

# MCAP Every Student Every Attempt (ESEA) File Field Definitions



**Version 1.1**

**MCAP Science (MISA)**

**Every Student Every Attempt (ESEA File)**

# Document Revisions

| Revision Date | Version | Description   |
|---------------|---------|---|
| 12/09/2022    | 1.0     | Initial Version   |
| 02/15/2023    | 1.1     | Update to Science Reporting to include SEP, CCC details.            |
| 2/15/2023     | 1.1     | Updated verbiage for Economically Disadvantaged and Exception Code. |

If assistance is needed, contact the Customer Support Center at **888-639-0690** or visit [support.mdassessments.com](https://support.mdassessments.com) and select **Support**.

The purpose of this document is to provide the comprehensive data of all students and all attempts.

| Column | Field Name        | Field Length | Field Definitions   | Valid Values                                | Notes or Test Content   |
|--------|-------------------|--------------|---|---|---|
| A      | Customer Code     | 255          | Pearson created unique ID to identify project   | <b>MARYLAND</b><br><br>Must be in uppercase |   |
| B      | Organization Code | 50           | The Organization responsible for administering the test for a student.  | Numeric 0-9                                 |   |
| C      | Student ID        | 50           | State assigned Student ID (SASID)<br><br>If loading a student without a State Student ID put "NONE" in this field. The system will generate an ID that will start with N. | Numeric 0-9<br><br>NONE                     | Maryland Student Identifiers are 10 digits in length. Please ensure when creating a student, you are using the Maryland assigned SASID.<br><br>If the student is a temporary student or will never have a Maryland SASID the student's ID will start with the letter N and will be created by Pearson Access. |
| D      | Local ID          | 50           | A unique LEA assigned number  | Numeric 0-9<br>Blank                        |   |
| E      | First Name        | 255          | The full legal first name given to a person at birth, baptism, or through legal change. Matching Criteria is case sensitive.  | Alpha<br>Space                              |   |
| F      | Last Name         | 255          | The full legal last name borne in common by members of a family. Matching Criteria is case sensitive.   | Alpha<br>Space                              |   |
| G      | Middle Name       | 255          | The full legal first name given to a person at birth, baptism, or through legal change.   | Alpha<br>Space                              |   |
| H      | Date of Birth     | 10           | The month, day, and year on which a person was born.  | mm/dd/yyyy<br>m/d/yyyy                      |   |

| Column | Field Name                        | Field Length | Field Definitions   | Valid Values  | Notes or Test Content |
|--------|-----------------------------------|--------------|---|---|-----------------------|
| I      | Enrolled Grade                    | 2            | Actual grade student is enrolled to during testing administration.  | <b>03</b> = Third grade<br><b>04</b> = Fourth grade<br><b>05</b> = Fifth grade<br><b>06</b> = Sixth grade<br><b>07</b> = Seventh grade<br><b>08</b> = Eighth grade<br><b>09</b> = Ninth grade<br><b>10</b> = Tenth grade<br><b>11</b> = Eleventh grade<br><b>12</b> = Twelfth grade |                       |
| J      | Student Email                     | 255          | Email address of student  | Blank<br>Before the @: A-Z, a-z, 0-9, ., _ , %, +, ` , ~ , / , # , \$ , ! , & , ' , * , = , ? , ^ , { ,   , } , -<br>After the @<br>A-Z, a-z, 0-9<br>. -<br>After the last period (.), 2-4 in length A-Z, a-z   |                       |
| K      | Reporting School                  | 255          | The Organization entered here will be used for aggregation of the student results. The student must be enrolled in both the organization testing at and the organization responsible for receiving the student results. | Numeric 0-9   |                       |
| L      | Gender                            | 1            | The concept describing the biological traits that distinguish the males and females of a species.   | <b>F</b> = Female<br><b>M</b> = Male<br><b>X</b> = Non-Binary<br>Blank  |                       |
| M      | American Indian or Alaskan 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.            | <b>Y</b> = Yes<br><b>N</b> = No<br>Blank  |                       |

| Column | Field Name                          | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|-------------------------------------|--------------|---|----------------------------|-----------------------|
| N      | 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. | Y = Yes<br>N = No<br>Blank |                       |
| O      | Black or African American           | 1            | A person having origins in any of the black racial groups of Africa.  | Y = Yes<br>N = No<br>Blank |                       |
| P      | Native Hawaiian or Pacific Islander | 1            | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.  | Y = Yes<br>N = No<br>Blank |                       |
| Q      | White                               | 1            | A person having origins in any of the original peoples of Europe, Middle East, or North Africa.   | Y = Yes<br>N = No<br>Blank |                       |
| R      | Multi-Race                          | 1            | A person having origins from different racial backgrounds.<br><br>If blank, Pearson will derive this if more than two Ethnicities are submitted with a Y.   | Y = Yes<br>N = No<br>Blank |                       |
| S      | Hispanic Latino                     | 1            | A person who traces their origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.  | Y = Yes<br>N = No<br>Blank |                       |

| Column | Field Name | Field Length | Field Definitions  | Valid Values  | Notes or Test Content |
|--------|------------|--------------|--|---|-----------------------|
| T      | LEP        | 1            | An indication that a limited English proficient (LEP) student is served by an English language instruction educational program supported with Title III of ESEA funds. | <b>Y</b> = Yes, currently receiving LEP services<br><b>N</b> = No, not receiving LEP services<br><b>E</b> = Exited the program<br>Blank = Not specified |                       |

|   |                            |   |   |   |  |
|---|----------------------------|---|---|---|--|
| U | Economically Disadvantaged | 1 | <p>Report 'economically disadvantaged' as directly certified and eligible for the National School Lunch Program as approved by USDA for the state of Maryland if the student is directly certified or through participation in specified programs.</p> <p>Specifically, in Maryland, a school would identify a student under the direct certification process if the student meets at least one of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Confirmed participation in: <ol style="list-style-type: none"> <li>a. Supplemental Nutrition Assistance Program (SNAP)- offers nutrition assistance to eligible low income individuals and families for the purchase of groceries;</li> <li>b. Temporary Assistance to Needy Families (TANF)- a program designed to help needy families achieve selfsufficiency through providing income support; or</li> <li>c. Foster Child; d. Medicaid; or</li> </ol> </li> <li>2. Students can also be directly certified through participation in the following programs: <ol style="list-style-type: none"> <li>a. Experiencing homelessness and on the local Homeless Liaison's List;</li> <li>b. Migrant youth;</li> <li>c. Runaway;</li> <li>d. Nonapplicant approved by local officials; or</li> <li>e. Head Start</li> </ol> </li> </ol> | <p><b>Y</b> = Yes<br/> <b>N</b> = No<br/> Blank = Not specified</p> |  |
|---|----------------------------|---|---|---|--|

| Column | Field Name                  | Field Length | Field Definitions  | Valid Values   | Notes or Test Content |
|--------|-----------------------------|--------------|--|--|-----------------------|
| V      | Federal Race/Ethnicity      | 1            | Federal Race/Ethnicity   | <p><b>1 = when only American Indian or Alaskan Native is indicated</b></p> <p><b>2 = when only Asian is indicated</b></p> <p><b>3 = when only Black or African American is indicated</b></p> <p><b>4 = when only Hispanic or Latino is indicated (regardless of any other ethnicity being indicated)</b></p> <p><b>5 = when only Native Hawaiian or Pacific Islander is indicated</b></p> <p><b>6 = when only white is indicated</b></p> <p><b>7 = when more than one ethnicity field is indicated, or multi-race is indicated</b></p> <p><b>8 = when no ethnicity field is populated with a Y</b></p> |                       |
| W      | Student with Disability/504 | 3            | <p>If a student has a disability and an IEP, they are automatically covered by Section 504. If a student has an IEP and needs academic interventions, this should be included in their IEP. The IEP is required to address ALL of a student's needs that are related to the disability.</p> <p>See more at:<br/> <a href="http://www.wrightslaw.com/blog/?p=122#sthash.J6Jlx6v.dpuf">http://www.wrightslaw.com/blog/?p=122#sthash.J6Jlx6v.dpuf</a></p> | <p><b>Y</b> = Student receiving special education services</p> <p><b>N</b> = Student not receiving special education services</p> <p><b>E</b> = Student exited special education services</p> <p><b>2</b> = Code 504 student</p> <p><b>3</b> = Student exited special education service, but enrolled in 504</p> <p>Blank = Not specified</p>  |                       |



