

2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Purpose:

The purpose of the ACCESS for ELLs Student Biographical Data (SBD) review is to review and to update the biographical data associated with the ACCESS for ELLs and Alternate ACCESS for ELLs assessments.

Dependencies:


None

Record Expectation:

N/A



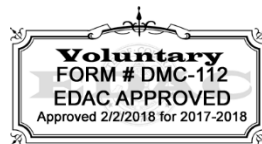
- Indicates Primary Key

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SDB?
Sequence Number 	7	1	7	1	A	Numeric	0000001 Valid digits are 0-9	NO
District Code	4	8	11	2	B	Numeric	0010 (CDE assigned district code)	NO
District Name	50	12	61	3	C	Alphanumeric	Mapleton	NO
School Code	4	62	65	4	D	Numeric	0798 (CDE assigned school code)	YES
School Name	50	66	115	5	E	Alphanumeric	Bertha Heid Elementary	NO
Grade	2	116	117	6	F	Numeric	00 through 12	YES
SASID	10	118	127	7	G	Numeric	1234567890	YES
LASID	10	128	137	8	H	Numeric	1234567890 Blank	YES
Last Name	30	138	167	9	I	Alpha	Smith	YES
First Name	30	168	197	10	J	Alpha	Joe	YES
Middle Name	30	198	227	11	K	Alpha	Kevin Blank	YES
Birthdate	8	228	235	12	L	MMDDYYYY Date format	09172002	YES
Gender	2	236	237	13	M	Numeric	01 – Female 02 – Male	YES
Ethnicity	1	238	238	14	N	Numeric	0 – No 1 – Yes	YES
Race: American Indian or Alaska Native	1	239	239	15	O	Numeric	0 – No 1 – Yes	YES
Race: Asian	1	240	240	16	P	Numeric	0 – No 1 – Yes	YES
Race: Black or African American	1	241	241	17	Q	Numeric	0 – No 1 – Yes	YES



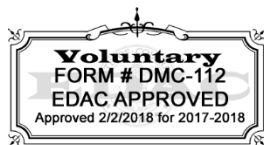
2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SDB?
Race: Native Hawaiian or Other Pacific Islander	1	242	242	18	R	Numeric	0 – No 1 – Yes	YES
Race: White	1	243	243	19	S	Numeric	0 – No 1 – Yes	YES
Federal Race/Ethnicity	2	244	245	20	T	Numeric	01 – American Indian or Alaskan Native 02 – Asian 03 – Black or African American 04 – Hispanic or Latino 05 – White 06 – Native Hawaiian or Pacific Islander 07 – Two or more races	NO
Language Proficiency	1	246	246	21	U	Numeric	1 – NEP 2 – LEP	YES
Bilingual Program	4					Numeric	0 – No/NA 1 – Yes 2 – Redesignated (Monitored Year 1) 3 – Redesignated (Monitored Year 2) 4 – Exited program (Year 3+) 5 – Not in program, parent choice	YES Removed
ESL Program	4					Numeric	0 – No/NA 1 – Yes 2 – Redesignated (Monitored Year 1) 3 – Redesignated (Monitored Year 2) 4 – Exited program (Year 3+) 5 – Not in program, parent choice	YES Removed
Language Instruction Program	2	247	248	22	V	Numeric	01 – English as a Second Language (ESL) or English Language Development (ELD) 02 – Dual language or two-way immersion 03 – Transitional bilingual education or early-exit bilingual education 04 – Content classes with integrated ESL support 05 – Newcomer programs 97 – Other 98 – Not in a language instruction program, parent choice	YES New field
Date First Enrolled in U.S.	8	249	256	23	W	MMDDYYYY Date format	03052005	YES



