## Student Data File Field Definitions



Version 1.2

Spring 2019 Administration
CMAS Mathematics, English Language
Arts (including CSLA), Science, and Social
Studies

## Document Revisions

| Revision Date | CMAS <br> Version | Description |
| :--- | :--- | :--- |
| $5 / 09 / 2019$ | 0.1 | Initial Version |
| $5 / 17 / 2019$ | 1.0 | Baseline |
| $7 / 25 / 2019$ | 1.1 | Math subclaim field definitions updated. |
| $9 / 16 / 2019$ | 1.2 | Domain and Cluster definitions added. |

If assistance is needed, call 1-888-687-4759 or visit https://co.pearsonaccessnext.com/, sign in to your account, and select Contact COLORADO Support.

CMAS Student Data File Field Definitions

Listed below is the file layout for the CMAS Student Data File and instructions for accessing the file. The district and school files are in .csv format. The first row of the file contains the headers; subsequent rows contain the data.

Student records do not have aggregate score information starting in field DH if a Not Tested or Void Code was applied to the record. For student records without Not Tested or Void Coding, the fields contain data appropriate for the particular subject and grade.

Note: The CMAS Science and Social Studies and CMAS Math and ELA/CSLA layouts are identical from the State Abbreviation field (A) to the Responsible School Name field (DK). Some fields may be filler in different files. Math, ELA, and CSLA fields start on page 16. Science and Social Studies fields start on page 19.

## Exporting the Student Data File

1. Sign into PearsonAccess ${ }^{\text {next }}$
2. Select CMAS Spring 2019 from the administration dropdown in PearsonAccess ${ }^{\text {next }}$.
3. Select Published Reports under the Reports dropdown menu.
4. Check the box next to the name of the file.
5. Select Download.

Note: If you receive a notice that the file is too large to download, click on the name of the file, and it will download.

## Importing the file into Excel

1. Open Excel
2. Select the Data tab.
3. In the Get External Data group, select From Text.
4. Locate the downloaded Student Data File.
5. Double-click the file name or select the file and click Import.
6. The Text Import Wizard will open.

Step 1: Set original data type to Delimited. Select Next.
Step 2: Set delimiter to Comma only. Select Next.
Step 3: To retain leading zeros on fields (e.g., grade), first select all fields in the data preview, then select Text as the column data format to import data as text. Select Finish.

| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| A | State Abbreviation | 2 |  | CO = Colorado |
| B | Testing District Code | 4 | The district responsible for administering the test for a student. <br> Identifier Length = 4 | $\begin{aligned} & \hline \mathrm{A}-\mathrm{Z} \\ & 0-9 \end{aligned}$ |
| C | Testing School Code | 4 | The school responsible for administering the test for a student. <br> Identifier Length = 4 | $\begin{aligned} & \mathrm{A}-\mathrm{Z} \\ & 0-9 \end{aligned}$ |
| D | Responsible District Code | 4 | The district responsible for specific educational services and/or instruction of the student. <br> Identifier Length = 4 | $\begin{aligned} & \mathrm{A}-\mathrm{Z} \\ & 0-9 \end{aligned}$ |
| E | Responsible School Code | 4 | The school responsible for specific educational services and/or instruction of the student. <br> Identifier Length $=4$ | $\begin{aligned} & \hline \text { A-Z } \\ & 0-9 \end{aligned}$ |
| F | State Student Identifier (SASID) | 10 | A unique 10- digit code assigned to a student by CDE. | A-Z <br> $0-9$ <br> No embedded spaces |
| G | Local Student Identifier | 30 | A unique number or alphanumeric code assigned to a student by a school system or any other entity. | A-Z $0-9$ No embedded spaces Blank |
| H | Pearson Student Identifier | 36 | Unique student code assigned by PearsonAccess ${ }^{\text {next }}$. | $\begin{array}{\|l\|} \hline \text { A-Z } \\ \hline 0-9 \\ \hline \end{array}$ |
| 1 | Last or Surname | 35 | The full legal last name borne in common by members of a family. | A-Z <br> $0-9$ <br> - <br> ' (Standard Apostrophe) <br> Embedded Spaces |
| J | First Name | 35 | The full legal first name given to a person at birth, baptism, or through legal change. | A-Z <br> $0-9$ <br> - <br> ' (Standard Apostrophe) <br> Embedded Spaces |
| K | Middle Name | 35 | A full legal middle name given to a person at birth, baptism, or through legal change. | A-Z $0-9$ - - ' (Standard Apostrophe) Embedded Spaces Blank |
| L | Birthdate | 10 | The year, month and day on which a person was born. | YYYY-MM-DD |


| Column Letter | Field Name | $\begin{array}{\|c\|} \hline \begin{array}{c} \text { Field } \\ \text { Length } \end{array} \\ \hline \end{array}$ | Field Definitions |  | Expected Values |
| :---: | :---: | :---: | :---: | :---: | :---: |
| M | Sex | 1 | The concept describing the biological traits that distinguish the males and females of a species. | $\begin{aligned} & \text { F = Female } \\ & \mathbf{M}=\text { Male } \end{aligned}$ |  |
| N | Date First Enrolled in US School | 20 | The first date on which the student enrolled in a US public school. | YYYY-MM-DD Blank |  |
| 0 | Grade Level When Assessed | 2 | The grade of a student when assessed. | $03=$ Third grade $04=$ Fourth grade $05=$ Fifth grade $06=$ Sixth grade $07=$ Seventh grade $08=$ Eighth grade $11=$ High School |  |
| P | Hispanic or Latino Ethnicity | 1 | An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \\ & \hline \end{aligned}$ |  |
| Q | American Indian or Alaska Native | 1 | A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |
| R | Asian | 1 | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |
| S | Black or African American | 1 | A person having origins in any of the black racial groups of Africa. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |
| T | Native Hawaiian or Other Pacific Islander | 1 | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |
| U | White | 1 | A person having origins in any of the original peoples of Europe, Middle East, or North Africa. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |
| V | Filler Field | 1 |  | N/A |  |
| W | Gifted and Talented | 1 | An indication that the student is participating in and served by a Gifted/Talented program. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \\ & \hline \end{aligned}$ |  |
| x | Migrant Status | 1 | Persons who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity. | $\begin{aligned} & \hline \mathbf{Y}=\mathrm{Yes} \\ & \mathbf{N}=\text { No } \\ & \text { Blank } \end{aligned}$ |  |