| Column | Field Name                                     | Field Length | Field Definitions   | Valid Values  | Notes or Test Content |
|--------|--|--------------|---|---|-----------------------|
| X      | Primary Disability Type                        | 3            | The major or overriding disability condition that best describes a person's impairment.   | <b>AUT</b> = Autism<br><b>DB</b> = Deaf-blindness<br><b>DD</b> = Developmental delay<br><b>EMN</b> = Emotional disturbance<br><b>HI</b> = Hearing impairment<br><b>ID</b> = Intellectual Disability<br><b>MD</b> = Multiple disabilities<br><b>OI</b> = Orthopedic impairment<br><b>OHI</b> = Other health impairment<br><b>SLD</b> = Specific learning disability<br><b>SLI</b> = Speech or language impairment<br><b>TBI</b> = Traumatic brain injury<br><b>VI</b> = Visual impairment<br>Blank = Not Specified |                       |
| Y      | Limited English Proficient Reading Exempt      | 1            | LEP students who are in their first year of enrollment in US schools may substitute their score on English Language Proficiency Test for reading test. LEP students must participate in reading test starting in their second year of enrollment in US schools. | <b>Y</b> = Yes<br><b>N</b> = No<br>Blank  |                       |
| Z      | Home LEA                                       | 50           | Required for LEA24 Schools – must be the public LEA of residence for the student.   | 01-23, 30, 32   |                       |
| AA     | Ship Report Organization                       | 50           | The Organization where the Individual Student Report (ISR) is to be shipped. If Ship Report Organization is left blank, then the Reporting Organization will be the ship to location.   | Numeric 0-9<br>Blank  |                       |
| AB     | Growth Identifier                              | 36           |   | Alphanumeric<br>Hyphen  |                       |
| AC     | Limited English Proficient Eligible Begin Date | 10           | Date LEP services began.  | mm/dd/yyyy<br>m/d/yyyy<br>mm-dd-yyyy<br>Blank   |                       |

| Column | Field Name                                   | Field Length | Field Definitions  | Valid Values                                  | Notes or Test Content |
|--------|--|--------------|--|---|-----------------------|
| AD     | Limited English Proficient Eligible End Date | 10           | Date LEP services ended.   | mm/dd/yyyy<br>m/d/yyyy<br>mm-dd-yyyy<br>Blank |                       |
| AE     | Special Education End Date                   | 10           | Date special education services ended.   | mm/dd/yyyy<br>m/d/yyyy<br>mm-dd-yyyy<br>Blank |                       |
| AF     | English Language Entry Into the US           | 10           | Date when the student entered any US school for the first time.                  | mm/dd/yyyy<br>m/d/yyyy<br>mm-dd-yyyy<br>Blank |                       |
| AG     | Extended Time - ELA                          | 1            | Extended time is provided to the student.  | Y = Yes<br>N = No<br>Blank                    | ELA/L                 |
| AH     | Extended Time – Math                         | 1            | Extended time is provided to the student.  | Y = Yes<br>N = No<br>Blank                    | Mathematics           |
| AI     | Extended Time – Science                      | 1            | Extended time is provided to the student.  | Y = Yes<br>N = No<br>Blank                    | Science               |
| AJ     | Extended Time – Social Studies               | 1            | Extended time is provided to the student.  | Y = Yes<br>N = No<br>Blank                    | Social Studies        |
| AK     | Frequent Breaks – ELA                        | 1            | Student is allowed to take breaks, at their request, during the testing session. | Y = Yes<br>N = No<br>Blank                    | ELA/L                 |
| AL     | Frequent Breaks – Math                       | 1            | Student is allowed to take breaks, at their request, during the testing session. | Y = Yes<br>N = No<br>Blank                    | Mathematics           |
| AM     | Frequent Breaks – Science                    | 1            | Student is allowed to take breaks, at their request, during the testing session. | Y = Yes<br>N = No<br>Blank                    | Science               |
| AN     | Frequent Breaks – Social Studies             | 1            | Student is allowed to take breaks, at their request, during the testing session. | Y = Yes<br>N = No<br>Blank                    | Social Studies        |

| Column | Field Name  | Field Length | Field Definitions  | Valid Values               | Notes or Test Content   |
|--------|---|--------------|--|----------------------------|---|
| AO     | Handheld Calculator – ELA<br>(Calc/Tools-CALC SECT_MATH)            | 1            | The student is allowed to use a calculator as an accommodation, including for items in test sections designated as non-calculator sections.                | Y = Yes<br>N = No<br>Blank | <b>ELA/L</b><br>(Calc/Tools-CALC SECT_MATH See Maryland Accommodations Manual 4d)           |
| AP     | Handheld Calculator – Math<br>(Calc/Tools-CALC SECT_MATH)           | 1            | The student is allowed to use a calculator as an accommodation, including for items in test sections designated as non-calculator sections.                | Y = Yes<br>N = No<br>Blank | <b>Mathematics</b><br>(Calc/Tools-CALC SECT_MATH See Maryland Accommodations Manual 4d)     |
| AQ     | Handheld Calculator – Science<br>(Calc/Tools-CALC SECT_MATH)        | 1            | The student is allowed to use a calculator as an accommodation, including for items in test sections designated as non-calculator sections.                | Y = Yes<br>N = No<br>Blank | <b>Science</b><br>(Calc/Tools-CALC SECT_MATH See Maryland Accommodations Manual 4d)         |
| AR     | Handheld Calculator – Social Studies<br>(Calc/Tools-CALC SECT_MATH) | 1            | The student is allowed to use a calculator as an accommodation, including for items in test sections designated as non-calculator sections.                | Y = Yes<br>N = No<br>Blank | <b>Social Studies</b><br>(Calc/Tools-CALC SECT_MATH See Maryland Accommodations Manual 4d)  |
| AS     | Math Tools – ELA<br>(Calc/Tools-NON-CALC SECT_MATH)                 | 1            | The student is allowed to use an arithmetic table (including addition/subtraction and/or multiplication/division charts) and/or manipulatives may be used. | Y = Yes<br>N = No<br>Blank | <b>ELA/L</b><br>(Calc/Tools-NON-CALC SECT_MATH See Maryland Accommodations Manual 4e)       |
| AT     | Math Tools – Math<br>(Calc/Tools-NON-CALC SECT_MATH)                | 1            | The student is allowed to use an arithmetic table (including addition/subtraction and/or multiplication/division charts) and/or manipulatives may be used. | Y = Yes<br>N = No<br>Blank | <b>Mathematics</b><br>(Calc/Tools-NON-CALC SECT_MATH See Maryland Accommodations Manual 4e) |
| AU     | Math Tools – Science<br>(Calc/Tools-NON-CALC SECT_MATH)             | 1            | The student is allowed to use an arithmetic table (including addition/subtraction and/or multiplication/division charts) and/or manipulatives may be used. | Y = Yes<br>N = No<br>Blank | <b>Science</b><br>(Calc/Tools-NON-CALC SECT_MATH See Maryland Accommodations Manual 4e)     |