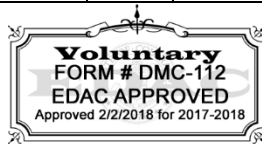
2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SDB?
Continuous in District	1	257	257	24	X	Numeric	0 – No 1 – Yes	YES
Continuous in School	1	258	258	25	Y	Numeric	0 – No 1 – Yes	YES
IEP	1	259	259	26	Z	Numeric	0 – No 1 – Yes	YES
504 Plan	1	260	260	27	AA	Numeric	0 – No 1 – Yes	YES
Migrant	4					Numeric	0 – Non migrant 1 – Migrant	YES Removed
Gifted and Talented	1	261	261	28	AB	Numeric	0 – No 1 – Yes	YES
Homeless	1	262	262	29	AC	Numeric	0 – No 3 – Yes and in custody of parent/guardian 4 – Yes and not in custody of parent/guardian	YES
Expelled	1	263	263	30	AD	Numeric	0 – No 1 – Yes	YES
Free and Reduced Lunch Eligibility	2	264	265	31	AE	Numeric	00 – Not eligible 01 – Free lunch eligible 02 – Reduced lunch eligible	YES
Primary Disability	2	266	267	32	AF	Numeric	00 – None 01 – Intellectual disability 03 – Emotional disability 04 – Specific learning disability 05 – Hearing impairment 06 – Visual impairment 08 – Speech or language impairment 09 – Deaf-blindness 10 – Multiple disabilities 11 – Developmental delay 13 – Autism spectrum disorders 14 – Traumatic brain injury 15 – Orthopedic impairment 16 – Other health impairment	YES
Home Language	3	268	270	33	AG	Alpha	spa	YES



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SDB?
Cluster	1	271	271	34	AH	Numeric	0 1 2 3 4 6 9 Blank	NO Added back in collection DRC may update after SBD
Tier	4					Alpha	A —A or PA B —B C —C or BC	NO Removed
Do Not Score Code - Listening	3	272	274	35	AI	Alpha	ABS – Absent INV – Invalid DEC – Declined SPD – Deferred special education/504 Blank	YES
Do Not Score Code - Reading	3	275	277	36	AJ	Alpha	ABS – Absent INV – Invalid DEC – Declined SPD – Deferred special education/504 Blank	YES
Do Not Score Code - Speaking	3	278	280	37	AK	Alpha	ABS – Absent INV – Invalid DEC – Declined SPD – Deferred special education/504 Blank	YES
Do Not Score Code - Writing	3	281	283	38	AL	Alpha	ABS – Absent INV – Invalid DEC – Declined SPD – Deferred special education/504 Blank	YES
Vendor Number DRC Student ID	12	284	295	39	AM	Numeric	Blank	NO
Assessment Type	1	296	296	40	AN	Alpha	G – General A – Alternate	NO
Reported Record	2	297	298	41	AO	Numeric	1 – Reported record 2-99 – Not reported, additional tested information for this student	NO
Reported Mode	6					Alpha	Online Paper Mixed	NO Removed



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

FIELD DEFINITIONS

No blanks are allowed unless specified above.

Sequence Number – A unique code assigned to a record by Data Pipeline used to identify records in this SBD file

District Code – A unique code assigned to a district by CDE

District Name – District name assigned based on District Code and based on official CDE district name

School Code – A unique code assigned to a school by CDE

School Name – School name assigned based on School Code and based on official CDE school name

Grade – Student’s grade level at test administration

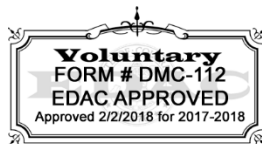
00	Kindergarten	07	Grade 7
01	Grade 1	08	Grade 8
02	Grade 2	09	Grade 9
03	Grade 3	10	Grade 10
04	Grade 4	11	Grade 11
05	Grade 5	12	Grade 12
06	Grade 6		

State ID (SASID) – A unique number assigned to each student by CDE

Local ID (LASID) – A unique number assigned to each student locally. Blanks are allowed.

Last Name – Student’s last name as recorded in the RITS system

First Name – Student’s first name as recorded in the RITS system



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Middle Name – If applicable, student’s middle name as recorded in the RITS system. Blanks are allowed.

Birthdate – The month, day, and year on which a student was born in MMDDYYYY format (e.g. 09012001)

Gender – Student's sex

01	Female
02	Male

For more information regarding the new ethnicity and race reporting categories below, please see the CDE Race and Ethnicity Brochure at the following link: <http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm>.

Ethnicity: Hispanic/Latino – A person having origins in Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture, regardless of race. The term ‘Spanish origin’ can be used in addition to ‘Hispanic/Latino or Latino.’