| Column Letter | Field Name | Field <br> Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| Y | Economic Disadvantage Status | 1 | An indication that the student met the State criteria for classification as having an economic disadvantage. | $\begin{aligned} & \mathrm{Y}=\mathrm{Yes} \\ & \mathrm{~N}=\text { No } \\ & \text { Blank } \end{aligned}$ |
| Z | Student With Disabilities | 3 | A student with disability may only receive allowable accommodations if the student has an IEP or 504 plan. | IEP = Student has IEP <br> 504 = Student has 504 Plan <br> $\mathbf{N}=$ No, student does not have IEP or 504 plan Blank |
| AA | Primary Disability Type | 3 | The major or overriding disability condition that best describes a person's impairment. | AUT = Autism <br> DB = Deaf-blindness <br> DD = Developmental delay <br> EMN = Emotional disturbance <br> HI = Hearing impairment <br> ID = Intellectual Disability <br> MD = Multiple disabilities <br> OI = Orthopedic impairment <br> OHI = Other health impairment <br> SLD = Specific learning disability <br> SLI = Speech or language impairment <br> TBI = Traumatic brain injury <br> VI = Visual impairment <br> Blank |
| AB | Homeless | 3 | Student meets the criteria of a homeless individual according to the 2001 McKinney-Vento reauthorization Act. | $\begin{aligned} & \mathbf{0}=\text { No } \\ & \mathbf{3}=\text { Yes and is in the physical custody of a parent or guardian } \\ & \mathbf{4}=\text { Yes and is not in the physical custody of a parent or guardian } \\ & \text { (unaccompanied youth) } \\ & \text { Blank } \end{aligned}$ |
| AC | Language Background | 3 | Visit the following CDE link for a complete list of language background codes: <br> http://www.cde.state.co.us/DataPipeline/org language codes.asp | $\begin{aligned} & \mathrm{A}-\mathrm{Z} \\ & 000=\mathrm{N} / \mathrm{A} \\ & \text { Blank } \end{aligned}$ |
| AD | Language Proficiency | 3 | A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English. | 0 = Not Applicable <br> 1 = NEP - Non English Proficient <br> 2 = LEP - Limited English Proficient <br> 4 = PHLOTE - English Proficient <br> 5 = FELL - Former ELL <br> 6 = FEP - Monitor Year 1 <br> 7 = FEP - Monitor Year 2 <br> 8 = FEP - Exited Year 1 <br> 9 = FEP - Exited Year 2 <br> Blank |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| AE | Language Instruction Program | 3 | Student currently enrolled in language instruction program. Indicates the type of English language instructional program used to educate a student who is an English learner. | 00 = No or Not Applicable <br> 01 = English as a Second Language (ESL) or English Language <br> Development (ELD) <br> 02 = Dual Language or Two-way Immersion <br> 03 = Transitional Bilingual Education or Early-Exit Bilingual Education <br> 04 = Content Classes with integrated ESL Support <br> 05 = Newcomer programs <br> 97 = Other <br> $98=$ Not in a Language Instruction Program, Parent Choice <br> Blank |
| AF | Title 1 | 3 | Student receives Title 1 funding. | $\begin{aligned} & \hline \mathbf{0}=\mathrm{No} \\ & \mathbf{1}=\text { Yes } \\ & \text { Blank } \\ & \hline \end{aligned}$ |
| AG | Continuous in District | 3 | Student enrolled in the district continuously since the October Count date for 2018. | $\begin{aligned} & \hline 0=\text { No } \\ & 1=\text { Yes } \\ & \text { Blank } \\ & \hline \end{aligned}$ |
| AH | Continuous in School | 3 | Student enrolled in the school continuously since the October Count date for 2018. | $\begin{aligned} & \hline 0=\text { No } \\ & 1=\text { Yes } \\ & \text { Blank } \\ & \hline \end{aligned}$ |
| AI | Expelled | 3 | Student expelled from school or district. | $\begin{array}{\|l\|l\|} \hline 0=\text { No } \\ 1=\text { Yes (Expelled) } \\ \text { Blank } \\ \hline \end{array}$ |
| AJ | Filler Field | 20 | N/A | N/A |

## Test Data

| Column <br> Letter | Field Name <br> Length | Field Definitions |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| AK | Session Name |  |  |