| Column | Field Name   | Field Length | Field Definitions  | Valid Values               | Notes or Test Content  |
|--------|--|--------------|--|----------------------------|--|
| AV     | Math Tools – Social Studies<br>(Calc/Tools-NON-CALC SECT_MATH) | 1            | The student is allowed to use an arithmetic table (including addition/subtraction and/or multiplication/division charts) and/or manipulatives may be used.   | Y = Yes<br>N = No<br>Blank | <b>Social Studies</b><br>(Calc/Tools-NON-CALC SECT_MATH See Maryland Accommodations Manual 4e) |
| AW     | Separate or Alternate Testing Location – ELA                   | 1            | Student is tested in specially assigned location.  | Y = Yes<br>N = No<br>Blank | <b>ELA/L</b>   |
| AX     | Separate or Alternate Testing Location – Math                  | 1            | Student is tested in specially assigned location.  | Y = Yes<br>N = No<br>Blank | <b>Mathematics</b>   |
| AY     | Separate or Alternate Testing Location – Science               | 1            | Student is tested in specially assigned location.  | Y = Yes<br>N = No<br>Blank | <b>Science</b>   |
| AZ     | Separate or Alternate Testing Location – Social Studies        | 1            | Student is tested in specially assigned location.  | Y = Yes<br>N = No<br>Blank | <b>Social Studies</b>  |
| BA     | Small Group – ELA  | 1            | Student is tested in a separate location as a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. | Y = Yes<br>N = No<br>Blank | <b>ELA/L</b>   |
| BB     | Small Group – Math   | 1            | Student is tested in a separate location as a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. | Y = Yes<br>N = No<br>Blank | <b>Mathematics</b>   |
| BC     | Small Group – Science  | 1            | Student is tested in a separate location as a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. | Y = Yes<br>N = No<br>Blank | <b>Science</b>   |
| BD     | Small Group – Social Studies                                   | 1            | Student is tested in a separate location as a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. | Y = Yes<br>N = No<br>Blank | <b>Social Studies</b>  |

| Column | Field Name                                      | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|---|--------------|--|----------------------------|-----------------------|
| BE     | Special Equipment or Furniture – ELA            | 1            | Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| BF     | Special Equipment or Furniture – Math           | 1            | Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| BG     | Special Equipment or Furniture – Science        | 1            | Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).  | Y = Yes<br>N = No<br>Blank | Science               |
| BH     | Special Equipment or Furniture – Social Studies | 1            | Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| BI     | Specified Area Setting – ELA                    | 1            | Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| BJ     | Specified Area Setting – Math                   | 1            | Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| BK     | Specified Area Setting – Science                | 1            | Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).  | Y = Yes<br>N = No<br>Blank | Science               |
| BL     | Specified Area Setting – Social Studies         | 1            | Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, library, etc.).  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| BM     | Student Read Aloud – ELA                        | 1            | The student reads the assessment aloud to themselves and may use an external device such as a whisper phone.<br><b>Note:</b> The student must be tested in a separate setting. | Y = Yes<br>N = No<br>Blank | ELA/L                 |

| Column | Field Name                               | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|--|--------------|--|----------------------------|-----------------------|
| BN     | Student Read Aloud – Math                | 1            | The student reads the assessment aloud to themselves and may use an external device such as a whisper phone.<br><b>Note:</b> The student must be tested in a separate setting. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| BO     | Student Read Aloud – Science             | 1            | The student reads the assessment aloud to themselves and may use an external device such as a whisper phone.<br><b>Note:</b> The student must be tested in a separate setting. | Y = Yes<br>N = No<br>Blank | Science               |
| BP     | Student Read Aloud – Social Studies      | 1            | The student reads the assessment aloud to themselves and may use an external device such as a whisper phone.<br><b>Note:</b> The student must be tested in a separate setting. | Y = Yes<br>N = No<br>Blank | Social Studies        |
| BQ     | Temporary Accommodation – ELA            | 255          | An emergency accommodation for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window.      | Text Entry<br><Blank>      | ELA/L                 |
| BR     | Temporary Accommodation – Math           | 255          | An emergency accommodation for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window.      | Text Entry<br><Blank>      | Mathematics           |
| BS     | Temporary Accommodation – Science        | 255          | An emergency accommodation for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window.      | Text Entry<br><Blank>      | Science               |
| BT     | Temporary Accommodation – Social Studies | 255          | An emergency accommodation for a student who incurs a temporary disabling condition that interferes with test performance shortly before or during the assessment window.      | Text Entry<br><Blank>      | Social Studies        |

| Column | Field Name                   | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|------------------------------|--------------|--|----------------------------|-----------------------|
| BU     | Time of Day – ELA            | 1            | Student is tested during a specific time of day based on their individual needs.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| BV     | Time of Day – Math           | 1            | Student is tested during a specific time of day based on their individual needs.   | Y = Yes<br>N = No<br>Blank | Mathematics           |
| BW     | Time of Day – Science        | 1            | Student is tested during a specific time of day based on their individual needs.   | Y = Yes<br>N = No<br>Blank | Science               |
| BX     | Time of Day – Social Studies | 1            | Student is tested during a specific time of day based on their individual needs.   | Y = Yes<br>N = No<br>Blank | Social Studies        |
| BY     | Unique Accommodation – ELA   | 255          | An accommodation required for a student with a disability or an English Learner that is not listed in the MCAP Accessibility Features and Accommodations Manual, but is identified in the student’s IEP, 504 plan or ELA plan if approved by the state).<br><b>Note:</b> Unique accommodations must be submitted at least 6 weeks prior to testing to allow adequate time for the state to determine a final decision. | Text Entry<br><Blank>      | ELA/L                 |
| BZ     | Unique Accommodation – Math  | 255          | An accommodation required for a student with a disability or an English Learner that is not listed in the MCAP Accessibility Features and Accommodations Manual, but is identified in the student’s IEP, 504 plan or ELA plan if approved by the state).<br><b>Note:</b> Unique accommodations must be submitted at least 6 weeks prior to testing to allow adequate time for the state to determine a final decision. | Text Entry<br><Blank>      | Mathematics           |

| Column | Field Name                            | Field Length | Field Definitions  | Valid Values             | Notes or Test Content |
|--------|---------------------------------------|--------------|--|--------------------------|-----------------------|
| CA     | Unique Accommodation – Science        | 255          | An accommodation required for a student with a disability or an English Learner that is not listed in the MCAP Accessibility Features and Accommodations Manual, but is identified in the student’s IEP, 504 plan or ELA plan if approved by the state).<br><b>Note:</b> Unique accommodations must be submitted at least 6 weeks prior to testing to allow adequate time for the state to determine a final decision. | Text Entry<br><Blank>    | <b>Science</b>        |
| CB     | Unique Accommodation – Social Studies | 255          | An accommodation required for a student with a disability or an English Learner that is not listed in the MCAP Accessibility Features and Accommodations Manual, but is identified in the student’s IEP, 504 plan or ELA plan if approved by the state).<br><b>Note:</b> Unique accommodations must be submitted at least 6 weeks prior to testing to allow adequate time for the state to determine a final decision. | Text Entry<br><Blank>    | <b>Social Studies</b> |
| CC     | TTS – ELA                             | 2            | TTS enabled version of the computer-based test read aloud to student. For ELA/L the student will always receive Text + Graphics if they are assigned a TTS form.   | TX<br>GR<br>N<br><Blank> | <b>ELA/L</b>          |
| CD     | TTS – Math                            | 2            | TTS enabled version of the computer-based test read aloud to student.  | TX<br>GR<br>N<br><Blank> | <b>Mathematics</b>    |
| CE     | TTS – Science                         | 2            | TTS enabled version of the computer-based test read aloud to student. For Science the student will always receive Text + Graphics if they are assigned a TTS form.   | TX<br>GR<br>N<br><Blank> | <b>Science</b>        |
| CF     | TTS – Social Studies                  | 2            | TTS enabled version of the computer-based test read aloud to student. For Social Studies the student will always receive Text + Graphics if they are assigned a TTS form.  | TX<br>GR<br>N<br><Blank> | <b>Social Studies</b> |



