher observation, parents or guardians must be provided written notification.

## Nevada Administrative Code 388.157: The Department of Education has determined the need to address requirements for assessing the development of incoming Kindergarten students in order to determine appropriate intervention strategies and instruction supports and monitor progress overtime through a longitudinal data set.

## Nevada State Student Identification Number: Student identification number randomly generated from Infinite Campus. This is also referred to as a “unique identifier number”.