| Column <br> Letter | Field Name <br> Length |  | Field Definitions |  |
| :--- | :--- | :--- | :--- | :--- |
| AM | Test Code |  | Expected Values |  |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| AX | Assistive Technology (Math/ELA Only) <br> (Filler Field for Science/Social Studies) | 1 | Used to assign the form administered for computer-based testing when an assistive technology application is needed for students without visual impairments. | $\begin{array}{\|l} \mathrm{Y}=\text { Yes } \\ \text { Blank } \\ \text { Blank for Science and Social Studies. } \end{array}$ |
| AY | Filler Field | 1 |  | N/A |
| AZ | Filler Field | 1 |  | N/A |
| BA | Large Print | 1 | A large print test book with text increased $150 \%$ to an 18 point font. Student responses transcribed into the regular print test book in the large print kit. | $\begin{aligned} & \mathbf{Y}=\text { Yes } \\ & \text { Blank } \end{aligned}$ |
| BB | Braille | 2 | A hard copy braille test book with embedded tactile graphics. Student responses transcribed into the regular print test book in the braille kit. | $01=$ UEB/Unified English Braille Blank |
| BC | Calculation Device and/or Math Charts and/or Counters <br> (Filler Field for Science/Social Studies) | 1 | Student is allowed a calculator as an accommodation, including for items in test sections designated as non-calculator sections. In addition, an arithmetic table (including addition/ subtraction and/or multiplication/division charts), and/or manipulatives may be used. | ```C= Uses calculator on non-calculator section T = Uses math charts and/or counters on non-calculator section B = Uses both calculator and math charts and/or counters on non-calculator section Blank Blank for ELA, CSLA, Science and Social Studies.``` |
| BD | Scribe for ELA Constructed Response <br> ELA Scribe: Approved UAR required <br> (Filler Field for Science/Social Studies) | 2 | Student's response captured by an external speech-to-text device, external AT device, Human Scribe or Signer for Constructed Response item types. | $\begin{aligned} & \hline 01 \text { = Speech-to-Text } \\ & 02 \text { = Scribe } \\ & 03 \text { = Signer } \\ & 04 \text { = External AT Device } \\ & \text { Blank } \\ & \text { Blank for Math, Science and Social Studies } \\ & \hline \end{aligned}$ |
| BE | Scribe for ELA Selected Response <br> (Filler Field for Science/Social Studies) | 2 | Student's response captured by an external speech-to-text device, external AT device, scribe or signer for Selected Response or Technology Enhanced items types. | $\begin{aligned} & \hline 01 \text { = Speech-to-Text } \\ & 02=\text { Scribe } \\ & 03 \text { = Signer } \\ & 04 \text { = External AT Device } \\ & \text { Blank } \\ & \text { Blank for Math, Science and Social Studies } \end{aligned}$ |
| BF | Scribe for Math, Science and Social Studies | 2 | Student's response captured by an external speech-to-text device, external AT device, scribe or signer. | $\begin{aligned} & 01=\text { Speech-to-Text } \\ & 02=\text { Scribe } \\ & 03=\text { Signer } \\ & 04=\text { External AT Device } \\ & \text { Blank } \\ & \text { Blank for ELA and CSLA } \end{aligned}$ |
| BG | Word Prediction | 1 | The student uses a word prediction external device that provides a bank of frequently- or recently-used words as a result of the student entering the first few letters of a word. | $\begin{aligned} & \mathbf{Y}=\text { Yes } \\ & \text { Blank } \end{aligned}$ |
| BH | Administration Directions Clarified in Student's Native Language | 3 | Test directions read aloud, and repeated as needed, in the student's native language by the test administrator. | $\begin{aligned} & \text { SPA = Spanish } \\ & \text { HT = Translator } \\ & \text { Blank } \end{aligned}$ |
| BI | Non-English Response | 2 | The student responded in their native language. No transcription required for Spanish responses. | $\begin{aligned} & 01 \text { = Spanish - Written } \\ & 02 \text { = Spanish - Oral (Scribe Only) } \\ & 03 \text { = Lang other than Eng/Spa - Written (Transcription) } \end{aligned}$ |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | Note: Requires translation if responses are provided in a language other than English or Spanish. | $04=$ Lang other than Eng/Spa - Oral (Scribe and Transcription) Blank |
| BJ | Spanish Transadaptation of the Assessment | 3 | Student assigned to/provided the Spanish form of the assessment. | $\begin{aligned} & \text { SPA = Spanish } \\ & \text { Blank } \end{aligned}$ |
| BK | Word-to-Word Dictionary (English/Native Language) | 1 | The student uses a published word-to-word hand-held dictionary. | $\begin{aligned} & \mathbf{Y}=\text { Yes } \\ & \text { Blank } \end{aligned}$ |
| BL | Text-to-Speech | 2 | The online form of the assessment with embedded auditory presentation. Onscreen text read aloud to the student by means of embedded audio software. | 01-Text-to-Speech for ELA <br> 02-Text-to-Speech for non-ELA subjects Blank |
| BM | Auditory Presentation: Oral Script or Signer | 2 | The test administrator read aloud or signed the test to the student. | $\begin{aligned} & 01 \text { = Signer/Lang Other than Eng/Spa } \\ & 02=\text { Oral Script } \\ & \text { Blank } \\ & \hline \end{aligned}$ |
| BN | Unique Accommodation <br> (Filler Field for Science/Social Studies) | 1 | An accommodation required for a student with a disability that should only be provided if the Unique Accommodation Request is approved by CDE. | $\begin{array}{\|l} \hline \mathbf{Y}=\text { Yes } \\ \text { Blank } \\ \text { Blank for Science and Social Studies. } \end{array}$ |
| BO | Emergency Accommodation | 2 | An emergency accommodation for a student who incurred a temporary disabling condition that interfered with test performance shortly before or during the assessment window. | $\begin{aligned} & \hline 01=\text { Scribe } \\ & 99=\text { Other } \\ & \text { Blank } \end{aligned}$ |
| BP | Extended Time | 6 | Extended time provided to the student. | $\begin{array}{\|l} \hline \text { EL } \\ \text { IEP504 } \\ \text { Both } \\ \text { Blank } \\ \hline \end{array}$ |
| BQ | Student Test UUID | 36 | System generated unique identifier assigned to the student test | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \hline \text { Blank } \\ \hline \end{array}$ |
| BR | Form ID | 50 | Unique form group identifier assigned to the battery collection of forms. | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \end{array}$ |
| BS | Test Status | 7 |  | Assign = Student test assigned and all units are in an assign status. <br> Attempt = Student Test assigned and all units are in a complete status. |
| BT | Total Test Items | 3 | Total number of questions/items on an administered test. Only displayed if Test Attemptedness Flag is not blank. | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| BU | Test Attemptedness Flag | 1 | Flag indicating the test met test attempt criteria. | $\mathbf{Y}=$ Test attempt processed and met test attempt criteria <br> $\mathrm{N}=$ Test attempt processed and did NOT meet test attempt criteria |
| BV | Total Test Items Attempted | 3 | Total number of items attempted on the test. Only displayed if Test Attemptedness Flag is not blank. | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| BW | Student Unit 1 Test UUID | 36 | System generated unique identifier assigned to the student test unit | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \end{array}$ |
| BX | Unit 1 Form ID | 20 | Form assigned | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \end{array}$ |