| Column | Field Name                                     | Field Length | Field Definitions   | Valid Values  | Notes or Test Content |
|--------|--|--------------|---|---|-----------------------|
| CG     | Assistive Capturing Responses – ELA            | 16           | The student's response is captured by an external Speech to Text device, external AT device, Human Scribe or Signer for Constructed Response, Selected Response, Technology Enhanced, item types. | SpeechToText<br>HumanScribe<br>HumanSigner<br>ExternalATDevice<br><Blank> | ELA/L                 |
| CH     | Assistive Capturing Responses – Math           | 16           | The student's response is captured by an external Speech to Text device, external AT device, Human Scribe or Signer for Constructed Response, Selected Response, Technology Enhanced, item types. | SpeechToText<br>HumanScribe<br>HumanSigner<br>ExternalATDevice<br><Blank> | Mathematics           |
| CI     | Assistive Capturing Responses – Science        | 16           | The student's response is captured by an external Speech to Text device, external AT device, Human Scribe or Signer for Constructed Response, Selected Response, Technology Enhanced, item types. | SpeechToText<br>HumanScribe<br>HumanSigner<br>ExternalATDevice<br><Blank> | Science               |
| CJ     | Assistive Capturing Responses – Social Studies | 16           | The student's response is captured by an external Speech to Text device, external AT device, Human Scribe or Signer for Constructed Response, Selected Response, Technology Enhanced, item types. | SpeechToText<br>HumanScribe<br>HumanSigner<br>ExternalATDevice<br><Blank> | Social Studies        |
| CK     | Dictionary – ELA                               | 1            | The student uses a published bilingual, word-to-word hand-held dictionary that does not include definitions, phrases, sentences, or pictures.   | Y = Yes<br>N = No<br>Blank  | ELA/L                 |
| CL     | Dictionary – Math                              | 1            | The student uses a published bilingual, word-to-word hand-held dictionary that does not include definitions, phrases, sentences, or pictures.   | Y = Yes<br>N = No<br>Blank  | Mathematics           |
| CM     | Dictionary – Science                           | 1            | The student uses a published bilingual, word-to-word hand-held dictionary that does not include definitions, phrases, sentences, or pictures.   | Y = Yes<br>N = No<br>Blank  | Science               |
| CN     | Dictionary – Social Studies                    | 1            | The student uses a published bilingual, word-to-word hand-held dictionary that does not include definitions, phrases, sentences, or pictures.   | Y = Yes<br>N = No<br>Blank  | Social Studies        |
| CO     | Human Signer – ELA                             | 1            | The test is signed to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank  | ELA/L                 |

| Column | Field Name                          | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|-------------------------------------|--------------|--|----------------------------|-----------------------|
| CP     | Human Signer – Math                 | 1            | The test is signed to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | Mathematics           |
| CQ     | Human Signer – Science              | 1            | The test is signed to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | Science               |
| CR     | Human Signer – Social Studies       | 1            | The test is signed to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | Social Studies        |
| CS     | Human Read Aloud – ELA              | 1            | The test is read aloud to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| CT     | Human Read Aloud – Math             | 1            | The test is read aloud to the student by the test administrator.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| CU     | Human Read Aloud – Science          | 1            | The test is read aloud to the student by the test administrator.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Science               |
| CV     | Human Read Aloud – Social Studies   | 1            | The test is read aloud to the student by the test administrator.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Social Studies        |
| CW     | Human Signer Test Directions – ELA  | 1            | The test directions are signed to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| CX     | Human Signer Test Directions – Math | 1            | The test directions are signed to the student by the test administrator.   | Y = Yes<br>N = No<br>Blank | Mathematics           |

| Column | Field Name  | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|---|--------------|---|----------------------------|-----------------------|
| CY     | Human Signer Test Directions – Science            | 1            | The test directions are signed to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | Science               |
| CZ     | Human Signer Test Directions – Social Studies     | 1            | The test directions are signed to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| DA     | Human Read Aloud Test Directions – ELA            | 1            | The test directions are read aloud to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| DB     | Human Read Aloud Test Directions – Math           | 1            | The test directions are read aloud to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| DC     | Human Read Aloud Test Directions – Science        | 1            | The test directions are read aloud to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | Science               |
| DD     | Human Read Aloud Test Directions – Social Studies | 1            | The test directions are read aloud to the student by the test administrator.  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| DE     | Language Transadaptation – ELA                    | 7            | Used to assign the form administered for testing based on another language other than English.  | spanish<br><Blank>         | ELA/L                 |
| DF     | Language Transadaptation – Math                   | 7            | Used to assign the form administered for testing based on another language other than English.  | spanish<br><Blank>         | Mathematics           |
| DG     | Language Transadaptation – Science                | 7            | Used to assign the form administered for testing based on another language other than English.  | spanish<br><Blank>         | Science               |
| DH     | Language Transadaptation – Social Studies         | 7            | Used to assign the form administered for testing based on another language other than English.  | spanish<br><Blank>         | Social Studies        |
| DI     | Test Direction Native Language – ELA              | 1            | The test administrator reads aloud and repeats as needed test directions or clarifies general administration instructions in the student’s native language. | Y = Yes<br>N = No<br>Blank | ELA/L                 |

| Column | Field Name                                      | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|---|--------------|---|----------------------------|-----------------------|
| DJ     | Test Direction Native Language – Math           | 1            | The test administrator reads aloud and repeats as needed test directions or clarifies general administration instructions in the student’s native language.                       | Y = Yes<br>N = No<br>Blank | Mathematics           |
| DK     | Test Direction Native Language – Science        | 1            | The test administrator reads aloud and repeats as needed test directions or clarifies general administration instructions in the student’s native language.                       | Y = Yes<br>N = No<br>Blank | Science               |
| DL     | Test Direction Native Language – Social Studies | 1            | The test administrator reads aloud and repeats as needed test directions or clarifies general administration instructions in the student’s native language.                       | Y = Yes<br>N = No<br>Blank | Social Studies        |
| DM     | Word Prediction – ELA                           | 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. | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| DN     | Word Prediction – Math                          | 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. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| DO     | Word Prediction – Science                       | 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. | Y = Yes<br>N = No<br>Blank | Science               |
| DP     | Word Prediction – Social Studies                | 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. | Y = Yes<br>N = No<br>Blank | Social Studies        |

| Column | Field Name                        | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|-----------------------------------|--------------|--|----------------------------|-----------------------|
| DQ     | Answers Recorded – ELA            | 1            | Grades 4-8 and 10, the student records answers directly in the test book. Responses must be transcribed verbatim in an answer document. Responses that have not been transcribed will not be scored.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| DR     | Answers Recorded – Math           | 1            | Grades 4-8 and High School, the student records answers directly in the test book. Responses must be transcribed verbatim in an answer document. Responses that have not been transcribed will not be scored.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| DS     | Answers Recorded – Science        | 1            | The student records answers directly in the test book. Responses must be transcribed verbatim in another test book. Responses that have not been transcribed will not be scored.   | Y = Yes<br>N = No<br>Blank | Science               |
| DT     | Answers Recorded – Social Studies | 1            | The student records answers directly in the test book. Responses must be transcribed verbatim in another test book. Responses that have not been transcribed will not be scored.   | Y = Yes<br>N = No<br>Blank | Social Studies        |
| DU     | Monitor Test Response – ELA       | 1            | The test administrator or assigned accommodator monitors proper placement of student responses on a test booklet/answer document or within a computer-based test. The test examiner or assigned accommodator cannot assist the student with changing a response. | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| DV     | Monitor Test Response – Math      | 1            | The test administrator or assigned accommodator monitors proper placement of student responses on a test booklet/answer document or within a computer-based test. The test examiner or assigned accommodator cannot assist the student with changing a response. | Y = Yes<br>N = No<br>Blank | Mathematics           |

| Column | Field Name                              | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|---|--------------|--|----------------------------|-----------------------|
| DW     | Monitor Test Response – Science         | 1            | The test administrator or assigned accommodator monitors proper placement of student responses on a test booklet/answer document or within a computer-based test. The test examiner or assigned accommodator cannot assist the student with changing a response. | Y = Yes<br>N = No<br>Blank | Science               |
| DX     | Monitor Test Response – Social Studies  | 1            | The test administrator or assigned accommodator monitors proper placement of student responses on a test booklet/answer document or within a computer-based test. The test examiner or assigned accommodator cannot assist the student with changing a response. | Y = Yes<br>N = No<br>Blank | Social Studies        |
| DY     | American Sign Language – ELA            | 1            | Used to assign the form administered for computer-based testing. American Sign Language content is provided to the student by a human signer through a video.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| DZ     | American Sign Language – Math           | 1            | Used to assign the form administered for computer-based testing. American Sign Language content is provided to the student by a human signer through a video.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| EA     | American Sign Language – Science        | 1            | Used to assign the form administered for computer-based testing. American Sign Language content is provided to the student by a human signer through a video.  | Y = Yes<br>N = No<br>Blank | Science               |
| EB     | American Sign Language – Social Studies | 1            | Used to assign the form administered for computer-based testing. American Sign Language content is provided to the student by a human signer through a video.  | Y = Yes<br>N = No<br>Blank | Social Studies        |