0	Not Hispanic or Latino
1	Hispanic or Latino

Race: American Indian or Alaska Native – A person having origins in any of the original peoples of North or South America (including Central America) and who maintains a tribal affiliation or community recognition

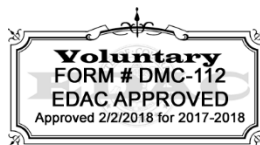
0	Not American Indian or Alaska Native
1	American Indian or Alaska Native

Race: Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam

0	Not Asian
1	Asian

Race: Black or African American – A person having origins in any of the Black racial groups of Africa

0	Not Black or African American
1	Black or African American



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Race: Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

0	Not Native Hawaiian or Other Pacific Islander
1	Native Hawaiian or Other Pacific Islander

Race: White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

0	Not White
1	White

Race: Federal Race/Ethnicity Category – The single category used to classify the student in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member. **NOTE:** This field will be auto-calculated based on the data in the ethnicity and individual student race fields. To update this field calculation, please update those individual fields.

01	American Indian or Alaska Native
02	Asian
03	Black or African American
04	Hispanic or Latino
05	White
06	Native Hawaiian or other Pacific Islander
07	Two or more races



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Language Proficiency – Student's English language proficiency is described by his or her ability to speak, to listen, to read, and to write in English. English Learners (EL) must have an English proficiency rating entered (i.e., 1, 2, or 3), and non-EL students must be coded as 0 or 4. Former ELs are coded as 5. **NOTE: ONLY NEP and LEP students should be assessed with ACCESS for ELLs or Alternate ACCESS for ELLs.**

0	Not Applicable
1	NEP – Non English Proficient – A student who speaks a language other than English and does not comprehend, speak, read, or write English
2	LEP – Limited English Proficient – A student who comprehends, speaks, reads, or writes some English but whose predominant comprehension or speech is in a language other than English
3	FEP – Fluent English Proficient – A student who has spoken or currently speaks a language other than English but who is able to comprehend, to speak, to read, and to write English on a level comparable to his or her monolingual English speaking peers
4	PHLOTE – Primary or Home Language Other Than English – A student new to a district who has a primary or home language other than English, <i>has never been served in a language instruction education program (i.e., ELA, ESL, bilingual)</i> , and is determined to be proficient in English after initial screening (currently W-APT) and review of a body of evidence
5	FELL – Former ELL – A student new to a district who has a primary or home language other than English, <i>was previously served in a language instruction education program (i.e., ELA, ESL, bilingual)</i> in a different district, and is determined to be proficient in English after initial screening (currently W-APT) and a review of a body of evidence

Bilingual Program – Student is currently enrolled in a bilingual program, is in the monitoring period, or is exited

0	No or Not Applicable
1	Yes – Student is in a Bilingual Program
2	Redesignated Bilingual Program (Monitored Year 1)
3	Redesignated Bilingual Program (Monitored Year 2)
4	Exited Bilingual Program (Year 3+)
5	Not in Bilingual Program, Parent Choice

2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

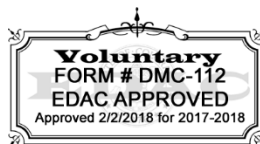
~~ESL Program – Student is currently enrolled in English as a second language immersion program, is in the monitoring period, or is exited. NOTE: Only students with codes 0, 1, or 5 should have been administered the ACCESS for ELLs assessment.~~

0	No or Not Applicable
1	Yes – Student is in a ESL Program
2	Redesignated ESL Program (Monitored Year 1)
3	Redesignated ESL Program (Monitored Year 2)
4	Exited ESL Program (Year 3+)
5	Not in ESL Program, Parent Choice

Language Instruction Program – Type of English language instructional program used to educate a student who is an English learner

- Students with a language background of English should be coded 00 (No or Not Applicable).
- Students with a language background that is not English and have a Language Proficiency code of NEP (1) or LEP (2) should have a valid non-zero (00) code for this field.
- Students may not be coded in more than one Language Instruction Program. If multiple programs are used to educate a student, please use the one that is predominately used to educate the student.

