Overview of the Interim Assessment Hand Scoring System:

The Interim Assessment Hand Scoring System (IHSS) allows Scorers to score certain item responses. When students in a test session submit an Interim assessment, the items that require human scoring are sent to the IHSS, where Scorers can view students' responses to each item and enter scores or mark them with condition codes.

Accessing & Logging onto the Interim Assessment Hand Scoring System:

1. Open an Internet browser (preferably Firefox or Chrome)
2. Go to [http://www.caaspp.org](http://www.caaspp.org)
3. Hover over the header [TA Resources] and select [Interim Assessments]

4. Select the **Interim Assessment Hand Scoring System** button, shown below.

5. Logon to the CAASPP system using your TOMS credentials.
   a. Your username is your district e-mail address and the password you set up.
   b. If this is the first login of the year, see the 2015-16 TOMS Access & Logon Quick Start Guide for instructions in accessing the TOMS system.
   c. Usernames and passwords are case sensitive.
Using the Interim Assessment Hand Scoring System

Overview of the Response List Page

After you log on, the Response List page appears (see Figure 3 and Figure 4 below). This table populates with the responses assigned to you to score. You can use the navigation links in the bottom-right corner to view all the responses in the list.

Figure 3. Response List Screen (top)

Figure 4. Response List Screen (bottom)

NOTE: Appendix A at the end of this quick start guide describes the columns in the Response List table.
Filtering the Response List Table

You can use the drop-down lists on the Response List page to filter the responses that appear in the table. Scorers can filter the table by test and/or session.

1. Open a drop-down list above the Response List table (circled in blue in Figure 5 below); options are Test and Session.

   ![Figure 5. Test filter for the Response List table](image)

2. Select an option; otherwise, enter the desired option in the search field. The table updates to show only responses associated with the selected option.
3. To apply additional filters, repeat steps 1 and 2 with a different drop-down list.

Sorting the Response List Table

You can sort the Response List table by student name, item, session ID, or response status.

1. Select a column header. The table lists the responses by that column in ascending order.
2. To sort the responses in descending order, select the column header again.

Scoring Responses

When scoring responses, you can either assign a score to the response or mark it with a condition code. Condition codes are used for any item you cannot score due to the nature of the student's response. If a single item consists of multiple scoring criteria, you should enter a score or condition code for each criterion. For a description of the available condition codes, see Appendix B. Condition Codes.
Entering Scores for Responses

This section explains how to enter scores and condition codes for responses.

To score responses:
1. In the Score column of the Response List table circled in green in Figure 5 on page 3, select [Score] for a response. The Score Response page appears, displaying the item rubric and student response.
2. In the Response section of the Score Response page, review the item stem and the student’s response. To view the item’s passage and an example of a perfect response, select [Exemplar] (circled in Figure 6 below).

3. In the Rubric section shown in Figure 6, review the rubric description and do one of the following:
   a. To enter a score for the response, manually enter a numerical score in the Score field or use the arrow button in this field to increase or decrease the score in increments of one. The score cannot exceed the value in the Points column.
   b. To assign a condition code to the response, select the appropriate option from the Condition Code drop-down list.
4. If the item consists on multiple scoring criteria like the sample in Figure 6, repeat Step 3 for each criterion.
5. When you finish entering scores for the response, select [Submit Score] at the bottom of the page.
6. To navigate to the Score Item page for a different item, select [Previous Response] or [Next Response] at the top of the page (circled in Figure 7 below); the order of responses is determined by the selected sorting on the Response List table. To return to the Response List page, select Back to Response List. The item’s status in the Status column (circled in purple in Figure 5 on page 3) now displays “Tentatively Scored.”
Completing Item Responses

After entering scores or selecting condition codes for responses, you should mark the responses as complete to finish the process.

To mark responses as complete:

1. On the Response List table (circled green in Figure 3 on page 2), mark the checkbox for any responses you have finished scoring.
2. Select the [Mark Selected as Complete] (circled in blue in Figure 4 on page 2).
3. In the window that pops up, select [Mark Selected as Complete]. Once you mark a response complete, it is submitted and can no longer be edited or viewed.
# APPENDIX A. Response List Table Columns

<table>
<thead>
<tr>
<th>COLUMN</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name of the student.</td>
</tr>
<tr>
<td>Item</td>
<td>Name of the hand-scored item.</td>
</tr>
<tr>
<td>Session</td>
<td>ID of the session in which the student completed the test containing this response.</td>
</tr>
<tr>
<td>Status</td>
<td>- “Not Scored” indicates the response still needs to be scored.</td>
</tr>
<tr>
<td></td>
<td>- “Tentatively Scored” indicates the response was scored but still needs to be marked as complete.</td>
</tr>
<tr>
<td>Assigned To*</td>
<td>The Scorer to whom the response is currently assigned.</td>
</tr>
<tr>
<td>Score</td>
<td>Select the button in this column to enter a score for the response.</td>
</tr>
</tbody>
</table>

*This column only appears in the Response List table for Score Managers.
**APPENDIX B. Condition Codes**

<table>
<thead>
<tr>
<th>CONDITION CODE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank</td>
<td>Student did not enter a response.</td>
</tr>
</tbody>
</table>
| Insufficient   | 1. Student has not provided a meaningful response; examples can include the following:  
- Random keystrokes  
- Undecipherable text  
- “I hate this test”  
- “I like pizza!” (in response to a reading passage about helicopters)  
- Response consists entirely of profanity  
2. For English language arts/literacy (ELA) Full Writes, use the “Insufficient” code for responses described above and also if:  
- Student’s original work is insufficient to make a determination whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics.  
- Response is too brief to make a determination regarding whether it is on-purpose or on-topic. |
| Nonscorable Language | • ELA: Language other than English  
• Mathematics: Language other than English or Spanish |
| Off Topic       | **For ELA Full Writes Only**  
- A writing sample will be judged off-topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative).  
- Off-topic responses are generally substantial responses. |
| Off Purpose     | **For ELA Full Writes Only**  
- A writing sample will be judged off-topic when the student has clearly not written to the purpose designated in the task.  
- An off-purpose response addresses the topic of the task but not the purpose of the task.  
- Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose.  
- Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose. |
| Score           | Select the button in this column to enter a score for the response. |

* For ELA Full Writes, if a response is too brief to make a determination regarding whether it is on-purpose or on-topic, then it should be coded as “Insufficient.”