| Column | Field Name                         | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|------------------------------------|--------------|---|----------------------------|-----------------------|
| EC     | Closed Caption – ELA               | 1            | Used to assign the form administered for computer-based testing. Closed Captioning and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information. | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| ED     | Closed Caption – Math              | 1            | Used to assign the form administered for computer-based testing. Closed Captioning and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| EE     | Closed Caption – Science           | 1            | Used to assign the form administered for computer-based testing. Closed Captioning and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information. | Y = Yes<br>N = No<br>Blank | Science               |
| EF     | Closed Caption – Social Studies    | 1            | Used to assign the form administered for computer-based testing. Closed Captioning and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information. | Y = Yes<br>N = No<br>Blank | Social Studies        |
| EG     | Refreshable Braille Display – ELA  | 1            | Used to assign a computer-based form for Braille in conjunction with Screen Reader. Student uses external device which converts the text from the Screen Reader into Braille.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| EH     | Refreshable Braille Display – Math | 1            | Used to assign a computer-based form for Braille in conjunction with Screen Reader. Student uses external device which converts the text from the Screen Reader into Braille.   | Y = Yes<br>N = No<br>Blank | Mathematics           |

| Column | Field Name                                   | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|--|--------------|---|----------------------------|-----------------------|
| EI     | Refreshable Braille Display – Science        | 1            | Used to assign a computer-based form for Braille in conjunction with Screen Reader. Student uses external device which converts the text from the Screen Reader into Braille.   | Y = Yes<br>N = No<br>Blank | Science               |
| EJ     | Refreshable Braille Display – Social Studies | 1            | Used to assign a computer-based form for Braille in conjunction with Screen Reader. Student uses external device which converts the text from the Screen Reader into Braille.   | Y = Yes<br>N = No<br>Blank | Social Studies        |
| EK     | Answer Masking – ELA                         | 1            | Specifies the option to have answer choices for multiple-choice items covered. This is available & enabled for ALL students taking the computer-based tests.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| EL     | Answer Masking – Math                        | 1            | Specifies the option to have answer choices for multiple-choice items covered. This is available & enabled for ALL students taking the computer-based tests.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| EM     | Answer Masking – Science                     | 1            | Specifies the option to have answer choices for multiple-choice items covered. This is available & enabled for ALL students taking the computer-based tests.  | Y = Yes<br>N = No<br>Blank | Science               |
| EN     | Answer Masking – Social Studies              | 1            | Specifies the option to have answer choices for multiple-choice items covered. This is available & enabled for ALL students taking the computer-based tests.  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| EO     | Assistive Technology Screen Readers – ELA    | 1            | Screen Reader Assistive Technology is form tagged to support the Screen Reader use and is used to deliver the computer-based test form.<br>Screen Reader Assistive Technology is a 3rd party external support intended for students who are blind. The Screen Reader is used for browser navigation and access to content. Examples: Jaws, NVDA, ChromeVOX. It can also be used in combination with a Refreshable Braille device for access and response. | Y = Yes<br>N = No<br>Blank | ELA/L                 |



| Column | Field Name   | Field Length | Field Definitions  | Valid Values  | Notes or Test Content |
|--------|--|--------------|--|---|-----------------------|
| EP     | Assistive Technology Screen Readers – Math           | 1            | <p>Screen Reader Assistive Technology is form tagged to support the Screen Reader use and is used to deliver the computer-based test form.</p> <p>Screen Reader Assistive Technology is a 3rd party external support intended for students who are blind. The Screen Reader is used for browser navigation and access to content. Examples: Jaws, NVDA, ChromeVOX. It can also be used in combination with a Refreshable Braille device for access and response.</p> | <p><b>Y</b> = Yes<br/> <b>N</b> = No<br/> Blank</p> | <b>Mathematics</b>    |
| EQ     | Assistive Technology Screen Readers – Science        | 1            | <p>Screen Reader Assistive Technology is form tagged to support the Screen Reader use and is used to deliver the computer-based test form.</p> <p>Screen Reader Assistive Technology is a 3rd party external support intended for students who are blind. The Screen Reader is used for browser navigation and access to content. Examples: Jaws, NVDA, ChromeVOX. It can also be used in combination with a Refreshable Braille device for access and response.</p> | <p><b>Y</b> = Yes<br/> <b>N</b> = No<br/> Blank</p> | <b>Science</b>        |
| ER     | Assistive Technology Screen Readers – Social Studies | 1            | <p>Screen Reader Assistive Technology is form tagged to support the Screen Reader use and is used to deliver the computer-based test form.</p> <p>Screen Reader Assistive Technology is a 3rd party external support intended for students who are blind. The Screen Reader is used for browser navigation and access to content. Examples: Jaws, NVDA, ChromeVOX. It can also be used in combination with a Refreshable Braille device for access and response.</p> | <p><b>Y</b> = Yes<br/> <b>N</b> = No<br/> Blank</p> | <b>Social Studies</b> |

| Column | Field Name  | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|---|--------------|---|----------------------------|-----------------------|
| ES     | Assistive Technology NonScreen Readers – ELA            | 1            | Assistive Technology - Non-Screen Reader - Assistive Technology Application (Examples: Co:Writer, Read&Write Gold) used to deliver computer-based test form. Assistive technology that provides magnification or word prediction assistive technology support that requires security pass through to interact with TestNav. | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| ET     | Assistive Technology NonScreen Readers – Math           | 1            | Assistive Technology - Non-Screen Reader - Assistive Technology Application (Examples: Co:Writer, Read&Write Gold) used to deliver computer-based test form. Assistive technology that provides magnification or word prediction assistive technology support that requires security pass through to interact with TestNav. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| EU     | Assistive Technology NonScreen Readers – Science        | 1            | Assistive Technology - Non-Screen Reader - Assistive Technology Application (Examples: Co:Writer, Read&Write Gold) used to deliver computer-based test form. Assistive technology that provides magnification or word prediction assistive technology support that requires security pass through to interact with TestNav. | Y = Yes<br>N = No<br>Blank | Science               |
| EV     | Assistive Technology NonScreen Readers – Social Studies | 1            | Assistive Technology - Non-Screen Reader - Assistive Technology Application (Examples: Co:Writer, Read&Write Gold) used to deliver computer-based test form. Assistive technology that provides magnification or word prediction assistive technology support that requires security pass through to interact with TestNav. | Y = Yes<br>N = No<br>Blank | Social Studies        |
| EW     | Electronic Braille Response – ELA                       | 1            | For a student who is blind or visually impaired, responses are captured by a Braille Writer or Note-taker.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| EX     | Electronic Braille Response – Math                      | 1            | For a student who is blind or visually impaired, responses are captured by a Braille Writer or Note-taker.  | Y = Yes<br>N = No<br>Blank | Mathematics           |

| Column | Field Name                                   | Field Length | Field Definitions  | Valid Values   | Notes or Test Content |
|--------|--|--------------|--|--|-----------------------|
| EY     | Electronic Braille Response – Science        | 1            | For a student who is blind or visually impaired, responses are captured by a Braille Writer or Note-taker. | Y = Yes<br>N = No<br>Blank   | Science               |
| EZ     | Electronic Braille Response – Social Studies | 1            | For a student who is blind or visually impaired, responses are captured by a Braille Writer or Note-taker. | Y = Yes<br>N = No<br>Blank   | Social Studies        |
| FA     | Color Contrast – ELA                         | 18           | Defines access for preference to invert the foreground and background colors.                              | black-cream<br>black-lblue<br>black-lmagenta<br>white-black<br>yellow-blue<br>dgray-pgreen<br>N<br><Blank> | ELA/L                 |
| FB     | Color Contrast – Math                        | 18           | Defines access for preference to invert the foreground and background colors.                              | black-cream<br>black-lblue<br>black-lmagenta<br>white-black<br>yellow-blue<br>dgray-pgreen<br>N<br><Blank> | Mathematics           |
| FC     | Color Contrast – Science                     | 18           | Defines access for preference to invert the foreground and background colors.                              | black-cream<br>black-lblue<br>black-lmagenta<br>white-black<br>yellow-blue<br>dgray-pgreen<br>N<br><Blank> | Science               |
| FD     | Color Contrast – Social Studies              | 18           | Defines access for preference to invert the foreground and background colors.                              | black-cream<br>black-lblue<br>black-lmagenta<br>white-black<br>yellow-blue<br>dgray-pgreen<br>N<br><Blank> | Social Studies        |