01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual language or two-way immersion
03	Transitional bilingual education or early-exit bilingual education
04	Content classes with integrated ESL support
05	Newcomer programs
97	Other
98	Not in a language instruction program, parent choice



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Date First Enrolled in U.S. – Date a student first enrolled in any public or non-public US school (not Puerto Rico) in MMDDYYYY format (e.g. 09012001)

1. Districts may zero fill this field, and CDE will calculate the date of first enrollment based upon the date a student first had an entry date in a CDE student interchange data collection.
2. If a date has been entered for a student, CDE will not override that field with a calculated value even though the entered value may not be more recent than the date CDE calculates. **NOTE:** Beginning this year, CDE is providing districts the option of replacing the existing data for this field with a CDE calculated value with district approval.
3. Students with an entry type of 14 (entry from another state) as their earliest entry in their educational history may not have this field zero filled.
4. Schools on US military bases count as US schools.
5. Home school does not count as a 'public or non-public school.'

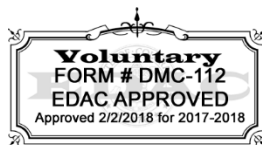
NOTE:

- Students with an entry code of 05 (entry from another country) and 16 (entry from homeschool) will generate a warning asking a district to confirm the date of first enrollment.
- Student in grades greater than 010 (first grade) will generate a warning if their entry type is 01 (new to educational system) or 06 (entry from unknown educational setting).
- Student's date of first enrollment will be calculated based on entry type and date in the grades kindergarten and greater.

Continuously in District (Enrolled 1 Year) – Student has been continuously enrolled in the district over the course of the academic year leading up to the administration of annual state assessments. Students who have been continuously enrolled in the district should be coded as 1. Students who have not been continuously enrolled should be coded as 0.

CDE has developed new guidance concerning the definition of continuous enrollment to be implemented beginning with the 2015-16 academic year. Under this guidance, students are considered to be continuously enrolled in a district if all of the statements listed below are true. Students failing to meet one or more of these criteria are considered to be non-continuous:

1. The student had an active enrollment record in the district on the October count date.
2. The student had an active enrollment record in the district at the start of the testing window or at any point prior to the end of the testing window.
3. The district code in the student's enrollment record as of the October count date was equal to the district code in the student's enrollment record at the time of the test administration.
4. Between the student's enrollment on the October count date and the testing date, there has been no single enrollment gap within the district lasting 10 or more consecutive instructional days.



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

5. Between the student's enrollment on the October count date and the testing date, there have not been multiple non-consecutive enrollment breaks within the district cumulatively equaling 10 or more instructional days.

To review complete and up-to-date guidance on continuous enrollment, including information on accountability reporting as well as technical notes and examples, please see the 'Definition of Continuous Enrollment' document at the following link:
<http://www.cde.state.co.us/datapipeline/definitioncontinuousenrollment>.

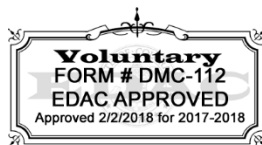
0	No
1	Yes

NOTE: Beginning this year, CDE is providing districts the option of replacing the existing data for this field with a CDE calculated value with district approval.

Continuously in School – Student has been continuously enrolled in the school over the course of the academic year leading up to the administration of annual state assessments. Students who have been continuously enrolled in the school should be coded as 1. Students who have not been continuously enrolled should be coded as 0.

CDE has developed new guidance concerning the definition of continuous enrollment to be implemented beginning with the 2015-16 academic year. Under this guidance, students are considered to be continuously enrolled in a school if all of the statements listed below are true. Students failing to meet one or more of these criteria are considered to be non-continuous:

1. The student had an active enrollment record in the school on the October count date.
2. The student had an active enrollment record in the school at the start of the testing window or at any point prior to the end of the testing window.
3. The school code in the student's enrollment record as of the October count date was equal to the school code in the student's enrollment record at the time of the test administration.
4. Between the student's enrollment on the October count date and the testing date, there has been no single enrollment gap within the school lasting 10 or more consecutive instructional days.
5. Between the student's enrollment on the October count date and the testing date, there have not been multiple non-consecutive enrollment breaks within the school cumulatively equaling 10 or more instructional days.



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

To review complete and up-to-date guidance on continuous enrollment, including information on accountability reporting as well as technical notes and examples, please see the 'Definition of Continuous Enrollment' document at the following link:

<http://www.cde.state.co.us/datapipeline/definitioncontinuousenrollment>.