| $\begin{array}{\|c} \hline \text { Column } \\ \text { Letter } \end{array}$ | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| BY | Unit 1 Total Test Items | 2 | Total number of items on an online test attempt within unit 1 | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| BZ | Unit 1 Number Of Attempted Items | 2 | Total number of items on an online test attempt within unit 1 that were attempted | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| CA | Student Unit 2 Test UUID | 36 | System generated unique identifier assigned to the student test unit | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| CB | Unit 2 Form ID | 20 | Form assigned | $\begin{aligned} & \text { A-Z } \\ & \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| CC | Unit 2 Total Test Items | 2 | Total number of items on an online test attempt within unit 2 | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| CD | Unit 2 Number Of Attempted Items | 2 | Total number of items on an online test attempt within unit 2 that were attempted | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| CE | Student Unit 3 Test UUID | 36 | System generated unique identifier assigned to the student test unit | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \end{array}$ |
| CF | Unit 3 Form ID | 20 | Form assigned | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| CG | Unit 3 Total Test Items | 2 | Total number of items on an online test attempt within unit 3 | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| CH | Unit 3 Number Of Attempted Items | 2 | Total number of items on an online test attempt within unit 3 that were attempted | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| Cl | Not Tested Code | 1 | Flag for Not Tested Reason. | $\begin{array}{\|l\|} \hline Y \\ \text { Blank } \end{array}$ |
| CJ | Not Tested Reason | 2 | Reason associated with the Not Tested Code. | $\begin{aligned} & 00 \text { = Absent } \\ & 01 \text { = Took Other Assessment OR Duplicate Registration/Attempt } \\ & 02 \text { = First Year in U.S. English Learner } \\ & 03 \text { = Withdrew Before/During Testing } \\ & 04 \text { = Student Test Refusal } \\ & 05 \text { = State Use Only } \\ & 06 \text { = Misadministration } \\ & 07 \text { = Medical Exemption } \\ & 08 \text { = Part Time Public and Part Time Home School Student } \\ & 09 \text { = Parent Excuse } \\ & \text { Blank } \end{aligned}$ |
| CK | Void Score Code | 1 | Flag for voiding the test attempt score. | $\begin{aligned} & \hline \mathbf{Y} \\ & \text { Blank } \end{aligned}$ |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| CL | Void Score Reason | 2 | Reason associated with the Void Test Score Code. | $\begin{aligned} & 01 \text { = Took Other Assessment OR Duplicate Registration/Attempt } \\ & 02 \text { = Interrupted and Not Completed } \\ & 03 \text { = Withdrew Before/During Testing } \\ & 04 \text { = Student Test Refusal } \\ & 05 \text { = Non-approved Accommodation } \\ & 06 \text { = Misadministration } \\ & 07 \text { = Medical Exemption } \\ & 08 \text { = Part Time Public and Part Time Home School Student } \\ & 09 \text { = Parent Excuse } \\ & 10 \text { = State Use Only } \\ & \text { Blank } \end{aligned}$ |
| CM | Calculated Invalidation | 30 | Automatically populated based on Not Tested, Void Test Score, and Report Suppression fields. | Absent Other Assessment OR Duplicate 1st Year in US English Learner Interrupted and Not Completed Withdrew Before/During Testing Student Test Refusal <br> State Use <br> Non-approved Accommodation Misadministration Medical Exemption Part Time Public/Home School Parent Excuse Valid Score Not Attempted Blank |
| CN | Report Suppression Code | 2 | If Report Suppression Action is non-blank then Report Suppression Code must be non-blank. | ```01 = Report Suppression Code reason 1 03 = Report Suppression Code reason 3 06 = Report Suppression Code reason 6 Blank``` |
| CO | Report Suppression Action | 2 | Description of the reporting action associated with the Report Suppression Code. | 02 = The student record receives a Student Performance Report (SPR) with a summative score and the student record is included on the Roster Report with a summative score. The student is excluded from all Aggregate reports (Growth and Performance views for School, State, District). <br> 05 = The student record only receives a Student Performance Report (SPR). The student record is excluded from the Roster Report and all Aggregate reports (Growth and Performance views for School, State, District). <br> Blank |
| CP | Unit1 Test Start Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |
| CQ | Unit 1 Test End Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |


| $\begin{array}{\|c} \hline \text { Column } \\ \text { Letter } \end{array}$ | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| CR | Unit2 Test Start Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |
| CS | Unit 2 Test End Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |
| CT | Unit3 Test Start Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |
| CU | Unit 3 Test End Date Time | 19 |  | YYYY-MM-DDTHH:MM:SS Blank |
| CV | Assessment Year | 9 |  | 2018-2019 |
| CW | Subject | 35 | Derived based on test code and used in the text of the SPR and aggregation based on subject. | English Language Arts/Literacy Mathematics <br> Spanish Language Arts/Literacy Science <br> Social Studies |
| CX | Federal Race Ethnicity | 2 |  | $\begin{aligned} & 01 \text { = American Indian or Alaska Native } \\ & 02 \text { = Asian } \\ & 03 \text { = Black or African American } \\ & 04 \text { = Hispanic or Latino } \\ & 05 \text { = White } \\ & 06 \text { = Native Hawaiian or other Pacific Islander } \\ & 07 \text { = Two or more races } \\ & 00 \text { = Could not resolve } \\ & \hline \end{aligned}$ |
| CY | Testing District Name | 60 |  | $\begin{aligned} & \text { A-Z } \\ & 0-9 \\ & - \\ & \vdots \\ & \hline \\ & \& \\ & \# \\ & + \\ & \vdots \\ & \vdots \\ & \text { Embedded spaces } \\ & \text { Blank } \\ & \hline \end{aligned}$ |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| CZ | Testing School Name | 60 |  | A-Z <br> $0-9$ <br> - <br> ' (Standard Apostrophe) <br>  <br> $\#$ <br> $\#$ <br> + <br> $\vdots$ <br> $\vdots$ <br> Embedded spaces <br> Blank |
| DA | Responsible District Name | 60 |  | A-Z <br> $0-9$ <br> - <br> ' (Standard Apostrophe) <br> $/$ <br> $\&$ <br> $\#$ <br> + <br> $\vdots$ <br> $\vdots$ <br> Embedded spaces <br> Blank |
| DB | Responsible School Name | 60 |  | $\begin{aligned} & \text { A-Z } \\ & 0-9 \\ & - \\ & \vdots \\ & \hline \\ & \& \\ & \# \\ & + \\ & \vdots \\ & \vdots \\ & \text { Embedded spaces } \\ & \text { Blank } \\ & \hline \end{aligned}$ |
| DC | Filler Field | 3 |  | N/A |
| DD | Filler Field | 3 |  | N/A |
| DE | Filler Field | 3 |  | N/A |
| DF | Filler Field | 3 |  | N/A |
| DG | Filler Field | 10 |  | N/A |
| DH | Scale Score | 3 | Scale Score at the overall test level | Test Scale Score |


| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| :---: | :---: | :---: | :---: | :---: |
| DI | CSEM | 3 | Conditional Standard Error of Measurement at the overall test level | $\begin{aligned} & 0-9 \\ & \text { Blank } \end{aligned}$ |
| DJ | Performance Level | 1 | Performance level at the overall test level <br> Science/Social Studies <br> Level 1: Partially met expectations <br> Level 2: Approached expectations <br> Level 3: Met expectations <br> Level 4: Exceeded expectations <br> Math/ELA/CSLA <br> Level 1: Did not yet meet expectations <br> Level 2: Partially met expectations <br> Level 3: Approached expectations <br> Level 4: Met expectations <br> Level 5: Exceeded expectations | ```1-5 Blank = Test did not receive a valid score``` |
| DK | Percentile Rank | 2 | Overall percentile rank of student in the state | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |


| Math and ELA/CSLA Fields |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Column <br> Letter | Field Name | Field Length | Field Definitions |  | Expected Values |
| DL | Test Reading Scale Score | 3 |  | 0-9 <br> Blank |  |
| DM | Test Reading CSEM | 3 |  | $0-9$ <br> Blank |  |
| DN | Test Writing Raw Score | 3 |  | 0-9 <br> Blank |  |
| DO | Test Writing Points Possible | 3 |  | $0-9$ <br> Blank |  |
| DP | Test Writing Percent Earned | 3 |  | 0-9 Blank |  |
| DQ | Subclaim 1 Raw Score | 3 | ELA Subclaim 1 = Reading-RL (Literary Text) <br> Math Subclaim 1 = Major Content Subclaim A | $0-9$ <br> Blank |  |
| DR | Subclaim 1 Points Possible | 3 | ELA Subclaim 1 = Reading-RL (Literary Text) <br> Math Subclaim 1 = Major Content Subclaim A | 0-9 <br> Blank |  |
| DS | Subclaim 1 Percent Earned | 3 | ELA Subclaim 1 = Reading-RL (Literary Text) <br> Math Subclaim 1 = Major Content Subclaim A | $0-9$ <br> Blank |  |
| DT | Subclaim 2 Raw Score | 3 | ELA Subclaim 2 = Reading-RI (Informational Text) <br> Math Subclaim 2 = Additional \& Supporting Content Subclaim B | 0-9 <br> Blank |  |
| DU | Subclaim 2 Points Possible | 3 | ELA Subclaim 2 = Reading-RI (Informational Text) <br> Math Subclaim 2 = Additional \& Supporting Content Subclaim B | $0-9$ <br> Blank |  |
| DV | Subclaim 2 Percent Earned | 3 | ELA Subclaim 2 = Reading-RI (Informational Text) <br> Math Subclaim 2 = Additional \& Supporting Content Subclaim B | $0-9$ <br> Blank |  |
| DW | Subclaim 3 Raw Score | 3 | ELA Subclaim 3 = Reading-RV (Vocabulary) <br> Math Subclaim 3 = Expressing Mathematical Reasoning Subclaim C | $0-9$ <br> Blank |  |
| DX | Subclaim 3 Points Possible | 3 | ELA Subclaim 3 = Reading-RV (Vocabulary) <br> Math Subclaim 3 = Expressing Mathematical Reasoning Subclaim C | 0-9 <br> Blank |  |
| DY | Subclaim 3 Percent Earned | 3 | ELA Subclaim 3 = Reading-RV (Vocabulary) <br> Math Subclaim 3 = Expressing Mathematical Reasoning Subclaim C | 0-9 <br> Blank |  |
| DZ | Subclaim 4 Raw Score | 3 | ELA Subclaim 4 = Writing-WE (Writing Expression) <br> Math Subclaim 4 = Modeling \& Application Subclaim D | 0-9 <br> Blank |  |
| EA | Subclaim 4 Points Possible | 3 | ELA Subclaim 4 = Writing-WE (Writing Expression) <br> Math Subclaim 4 = Modeling \& Application Subclaim D | $0-9$ <br> Blank |  |
| EB | Subclaim 4 Percent Earned | 3 | ELA Subclaim 4 = Writing-WE (Writing Expression) <br> Math Subclaim 4 = Modeling \& Application Subclaim D | $0-9$ <br> Blank |  |
| EC | Filler Field | 1 |  | N/A |  |
| ED | Subclaim 5 Raw Score | 3 | ELA Subclaim 5 = Writing-WKL (Knowledge and use of Language Conventions) | 0-9 <br> Blank |  |
| EE | Subclaim 5 Points Possible | 3 | ELA Subclaim 5 = Writing-WKL (Knowledge and use of Language Conventions) | 0-9 <br> Blank |  |
| EF | Subclaim 5 Percent Earned | 3 | ELA Subclaim 5 = Writing-WKL (Knowledge and use of Language Conventions) | 0-9 <br> Blank |  |


| Math and ELA/CSLA Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| EG | Filler Field | 1 |  | N/A |
| EH | Filler Field | 1 |  | N/A |
| EI | Filler Field | 2 |  | N/A |
| EJ | Scored Item Response | 200 | Scored Item Response | Multiple choice scores: $\begin{aligned} & \mathbf{0}=\text { incorrect } \\ & \mathbf{1}=\text { correct } \end{aligned}$ <br> blank <br> Technology Enhanced/Constructed Response Item Scores: $0,1,2,3,4,5,6$ <br> Blank |
| EK | Core Form ID | 14 | Form assigned | $\begin{array}{\|l\|} \hline \text { A-Z } \\ 0-9 \\ \text { Blank } \end{array}$ |
| EL | Domain 1 Cluster/COS 1 Student Percent Earned* | 3 |  | $\begin{array}{\|l\|} \hline 99-100 \\ \text { Blank } \end{array}$ |
| EM | Domain 1 Cluster/COS 2 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EN | Domain 1 Cluster/COS 3 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EO | Domain 1 Cluster/COS 4 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EP | Domain 2 Cluster/COS 1 Student Percent Earned | 3 |  | $\begin{array}{\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EQ | Domain 2 Cluster/COS 2 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| ER | Domain 2 Cluster/COS 3 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| ES | Domain 2 Cluster/COS 4 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| ET | Domain 3 Cluster/COS 1 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EU | Domain 3 Cluster/COS 2 Student Percent Earned | 3 |  | $\begin{array}{\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EV | Domain 3 Cluster/COS 3 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EW | Domain 3 Cluster/COS 4 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EX | Domain 4 Cluster/COS 1 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l\|} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |
| EY | Domain 4 Cluster/COS 2 Student Percent Earned | 3 |  | $\begin{array}{\|l\|l} \hline 99-100 \\ \text { Blank } \\ \hline \end{array}$ |

Math and ELA/CSLA Fields

| Math and ELA/CSLA Fields <br> Column <br> Letter | Field Name | Field <br> Length | Field Definitions |  |
| :--- | :--- | :--- | :--- | :--- |
| EZ | Domain 4 Cluster/COS 3 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FA | Domain 4 Cluster/COS 4 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FB | Domain 4 Cluster/COS 5 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FC | Domain 4 Cluster/COS 6 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FD | Domain 5 Cluster/COS 1 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FE | Domain 5 Cluster/COS 2 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FF | Domain 5 Cluster/COS 3 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FG | Domain 5 Cluster/COS 4 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FH | Domain 6 Cluster/COS 1 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FI | Domain 6 Cluster/COS 2 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FJ | Domain 6 Cluster/COS 3 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |
| FK | Domain 6 Cluster/COS 4 Student <br> Percent Earned | 3 |  | $99-100$ <br> Blank |