| Column | Field Name                                 | Field Length | Field Definitions   | Valid Values               | Notes or Test Content |
|--------|--|--------------|---|----------------------------|-----------------------|
| FE     | Color Overlay – ELA                        | 1            | Locally provided color overlay for the student to place over their paper test.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| FF     | Color Overlay – Math                       | 1            | Locally provided color overlay for the student to place over their paper test.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| FG     | Color Overlay – Science                    | 1            | Locally provided color overlay for the student to place over their paper test.  | Y = Yes<br>N = No<br>Blank | Science               |
| FH     | Color Overlay – Social Studies             | 1            | Locally provided color overlay for the student to place over their paper test.  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| FI     | Braille Tactile Graphics – ELA             | 1            | A hard copy Braille test booklet is provided with embedded tactile graphics.  | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| FJ     | Braille Tactile Graphics – Math            | 1            | A hard copy Braille test booklet is provided with embedded tactile graphics.  | Y = Yes<br>N = No<br>Blank | Mathematics           |
| FK     | Braille Tactile Graphics – Science         | 1            | A hard copy Braille test booklet is provided with embedded tactile graphics.  | Y = Yes<br>N = No<br>Blank | Science               |
| FL     | Braille Tactile Graphics – Social Studies  | 1            | A hard copy Braille test booklet is provided with embedded tactile graphics.  | Y = Yes<br>N = No<br>Blank | Social Studies        |
| FM     | Alternate Representation Paper Test – ELA  | 1            | Student requires paper and pencil test format as an approved accommodation.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| FN     | Alternate Representation Paper Test – Math | 1            | Student requires paper and pencil test format as an approved accommodation.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Mathematics           |

| Column | Field Name   | Field Length | Field Definitions  | Valid Values               | Notes or Test Content |
|--------|--|--------------|--|----------------------------|-----------------------|
| FO     | Alternate Representation Paper Test – Science        | 1            | Student requires paper and pencil test format as an approved accommodation.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”.          | Y = Yes<br>N = No<br>Blank | Science               |
| FP     | Alternate Representation Paper Test – Social Studies | 1            | Student requires paper and pencil test format as an approved accommodation.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”.          | Y = Yes<br>N = No<br>Blank | Social Studies        |
| FQ     | Large Print – ELA                                    | 1            | A Large Print test booklet is provided with text increased 150% to an 18-point font.   | Y = Yes<br>N = No<br>Blank | ELA/L                 |
| FR     | Large Print – Math                                   | 1            | A Large Print test booklet is provided with text increased 150% to an 18-point font.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Mathematics           |
| FS     | Large Print – Science                                | 1            | A Large Print test booklet is provided with text increased 150% to an 18-point font.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Science               |
| FT     | Large Print – Social Studies                         | 1            | A Large Print test booklet is provided with text increased 150% to an 18-point font.<br><b>Note:</b> Spanish Transadaptation is available with Human Reader for Mathematics, Science, or Social Studies. To receive this accommodation, populate column DF with “spanish”. | Y = Yes<br>N = No<br>Blank | Social Studies        |

| Column | Field Name                           | Field Length | Field Definitions                           | Valid Values                         | Notes or Test Content    |
|--------|--------------------------------------|--------------|---|--------------------------------------|--------------------------|
| FU     | Accommodations Misc – ELA            | N/A          | Holding place for additional accommodations | N/A                                  | ELA/L                    |
| FV     | Accommodations Misc – Math           | N/A          | Holding place for additional accommodations | N/A                                  | Mathematics              |
| FW     | Accommodations Misc – Science        | N/A          | Holding place for additional accommodations | N/A                                  | Science                  |
| FX     | Accommodations Misc – Social Studies | N/A          | Holding place for additional accommodations | N/A                                  | Social Studies           |
| FY     | Country Code                         | 2            | Shipping Country Code                       | US                                   |                          |
| FZ     | State Abbreviation                   | 2            | Abbreviated version of the state            | MD                                   |                          |
| GA     | State Code                           | 2            | State Code                                  | Md                                   |                          |
| GB     | State Name                           | 8            | State Name                                  | MARYLAND                             |                          |
| GC     | NCES ID                              | N/A          | NCES ID                                     | Numeric<br>Blank                     | NCES ID for the State    |
| GD     | Enrolled LEA Code                    | 6            | LEA code student is enrolled                | Alphanumeric<br>Blank                |                          |
| GE     | Enrolled LEA Name                    | N/A          | LEA name student is enrolled                | Alphanumeric<br>-.<br>Space<br>Blank |                          |
| GF     | NCES ID                              | N/A          | NCES ID                                     | Alphanumeric<br>Blank                | NCES ID for the District |

| Column | Field Name                             | Field Length | Field Definitions   | Valid Values                                | Notes or Test Content  |
|--------|--|--------------|---|---|------------------------|
| GG     | Enrolled School Code                   | 6            | School code student is enrolled   | Alphanumeric<br>Blank                       |                        |
| GH     | Enrolled School Name                   | N/A          | School name student is enrolled   | Alphanumeric<br>-.<br>Space<br>Blank        |                        |
| GI     | NCES ID                                | N/A          | NCES ID   | Alphanumeric<br>Blank                       | NCES ID for the School |
| GJ     | Class Name                             | N/A          | Name of the class   | Alphanumeric<br>Special characters<br>Blank |                        |
| GK     | Unique Pearson Student Id              | N/A          | Element to uniquely identify a student across administrations years within a customer | Alphanumeric<br>Special characters          |                        |
| GL     | Student Record Status                  | N/A          | Status of student in Pearson Access   | active<br>tobedeleted                       |                        |
| GM     | Student Organization Data Section Misc | N/A          | Holding place for additional student organization data                                |   |                        |

| Column | Field Name     | Field Length | Field Definitions  | Valid Values  | Notes or Test Content |
|--------|----------------|--------------|--|---|-----------------------|
| GN     | Test Status    | N/A          | Displayed status of student test   | Pending<br>Ready<br>Active<br>Exited<br>Resumed<br>Completed<br>Marked Complete<br>Report Pending<br>Submitted for Scoring<br>Report Ready<br>Requires Hand Scoring<br>DNR Both<br>DNR Individual<br>DNR Summary<br>Void<br>Not Tested<br><br>If student's test attempt is removed from the session via the UI, the last status will have a suffix of the following:<br>-Unregistered |                       |
| GO     | Exception Code | N/A          | Code is required for Void or Not Tested tests but can be entered for any student at the Test Coordinator or Local Accountability's discretion. | FIRE-ALARM<br>DISTURBANCE<br>MEDICAL<br>ELL_FIRST_YEAR<br>INCORRECT_ACCOM<br>CHEATING<br>TEST_SECURITY<br>INCOMPLETE<br>OFF_GRADE<br>ABSENT<br>TRANSFERRED<br>SUSPENDED<br>INCARCERATED<br>REFUSED_PARTICIPATE<br>CERTIFICATE_BOUND<br>OTHER<br>COVID   |                       |



| Column | Field Name                  | Field Length | Field Definitions  | Valid Values              | Notes or Test Content                     |
|--------|-----------------------------|--------------|--|---------------------------|---|
| GP     | Test Attemptedness Flag     | N/A          | Shows if a student has met the rule for attemptedness for the test | T<br>F<br>P<br>Blank      | T = True<br>F = False<br>P = Participated |
| GQ     | Test Received for Scoring   | N/A          | Date the test attempt was accepted by Pearson                      | Numeric<br>-:<br>Blank    |   |
| GR     | Test Last OE Score Received | N/A          | Date the latest OE response score was received                     | Numeric<br>-:<br>Blank    |   |
| GS     | Test Score Complete         | N/A          | Status indicating all OE response scores have been applied         |                           |   |
| GT     | Testing LEA Code            | 6            | LEA code of the organization the student tested                    | Numeric<br>Blank          |   |
| GU     | Testing LEA Name            | N/A          | LEA name of the organization the student tested                    | A-Z<br>a-z<br>-', . space |   |
| GV     | Testing School Code         | 6            | School code of the organization the student tested                 | Numeric<br>Blank          |   |
| GW     | Testing School Name         | N/A          | School name of the organization the student tested                 | A-Z<br>a-z<br>-', . space |   |
| GX     | Admin Code                  | N/A          | Administration Code  | Alphanumeric<br>Blank     |   |
| GY     | Admin Name                  | N/A          | Administration name viewable in Pearson Access                     | Alphanumeric              |   |
| GZ     | Assessment Year             | N/A          | Academic period  | 0-9<br>-                  |   |
| HA     | Subject                     | N/A          | Name of subject for assigned test                                  | Alpha<br>Blank            |   |