0	No
1	Yes

NOTE: Beginning this year, CDE is providing districts the option of replacing the existing data for this field with a CDE calculated value with district approval.

IEP – Student has an individualized education plan (IEP). **NOTE:** Data pipeline will auto-populate with 1 if the primary disability field is not 0. Districts can change the field if necessary.

0	No
1	Yes

504 Plan – Student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973 but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act

0	No
1	Yes

~~**Migrant** – Student considered a migrant according to 1115(b)(1)(A) and 1309(2) of the No Child Left Behind Act of 2001 and section 200.81(d) of the Code of Federal Regulations. For more information, please see the Student Interchange File Layout and Definitions – Student Demographics document at the following link: http://www.cde.state.co.us/DataPipeline/inter_student.asp.~~

0	Non-migrant
1	Migrant

2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Gifted and Talented – Student who has been formally identified, using district-wide procedures aligned with CDE guidelines, as being endowed with a high degree of exceptionality or potential in mental ability, academics, creativity, or a talent (e.g., visualization, performance, musical arts, or leadership). Students are provided instructional accommodations in the classroom and other school or district options on a continuum of services according to identified strengths. The instructional program provides special educational opportunities including acceleration, differentiated instruction, affective and career counseling, and high-level enrichment. A plan for services might include options and resources outside the classroom such as parent, community, or higher-education interventions and resources.

0	Not gifted
1	Gifted

Homeless – Student meets the criteria of a homeless individual according to the 2001 McKinney-Vento reauthorization Act. For more information, please see Student Interchange File Layout and Definitions – Student Demographics document at the following link: http://www.cde.state.co.us/DataPipeline/inter_student.asp.

0	No
3	Yes and is in the physical custody of a parent or guardian
4	Yes and is not in the physical custody of a parent or guardian

Expelled – Student has been expelled

0	No
1	Yes

Free and Reduced Lunch Eligibility – Student meets the eligibility criteria for free or reduced lunch pursuant to the provisions of the Federal National School Lunch Act. For specific guidelines in meeting the criteria for free/reduced lunch, refer to the procedures manual and the Rules for the Administration of the Public School Finance Act. **NOTE:** Although a school may not provide a lunch program, eligibility should be marked if documented. Districts may use October count data or updated information if it is available.

00	Not Eligible
01	Free Lunch Eligible
02	Reduced Lunch Eligible

2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Primary Disability – Student’s primary disability. If the student has more than one disability, the code number reported must be that of his or her major disability, as reflected on the student’s IEP. **NOTE:** Please code orthopedic Impairment if a student has a physical disability.

00	None	09	Deaf-Blindness or Deaf-Blind
01	Intellectual Disability or Significant Limited Intellectual Capacity	10	Multiple Disabilities
03	Serious Emotional Disability or Emotional Disability	11	Developmental Delay*
04	Specific Learning Disability	13	Autism Spectrum Disorders or Autism
05	Hearing Impairment, including Deafness or Hearing Disability	14	Traumatic Brain Injury (TBI)
06	Visual Impairment, including Blindness or Visual Disability	15	Orthopedic Impairment
08	Speech or Language Impairment	16	Other Health Impairment

*Applies to ages 3-9 years only.

Home Language – Student who has a language proficiency code of Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former ELL (FELL) must have a language background other than English (eng). Please see a Microsoft Excel version of the language codes at the following

link: https://www.cde.state.co.us/datapipeline/org_language_codes.

Cluster – The grade level cluster form administered to the student – You may not update this field. Please see your *ACCESS for ELLs Test Administration Manual* for more details.

0	Kindergarten
1	Grades 1-2
3	Grades 3-5
6	Grades 6-8
9	Grades 9-12

Valid values across paper and online	Paper	Online
0	0 = K	
1	1 = grade 1	1 = grade 1
2	2 = grade 2	2 = grades 2-3
3	3 = grade 3	
4	4 = grades 4-5	4 = grades 4-5
6	6 = grades 6-8	6 = grades 6-8
9	9 = grades 9-12	9 = grades 9-12
Blank	Blank	Blank



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

~~Tier~~—Tier administered to the student for paper and online assessments. You may not update this field. Please see the ACCESS for ELLs Test Administration Manual for more details at the following link:
<https://www.wida.us/assessment/access%202.0/documents/2016TestAdministratorManual.pdf>.