*See Page 19 for Domain Definitions

| Student Data File Column | ELA Domain/Cluster Label |  |
| :--- | :--- | :--- |
|  | ELA03-ELA05 | ELA06-ELA08 |
| EL | Key Ideas: Literary Text | Key Ideas: Literary Text |
| EM | Key Ideas: Informational Text | Key Ideas: Informational Text |
| EN | Integration of Knowledge \& Ideas | Integration of Knowledge \& Ideas |
| EO | Craft \& Structure | Craft \& Structure |
| EP | Vocabulary Acquisition \& Use | Vocabulary Acquisition \& Use |
| ET | Prose Constructed Response 1 | Literacy in History / Social Studies |
| EU | Prose Constructed Response 2 | Literacy in Science \& Technical Subjects |
| EV | Written Expression (Subclaim 4) |  |
| EW | Knowledge of Language and Conventions (Subclaim 5) |  |
| EX |  | Prose Constructed Response 1 |
| EY |  | Prose Constructed Response 2 |
| EZ |  | Written Expression (Subclaim 4) |
| FA |  | Knowledge of Language and Conventions (Subclaim 5) |


|  | Math Domain/Cluster Label |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Data File Column | MAT03 | MAT04 | MAT05 | MAT06 | MAT07 | MAT08 |
| EL |  <br> Algebraic Thinking |  <br> Operations in Base <br> Ten |  <br> Operations in Base <br> Ten | Ratios \& Proportional Relationships | Ratios \& Proportional Relationships | Geometry |
| EM |  <br> Operations in Base <br> Ten |  <br> Operations - <br> Fractions |  <br> Operations - <br> Fractions | The Number System | The Number System | Expressions \& Equations |
| EN | Measurement \& Data | Measurement \& Data | Measurement \& Data | Expression \& Equations |  <br> Equations | Functions |
| EO |  |  |  |  | Statistics \& Probability |  |
| EP | Modeling \& Reasoning: On Grade Level |  |  |  |  |  |
| EQ | Modeling \& Reasoning: Securely Held Knowledge |  |  |  |  |  |


| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column <br> Letter | Field Name | Field Length | Field Definitions | Expected Values |
| DL | Points Possible | 3 | Overall Points Possible | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| DM | Filler Field | 3 |  | N/A |
| DN | Standard 1 Scale Score | 3 |  | 0-9 <br> Blank |
| DO | Standard 1 CSEM | 3 | Standard 1 Conditional Standard Error of Measure | $\begin{array}{\|l\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| DP | Standard 1 Performance Level | 1 | 1: Potential Relative Weakness 2: Typical 3: Potential Relative Strength blank = Test did not receive a valid score | $\begin{aligned} & \hline 1-3 \\ & \text { Blank } \end{aligned}$ |
| DQ | Standard 1 Points Possible | 3 |  | 0-9 Blank |
| DR | Standard 2 Scale Score | 3 |  | 0-9 Blank |
| DS | Standard 2 CSEM | 3 | Standard 2 Conditional Standard Error of Measure | 0-9 Blank |
| DT | Standard 2 Performance Level | 3 | 1: Potential Relative Weakness 2: Typical 3: Potential Relative Strength blank = Test did not receive a valid score | $\begin{array}{\|l\|} \hline \text { 1-3 } \\ \text { Blank } \end{array}$ |
| DU | Standard 2 Points Possible | 3 |  | 0-9 Blank |
| DV | Standard 3 Scale Score | 3 |  | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| DW | Standard 3 CSEM | 3 | Standard 3 Conditional Standard Error of Measure | $0-9$ <br> Blank |
| DX | Standard 3 Performance Level | 1 | 1: Potential Relative Weakness 2: Typical 3: Potential Relative Strength blank = Test did not receive a valid score | $\begin{aligned} & \hline 1-3 \\ & \text { Blank } \end{aligned}$ |
| DY | Standard 3 Points Possible | 3 |  | 0-9 Blank |
| DZ | Standard 4 Scale Score | 3 |  | 0-9 Blank |
| EA | Standard 4 CSEM | 1 | Standard 4 Conditional Standard Error of Measure | 0-9 Blank |
| EB | Standard 4 Performance Level | 1 | 1: Potential Relative Weakness 2: Typical 3: Potential Relative Strength blank = Test did not receive a valid score | $1-3$ <br> Blank |
| EC | Standard 4 Points Possible | 3 |  | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |

CMAS Student Data File Field Definitions - Spring 2019

| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| ED | Std1PGC1RawSc | 3 | Standard 1 Prepared Graduate Competency1 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EE | Std1PGC1PtsPoss | 3 | Standard 1 Prepared Graduate Competency 1 Points Possible | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| EF | Std1PGC1PctEarned | 3 | Standard 1 Prepared Graduate Competency 1 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| EG | Std1PGC2RawSc | 3 | Standard 1 Prepared Graduate Competency 2 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EH | Std1PGC2PtsPoss | 3 | Standard 1 Prepared Graduate Competency 2 Points Possible | $\begin{aligned} & \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ & \hline \end{aligned}$ |
| EI | Std1PGC2PctEarned | 3 | Standard 1 Prepared Graduate Competency 2 Percent Earned | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| EJ | Std1PGC3RawSc | 3 | Standard 1 Prepared Graduate Competency 3 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EK | Std1PGC3PtsPoss | 3 | Standard 1 Prepared Graduate Competency 3 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EL | Std1PGC3PctEarned | 3 | Standard 1 Prepared Graduate Competency 3 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| EM | Filler Field | 24 |  | N/A |
| EN | Std2PGC1RawSc | 3 | Standard 2 Prepared Graduate Competency 1 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| EO | Std2PGC1PtsPoss | 3 | Standard 2 Prepared Graduate Competency 1 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EP | Std2PGC1PctEarned | 3 | Standard 2 Prepared Graduate Competency 1 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EQ | Std2PGC2RawSc | 3 | Standard 2 Prepared Graduate Competency 2 Raw Score | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| ER | Std2PGC2PtsPoss | 3 | Standard 2 Prepared Graduate Competency 2 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| ES | Std2PGC2PctEarned | 3 | Standard 2 Prepared Graduate Competency 2 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| ET | Std2PGC3RawSc | 3 | Standard 2 Prepared Graduate Competency 3 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EU | Std2PGC3PtsPoss | 3 | Standard 2 Prepared Graduate Competency 3 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| EV | Std2PGC3PctEarned | 3 | Standard 2 Prepared Graduate Competency 3 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| EW | Std2PGC4RawSc | 3 | Standard 2 Prepared Graduate Competency 4 Raw Score | $\begin{aligned} & \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ & \hline \end{aligned}$ |
| EX | Std2PGC4PtsPoss | 3 | Standard 2 Prepared Graduate Competency 4 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |


| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| EY | Std2PGC4PctEarned | 3 | Standard 2 Prepared Graduate Competency 4 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| EZ | Filler Field | 24 |  | N/A |
| FA | Std3PGC1RawSc | 3 | Standard 3 Prepared Graduate Competency 1 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FB | Std3PGC1PtsPoss | 3 | Standard 3 Prepared Graduate Competency 1 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FC | Std3PGC1PctEarned | 3 | Standard 3 Prepared Graduate Competency 1 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FD | Std3PGC2RawSc | 3 | Standard 3 Prepared Graduate Competency 2 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FE | Std3PGC2PtsPoss | 3 | Standard 3 Prepared Graduate Competency 2 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FF | Std3PGC2PctEarned | 3 | Standard 3 Prepared Graduate Competency 2 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FG | Std3PGC3RawSc | 3 | Standard 3 Prepared Graduate Competency 3 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FH | Std3PGC3PtsPoss | 3 | Standard 3 Prepared Graduate Competency 3 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FI | Std3PGC3PctEarned | 3 | Standard 3 Prepared Graduate Competency 3 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FJ | Filler Field | 24 |  | N/A |
| FK | Std4PGC1RawSc | 3 | Standard 4 Prepared Graduate Competency 1 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FL | Std4PGC1PtsPoss | 3 | Standard 4 Prepared Graduate Competency 1 Points Possible | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \\ \hline \end{array}$ |
| FM | Std4PGC1PctEarned | 3 | Standard 4 Prepared Graduate Competency 1 Percent Earned | $\begin{aligned} & \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ & \hline \end{aligned}$ |
| FN | Std4PGC2RawSc | 3 | Standard 4 Prepared Graduate Competency 2 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FO | Std4PGC2PtsPoss | 3 | Standard 4 Prepared Graduate Competency 2 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FP | Std4PGC2PctEarned | 3 | Standard 4 Prepared Graduate Competency 2 Percent Earned | $\begin{aligned} & \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ & \hline \end{aligned}$ |
| FQ | Filler Field | 36 |  | N/A |
| FR | Std1GLE1RawSc | 3 | Standard 1 Grade Level Expectation 1 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FS | Std1GLE1PtsPoss | 3 | Standard 1 Grade Level Expectation 1 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| FT | Std1GLE1PctEarned | 3 | Standard 1 Grade Level Expectation 1 Percent Earned | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |


| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| FU | Std1GLE2RawSc | 3 | Standard 1 Grade Level Expectation 2 Raw Score | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| FV | Std1GLE2PtsPoss | 3 | Standard 1 Grade Level Expectation 2 Points Possible | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| FW | Std1GLE2PctEarned | 3 | Standard 1 Grade Level Expectation 2 Percent Earned | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| FX | Std1GLE3RawSc | 3 | Standard 1 Grade Level Expectation 3 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| FY | Std1GLE3PtsPoss | 3 | Standard 1 Grade Level Expectation 3 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| FZ | Std1GLE3PctEarned | 3 | Standard 1 Grade Level Expectation 3 Percent Earned | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GA | Std1GLE4RawSc | 3 | Standard 1 Grade Level Expectation 4 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GB | Std1GLE4PtsPoss | 3 | Standard 1 Grade Level Expectation 4 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GC | Std1GLE4PctEarned | 3 | Standard 1 Grade Level Expectation 4 Percent Earned | $\begin{array}{\|l\|} \hline 0-9 \\ \hline \text { Blank } \\ \hline \end{array}$ |
| GD | Std1GLE5RawSc | 3 | Standard 1 Grade Level Expectation 5 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GE | Std1GLE5PtsPoss | 3 | Standard 1 Grade Level Expectation 5 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GF | Std1GLE5PctEarned | 3 | Standard 1 Grade Level Expectation 5 Percent Earned | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| GG | Std1GLE6RawSc | 3 | Standard 1 Grade Level Expectation 6 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GH | Std1GLE6PtsPoss | 3 | Standard 1 Grade Level Expectation 6 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GI | Std1GLE6PctEarned | 3 | Standard 1 Grade Level Expectation 6 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GJ | Filler Field | 12 |  | N/A |
| GK | Std2GLE1RawSc | 3 | Standard 2 Grade Level Expectation 1 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \\ \hline \end{array}$ |
| GL | Std2GLE1PtsPoss | 3 | Standard 2 Grade Level Expectation 1 Points Possible | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| GM | Std2GLE1PctEarned | 3 | Standard 2 Grade Level Expectation 1 Percent Earned | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| GN | Std2GLE2RawSc | 3 | Standard 2 Grade Level Expectation 2 Raw Score | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| GO | Std2GLE2PtsPoss | 3 | Standard 2 Grade Level Expectation 2 Points Possible | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |


| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| GP | Std2GLE2PctEarned | 3 | Standard 2 Grade Level Expectation 2 Percent Earned | $\begin{aligned} & \hline \text { 0-9 } \\ & \text { Blank } \end{aligned}$ |
| GQ | Std2GLE3RawSc | 3 | Standard 2 Grade Level Expectation 3 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GR | Std2GLE3PtsPoss | 3 | Standard 2 Grade Level Expectation 3 Points Possible | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| GS | Std2GLE3PctEarned | 3 | Standard 2 Grade Level Expectation 3 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| GT | Std2GLE4RawSc | 3 | Standard 2 Grade Level Expectation 4 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GU | Std2GLE4PtsPoss | 3 | Standard 2 Grade Level Expectation 4 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GV | Std2GLE4PctEarned | 3 | Standard 2 Grade Level Expectation 4 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| GW | Std2GLE5RawSc | 3 | Standard 2 Grade Level Expectation 5 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GX | Std2GLE5PtsPoss | 3 | Standard 2 Grade Level Expectation 5 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| GY | Std2GLE5PctEarned | 3 | Standard 2 Grade Level Expectation 5 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| GZ | Std2GLE6RawSc | 3 | Standard 2 Grade Level Expectation 6 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HA | Std2GLE6PtsPoss | 3 | Standard 2 Grade Level Expectation 6 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HB | Std2GLE6PctEarned | 3 | Standard 2 Grade Level Expectation 6 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| HC | Std2GLE7RawSc | 3 | Standard 2 Grade Level Expectation 7 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HD | Std2GLE7PtsPoss | 3 | Standard 2 Grade Level Expectation 7 Points Possible | $\begin{aligned} & \hline 0-9 \\ & \text { Blank } \end{aligned}$ |
| HE | Std2GLE7PctEarned | 3 | Standard 2 Grade Level Expectation 7 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| HF | Std2GLE8RawSc | 3 | Standard 2 Grade Level Expectation 8 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HG | Std2GLE8PtsPoss | 3 | Standard 2 Grade Level Expectation 8 Points Possible | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HH | Std2GLE8PctEarned | 3 | Standard 2 Grade Level Expectation 8 Percent Earned | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| HI | Std2GLE9RawSc | 3 | Standard 2 Grade Level Expectation 9 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| HJ | Std2GLE9PtsPoss | 3 | Standard 2 Grade Level Expectation 9 Points Possible | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |


| Science | and Social Studies Fields |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| HK | Std2GLE9PctEarned | 3 | Standard 2 Grade Level Expectation 9 Percent Earned | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| HL | Filler Field | 12 |  | N/A |
| HM | Std3GLE1RawSc | 3 | Standard 3 Grade Level Expectation 1 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HN | Std3GLE1PtsPoss | 3 | Standard 3 Grade Level Expectation 1 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HO | Std3GLE1PctEarned | 3 | Standard 3 Grade Level Expectation 1 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HP | Std3GLE2RawSc | 3 | Standard 3 Grade Level Expectation 2 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HQ | Std3GLE2PtsPoss | 3 | Standard 3 Grade Level Expectation 2 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HR | Std3GLE2PctEarned | 3 | Standard 3 Grade Level Expectation 2 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HS | Std3GLE3RawSc | 3 | Standard 3 Grade Level Expectation 3 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HT | Std3GLE3PtsPoss | 3 | Standard 3 Grade Level Expectation 3 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HU | Std3GLE3PctEarned | 3 | Standard 3 Grade Level Expectation 3 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HV | Std3GLE4RawSc | 3 | Standard 3 Grade Level Expectation 4 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HW | Std3GLE4PtsPoss | 3 | Standard 3 Grade Level Expectation 4 Points Possible | $\begin{array}{\|l\|} \hline 0-9 \\ \text { Blank } \end{array}$ |
| HX | Std3GLE4PctEarned | 3 | Standard 3 Grade Level Expectation 4 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HY | Std3GLE5RawSc | 3 | Standard 3 Grade Level Expectation 5 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| HZ | Std3GLE5PtsPoss | 3 | Standard 3 Grade Level Expectation 5 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IA | Std3GLE5PctEarned | 3 | Standard 3 Grade Level Expectation 5 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IB | Std3GLE6RawSc | 3 | Standard 3 Grade Level Expectation 6 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { O-9 } \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IC | Std3GLE6PtsPoss | 3 | Standard 3 Grade Level Expectation 6 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| ID | Std3GLE6PctEarned | 3 | Standard 3 Grade Level Expectation 6 Percent Earned | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IE | Std3GLE7RawSc | 3 | Standard 3 Grade Level Expectation 7 Raw Score | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |


| Science and Social Studies Fields |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Column Letter | Field Name | Field Length | Field Definitions | Expected Values |
| IF | Std3GLE7PtsPoss | 3 | Standard 3 Grade Level Expectation 7 Points Possible | $\begin{aligned} & \hline 0-9 \\ & \text { Blank } \end{aligned}$ |
| IG | Std3GLE7PctEarned | 3 | Standard 3 Grade Level Expectation 7 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IH | Filler Field | 12 |  | N/A |
| 11 | Std4GLE1RawSc | 3 | Standard 4 Grade Level Expectation 1 Raw Score | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| IJ | Std4GLE1PtsPoss | 3 | Standard 4 Grade Level Expectation 1 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IK | Std4GLE1PctEarned | 3 | Standard 4 Grade Level Expectation 1 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IL | Std4GLE2RawSc | 3 | Standard 4 Grade Level Expectation 2 Raw Score | $\begin{aligned} & \hline \text { O-9 } \\ & \text { Blank } \end{aligned}$ |
| IM | Std4GLE2PtsPoss | 3 | Standard 4 Grade Level Expectation 2 Points Possible | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| IN | Std4GLE2PctEarned | 3 | Standard 4 Grade Level Expectation 2 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| 10 | Std4GLE3RawSc | 3 | Standard 4 Grade Level Expectation 3 Raw Score | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IP | Std4GLE3PtsPoss | 3 | Standard 4 Grade Level Expectation 3 Points Possible | $\begin{array}{\|l\|} \hline \begin{array}{l} 0-9 \\ \text { Blank } \end{array} \\ \hline \end{array}$ |
| IQ | Std4GLE3PctEarned | 3 | Standard 4 Grade Level Expectation 3 Percent Earned | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IR | Filler Field | 36 |  | N/A |
| IS | Constructed Response Scale Score | 3 |  | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IT | Constructed Response CSEM | 3 | Constructed Response Conditional Standard Error of Measure | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IU | Constructed Response Points Possible | 3 |  | $\begin{array}{\|l\|} \hline \text { 0-9 } \\ \text { Blank } \end{array}$ |
| IV | Selected Response Scale Score | 3 |  | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IW | Selected Response CSEM | 3 | Selected Response Conditional Standard Error of Measure | $\begin{array}{\|l\|} \hline \text { O-9 } \\ \text { Blank } \end{array}$ |
| IX | Selected Response Points Possible | 3 |  | $\begin{aligned} & \hline 0-9 \\ & \text { Blank } \end{aligned}$ |

Science and Social Studies Fields

| Column <br> Letter | Field Name <br> Length | Expected Values |  |  |
| :--- | :--- | :--- | :--- | :--- |
| IY | Scored Item Response |  | Finitions |  |