| Column | Field Name        | Field Length | Field Definitions          | Valid Values  | Notes or Test Content |
|--------|-------------------|--------------|----------------------------|---|-----------------------|
| HB     | Tested Grade      | 2            | Grade level                | 03<br>04<br>05<br>06<br>07<br>08<br>09<br>10<br>11<br>12  |                       |
| HC     | Test Group Name   | N/A          | Name of Form               | Alphanumeric<br>Blank   |                       |
| HD     | Test Group Code   | N/A          | Pearson internal reference | Alphanumeric<br>-<br>Blank  |                       |
| HE     | Test Group Ref id | N/A          | Pearson internal reference | Alphanumeric<br>-<br>Blank  |                       |
| HF     | Scoring Test Code |              | Form Code                  | ELA03<br>MAT03<br>ELA04<br>MAT04<br>ELA05<br>MAT05<br>SCI05<br>ELA06<br>MAT06<br>ELA07<br>MAT07<br>ELA08<br>MAT08<br>SCI08<br>SOC08<br>ELA10<br>ALG01<br>GEO01<br>ALG02 |                       |

| Column | Field Name                 | Field Length | Field Definitions                        | Valid Values           | Notes or Test Content   |
|--------|----------------------------|--------------|--|------------------------|---|
| HG     | Scoring Form Code          | 18           | Code associated to a test map            | Alphanumeric           |   |
| HH     | Form Format                | 1            | Format of the test the student is taking | P<br>E<br>A<br>Blank   | P = Paper<br>E = Online<br>A = CAT  |
| HI     | Section Status             | N/A          | This column will always be blank         | Blank                  |   |
| HJ     | Session Name               | N/A          | Name of session                          | Alphanumeric<br>Blank  |   |
| HK     | Testing Window Start       | 10           | Start date of the test session window    | YYYY-MM-DD             |   |
| HL     | Testing Window End         | 10           | End date of test session window          | YYYY-MM-DD             |   |
| HM     | Test Start Date Time       | N/A          | Test start time                          | YYYY-MM-DD<br>HH:MM:SS | CBT: Online Test End Date<br>PBT: Date Answer Document was scanned  |
| HN     | Test End Date Time         | N/A          | Test end date time                       | YYYY-MM-DD<br>HH:MM:SS | CBT: Online Test End Date<br>PBT: Date Answer Document was scanned  |
| HO     | Test Administration Date   | 10           | Administration date the test started     | YYYY-MM-DD             |   |
| HP     | Test Time On Test          | N/A          | Time student took on test                | 0-9<br>Blank           | This would include the time the student spent on all sections, not individual sections<br>Time displayed in seconds |
| HQ     | Test Items Attempted Count | N/A          | Count of test items attempted by student | Numeric<br>Blank       |   |
| HR     | Percent Of Items Attempted | N/A          | Percent of items student attempted       | Numeric<br>Blank       |   |

| Column | Field Name                          | Field Length | Field Definitions  | Valid Values          | Notes or Test Content  |
|--------|-------------------------------------|--------------|--|-----------------------|------------------------|
| HS     | Test Mode                           | N/A          | Method of deliver (online or paper)  | Online<br>Paper       |                        |
| HT     | Test External Login Key             | N/A          | Internal TestNav key   | Alphanumeric<br>Blank |                        |
| HU     | Test Attempt Logistics Data Section | N/A          | Holding place for test attempt logistics   |                       |                        |
| HV     | Answer Eliminator Count             | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| HW     | Answer Masking Count                | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| HX     | ASL Count                           | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| HY     | Audio Count                         | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| HZ     | Calc 4 Func Count                   | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| IA     | Calc 5 Func Count                   | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| IB     | Calc Scientific Count               | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| IC     | Contrast Settings Count             | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |
| ID     | Desmos Calc Four Function Count     | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999            | N = Tool not available |

| Column | Field Name                   | Field Length | Field Definitions  | Valid Values | Notes or Test Content  |
|--------|------------------------------|--------------|--|--------------|------------------------|
| IE     | Desmos Calc Graphing Count   | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IF     | Desmos Calc Scientific Count | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IG     | Dictionary 35 Count          | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IH     | Dictionary 68 Count          | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| II     | Dictionary HS Count          | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IJ     | Dictionary Sp En Count       | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IK     | Dynamic TTS Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IL     | Exhibit Count                | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IM     | Expanded View Count          | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IN     | Extensions Count             | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IO     | Highlighter Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IP     | Line Reader Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |

| Column | Field Name                     | Field Length | Field Definitions  | Valid Values | Notes or Test Content  |
|--------|--------------------------------|--------------|--|--------------|------------------------|
| IQ     | Magnifier Count                | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IR     | Mic Check Count                | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IS     | Notepad Count                  | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IT     | Popup Count                    | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IU     | Protractor Count               | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IV     | Readable Mode Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IW     | Ruler Centimeter Count         | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IX     | Ruler Eighth Count             | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IY     | Ruler Millimeter Count         | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| IZ     | Ruler Quarter Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| JA     | Scratchpad Count               | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| JB     | Single Degree Protractor Count | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |
| JC     | Spellcheck Count               | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999   | N = Tool not available |

| Column | Field Name             | Field Length | Field Definitions  | Valid Values              | Notes or Test Content  |
|--------|------------------------|--------------|--|---------------------------|------------------------|
| JD     | Straightedge Count     | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JE     | TestNav Tutorial Count | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JF     | Text To Speech Count   | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JG     | TI Basic Count         | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JH     | TI Graphing Count      | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JI     | TI Scientific Count    | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JJ     | Video Count            | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JK     | Zoom Count             | N/A          | Number of items in which the tool was opened. Will not count if the tool was opened multiple times on the same item. | N<br>0-999                | N = Tool not available |
| JL     | Accommodation New      | N/A          | Holding place for new accommodation count  |                           |                        |
| JM     | Reporting LEA Code     | 6            | LEA code of where reports will be available and where student's test results should be aggregated                    | 0-9                       |                        |
| JN     | Reporting LEA Name     | N/A          | LEA name of where reports will be available and where student's test results should be aggregated                    | A-Z<br>a-z<br>' , . space |                        |
| JO     | Reporting School Code  | 6            | School code of where reports will be available and where student's test results should be aggregated                 | 0-9                       |                        |
| JP     | Reporting School Name  | N/A          | School name of where reports will be available and where student's test results should be aggregated                 | A-Z<br>a-z<br>' , . space |                        |

| Column | Field Name   | Field Length | Field Definitions   | Valid Values                  | Notes or Test Content |
|--------|--|--------------|---|-------------------------------|-----------------------|
| JQ     | Test attempt Reporting Logistics                     | N/A          | Holding place for future test attempt reporting logistics |                               |                       |
| JR     | SGP Previous Test Code State                         | N/A          |   | <b>Alphanumeric<br/>Blank</b> |                       |
| JS     | Student Growth Percentile Compared to State          | N/A          |   | <b>Alphanumeric<br/>Blank</b> |                       |
| JT     | Student Growth Percentile Compared to Cross State    | N/A          | No used in Maryland                                       |                               |                       |
| JU     | Student Growth Percentile Standard Error State       | N/A          |   | <b>Numeric<br/>Blank</b>      |                       |
| JV     | Student Growth Percentile Standard Error Cross State | N/A          | Not used in Maryland                                      |                               |                       |
| JW     | Growth Misc 1  | N/A          | Holding place for future growth data                      |                               |                       |
| JX     | Growth Misc 2  | N/A          | Holding place for future growth data                      |                               |                       |
| JY     | Test Performance Level                               | N/A          |   | <b>Numeric<br/>Blank</b>      |                       |
| JZ     | Test Achievement Level                               | N/A          |   | <b>Numeric<br/>Blank</b>      |                       |
| KA     | Test CSEM  | N/A          |   | <b>Numeric<br/>Blank</b>      |                       |