A	A or PA
B	B
C	C or BC

ACCESS for ELLs Test Invalidation Codes

The following invalidations codes indicate if scoring on each section should occur. Please see the Colorado direction insert in the WIDA procedures manual for full definitions and instructions. Participation rates are **not** calculated for ACCESS for ELLs scores for accountability purposes.

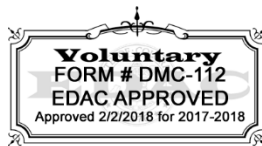
ABSENT – Student was absent for a domain of the test. If so, fill in the appropriate boxes for the domain the student did not take. *For Colorado, this code is used for students who were absent the entire testing window but have not withdrawn from the district or school.*

INVALIDATION – Even though a student may have completed some or all of the test items, the testing was not valid and no score should be reported for that domain. For example, this code can be used if a student becomes ill during the test or if a student engages in inappropriate testing practices or test administrator error. *For Colorado, this will be used to indicate ANY test misadministration as outlined in the Colorado Department of Education’s Procedures Manual.* For more information, please see the Frequently Requested Document section at the following link: <http://www.cde.state.co.us/assessment>.

DECLINED – Student refused to test. This annual state assessment is NOT an optional activity; it is a required activity. A student’s parent cannot opt him or her out of the state’s annual assessment. This indicator is typically used when a student refuses to participate even after the test administrator has made several attempts to engage the student in the assessment. In this event, fill in the appropriate box/boxes. *For Colorado, typically this should only be used when a student is present during testing and was administered the test but refused participation.*

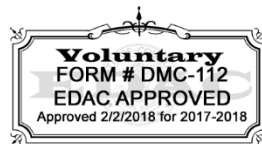
SPD – This exception can be used for the following:

1. For **both** the general and alternate versions of ACCESS for ELLs it may be used for students who
 - a. Withdrew from the school or district during the testing window after starting the assessment (the school or district was unable to transfer the book to another school or district) or



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

- b. Should be used for “District Education Services” which is defined as a student who is homebound due to illness or injury (not discipline) and receiving instruction through district educational services.*
- 2. For the general ACCESS for ELLs It is used to indicate a student who was administered the standard ACCESS for ELLs but should have been administered the Alternate ACCESS for ELLs. Once test administration is corrected and the student is administered the Alternate ACCESS for ELLs, their standard ACCESS for ELLs needs to be invalidated using SPD.*



2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

Do Not Score Code – Listening – Student should not receive a score for the listening domain due to one of the following:

ABS	Absent
INV	Invalid
DEC	Declined
SPD	Deferred Special Education/504
Blank	No code assigned to this test domain

Do Not Score Code – Speaking – Student should not receive a score for the speaking domain due to one of the following:

ABS	Absent
INV	Invalid
DEC	Declined
SPD	Deferred Special Education/504
Blank	No code assigned to this test domain

Do Not Score Code – Reading – Student should not receive a score for the reading domain due to one of the following:

ABS	Absent
INV	Invalid
DEC	Declined
SPD	Deferred Special Education/504
Blank	No code assigned to this test domain

Do Not Score Code – Writing – Student should not receive a score for the writing domain due to one of the following:

ABS	Absent
INV	Invalid
DEC	Declined
SPD	Deferred Special Education/504
Blank	No code assigned to this test domain

2017-2018 ACCESS for ELLs Student Biographical Data (SBD) Review

ACCESS Test Book Information

Used to help identify record. **NOTE:** None of these fields may be changed during SBD.

DRC Student ID – Unique identification number assigned to the student by assessment vendor

Assessment Type – Record represents either the general ACCESS for ELLs or the Alternate ACCESS for ELLs assessment

G	General ACCESS for ELLs
A	Alternate ACCESS for ELLs

Reported Record – Numeric ranking of records for a student that determines what is on the student report, comprised of the four domains with the highest scale scores for this student. The hierarchy used for most of these fields is:

1	Reported record
2-99	Not reported, additional tested information for this student

Reported Mode – Student was assigned an assessment online, assigned a paper assessment, or assigned a combination of online and paper assessments

Online	Assessments were completed online
Paper	Assessments were completed on paper
Mixed	Assessments were completed both online and on paper