| Column | Field Name                          | Field Length | Field Definitions                               | Valid Values               | Notes or Test Content                                      |
|--------|-------------------------------------|--------------|---|----------------------------|--|
| KB     | Test Scale Score                    | N/A          |   | Numeric<br>.<br>Blank      |  |
| KC     | Test Percent Correct                | N/A          |   | Numeric<br>Blank           |  |
| KD     | Test Raw Score                      | N/A          |   | Numeric<br>.<br>Blank      |  |
| KE     | Total Test Items                    | N/A          |   | Numeric<br>Blank           |  |
| KF     | IRT Theta                           | N/A          |   | Numeric<br>.<br>-<br>Blank |  |
| KG     | Test Score Metric Misc 1            | N/A          | Holding place for future test score metric data |                            |  |
| KH     | Test Score Metric Misc 2            | N/A          | Holding place for future test score metric data |                            |  |
| KI     | Test Score Metric Misc 3            | N/A          | Holding place for future test score metric data |                            |  |
| KJ     | Level 2 Element 1 Code              | N/A          |   | Alphanumeric<br>Blank      | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science |
| KK     | Level 2 Element 1 Performance Level | N/A          |   | Alphanumeric<br>Blank      | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science |
| KL     | Level 2 Element 1 Achievement Level | N/A          |   | Alphanumeric<br>Blank      | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science |
| KM     | Level 2 Element 1 Scale Score       | N/A          |   | Numeric<br>Blank           | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science |

| Column | Field Name  | Field Length | Field Definitions | Valid Values          | Notes or Test Content   |
|--------|---|--------------|-------------------|-----------------------|---|
| KN     | Level 2 Element 1<br>Percent Correct              | N/A          |                   | Numeric<br>Blank      | Reporting Levels -<br><br>SCIENCE = ISR Life Science            |
| KO     | Level 2 Element 1 Raw<br>Score                    | N/A          |                   | Numeric<br>Blank      | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science      |
| KP     | Level 2 Element 1 Score<br>Metric Misc 1          | N/A          |                   | Blank                 | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science      |
| KQ     | Level 2 Element 1<br>Number of Attempted<br>Items | N/A          |                   | Numeric<br>Blank      | Reporting Level – Domain<br><br>SCIENCE = ISR Life Science      |
| KR     | Level 2 Element 2 Code                            | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KS     | Level 2 Element 2<br>Performance Level            | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KT     | Level 2 Element 2<br>Achievement Level            | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KU     | Level 2 Element 2 Scale<br>Score                  | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KV     | Level 2 Element 2<br>Percent Correct              | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KW     | Level 2 Element 2 Raw<br>Score                    | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KX     | Level 2 Element 2 Score<br>Metric Misc 1          | N/A          |                   | Blank                 | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |
| KY     | Level 2 Element 2<br>Number of Attempted<br>Items | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Physical Science |

| Column | Field Name                                  | Field Length | Field Definitions | Valid Values          | Notes or Test Content  |
|--------|---|--------------|-------------------|-----------------------|--|
| KZ     | Level 2 Element 3 Code                      | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LA     | Level 2 Element 3 Performance Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LB     | Level 2 Element 3 Achievement Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LC     | Level 2 Element 3 Scale Score               | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LD     | Level 2 Element 3 Percent Correct           | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LE     | Level 2 Element 3 Raw Score                 | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LF     | Level 2 Element 3 Score Metric Misc 1       | N/A          |                   | Blank                 | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LG     | Level 2 Element 3 Number of Attempted Items | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Domain<br><br>SCIENCE = ISR Earth and Space Science   |
| LH     | Level 2 Element 4 Code                      | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LI     | Level 2 Element 4 Performance Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |

| Column | Field Name                                  | Field Length | Field Definitions | Valid Values          | Notes or Test Content  |
|--------|---|--------------|-------------------|-----------------------|--|
| LJ     | Level 2 Element 4 Achievement Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LK     | Level 2 Element 4 Scale Score               | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LL     | Level 2 Element 4 Percent Correct           | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LM     | Level 2 Element 4 Raw Score                 | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LN     | Level 2 Element 4 Score Metric Misc 1       | N/A          |                   | Blank                 | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |
| LO     | Level 2 Element 4 Number of Attempted Items | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 2. Claims and Evidence |

| Column | Field Name                          | Field Length | Field Definitions | Valid Values          | Notes or Test Content   |
|--------|-------------------------------------|--------------|-------------------|-----------------------|---|
| LP     | Level 2 Element 5 Code              | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |
| LQ     | Level 2 Element 5 Performance Level | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |
| LR     | Level 2 Element 5 Achievement Level | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |
| LS     | Level 2 Element 5 Scale Score       | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |
| LT     | Level 2 Element 5 Percent Correct   | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |
| LU     | Level 2 Element 5 Raw Score         | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information |

| Column | Field Name                                  | Field Length | Field Definitions | Valid Values          | Notes or Test Content   |
|--------|---|--------------|-------------------|-----------------------|---|
| LV     | Level 2 Element 5 Score Metric Misc 1       | N/A          |                   | Blank                 | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information                   |
| LW     | Level 2 Element 5 Number of Attempted Items | N/A          |                   | Numeric<br>Blank      | Reporting Levels – Evidence Family Grouping for SCI08<br><br>Science & Engineering Practices (SEP)<br><br>Spring 2024 = ISR 1. Data and Information                   |
| LX     | Level 2 Element 6 Code                      | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| LY     | Level 2 Element 6 Performance Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| LZ     | Level 2 Element 6 Achievement Level         | N/A          |                   | Alphanumeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |

| Column | Field Name                                  | Field Length | Field Definitions | Valid Values     | Notes or Test Content   |
|--------|---|--------------|-------------------|------------------|---|
| MA     | Level 2 Element 6 Scale Score               | N/A          |                   | Numeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MB     | Level 2 Element 6 Percent Correct           | N/A          |                   | Numeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MC     | Level 2 Element 6 Raw Score                 | N/A          |                   | Numeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MD     | Level 2 Element 6 Score Metric Misc 1       | N/A          |                   | Blank            | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| ME     | Level 2 Element 6 Number of Attempted Items | N/A          |                   | Numeric<br>Blank | Reporting Levels – Evidence Family Grouping for SCI05<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |

| Column | Field Name                          | Field Length | Field Definitions | Valid Values          | Notes or Test Content  |
|--------|-------------------------------------|--------------|-------------------|-----------------------|--|
| MF     | Level 2 Element 7 Code              | N/A          |                   | Alphanumeric<br>Blank | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MG     | Level 2 Element 7 Performance Level | N/A          |                   | Alphanumeric<br>Blank | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MH     | Level 2 Element 7 Achievement Level | N/A          |                   | Alphanumeric<br>Blank | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MI     | Level 2 Element 7 Scale Score       | N/A          |                   | Numeric<br>Blank      | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| MJ     | Level 2 Element 7 Percent Correct   | N/A          |                   | Numeric<br>Blank      | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |



| Column | Field Name                                  | Field Length | Field Definitions | Valid Values     | Notes or Test Content  |
|--------|---|--------------|-------------------|------------------|--|
| MK     | Level 2 Element 7 Raw Score                 | N/A          |                   | Numeric<br>Blank | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |
| ML     | Level 2 Element 7 Score Metric Misc 1       | N/A          |                   | Blank            | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 ISR 6. Model components, relationships, and connections   |
| MM     | Level 2 Element 7 Number of Attempted Items | N/A          |                   | Numeric<br>Blank | Reporting Level - Evidence Family Grouping for SCI08<br><br>Cross-Cutting Concept (CCC)<br><br>Spring 2024 = ISR 6. Model components, relationships, and connections |