
Part IV: Interim Assessment Hand Scoring System

CALIFORNIA

Assessment of Student Performance and Progress

2017-18 Interim Assessment User Guide

Smarter Balanced Interim Assessments for English
Language Arts/Literacy and Mathematics

- ◆ Interim Assessment Viewing System
- ◆ Interim Assessment Administration
- ◆ Interim Assessment Hand Scoring System
- ◆ Interim Assessment Reporting System



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Student Performance and Progress



Overview of the Interim Assessment Hand Scoring System

The Interim Assessment Hand Scoring System (IAHSS) allows educators to score responses to items that require hand scoring. When students in a test session submit an interim assessment, the items that require hand scoring are sent to the IAHSS, where scorers can view students' responses to each item and enter scores or mark them with condition codes. Items that require hand scoring must be scored in the IAHSS in order for results to be viewable in the Interim Assessment Reporting System (IA Reporting System).

Hand scoring interim assessments is a local responsibility. Take these steps to plan adequate time for hand scoring of interim assessments:

1. Preview the Interim Comprehensive Assessment (ICA) or Interim Assessment Blocks (IABs) using the Interim Assessment Viewing System on the California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Administration Resources Web page at <http://www.caaspp.org/ta-resources/interim.html>. The Interim Assessment Viewing System allows educators with the appropriate Test Operations Management System (TOMS) credentials to view all of the interim assessments, both ICAs and IABs, and develop a precise estimate of the time required for hand scoring.
2. Refer to the Interim Assessment Estimated Hand Scoring Times Web page on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/ca/iahandscoretimes.asp> in order to plan adequate time for hand scoring of interim assessments.



Alert: Hand scoring interim assessments is a local responsibility. Student results will not display in the IA Reporting System until hand scoring is completed. Allow approximately 20 minutes for results to populate.



Warning: For ICAs, hand scoring for **both** the performance task and the computer-based test must be completed **and** submitted in order to generate results in the IA Reporting System.

This section contains information on how to:

- understand IAHSS user roles
- access the IAHSS
- select item responses to score
- score item responses
- mark item responses as complete
- apply condition codes

Quick Start Instructions

1. Navigate to the CAASPP Portal at <http://www.caaspp.org/> and select the [**Smarter Balanced Interim Assessments**] button, then select the [**Interim Assessment Hand Scoring System**] button. Log in by entering the TOMS username and password on the *Logon Web* form and selecting the [**Secure Logon**] button.
2. Select item responses to score.
3. Score item responses.
 - a. Reassign items (optional).
4. Mark as complete.

More detailed procedures are outlined in the [Using the IAHSS](#) subsection.

IAHSS User Roles

Scorers

Scorers use the IAHSS to score the item responses that require hand scoring. Student responses are assigned to the scorer based on the Test Session ID in which the test was completed. Scorers can reassign items to other scorers in their school or score managers from within their school.



Note: When a scorer reassigns a student's response to an item, the scorer will no longer have access to the student's response and will not be able to regain access to the response without it being reassigned to him or her by the controlling scorer/score manager.

Test administrators and interim assessment administrators are automatically assigned the role of scorer in the IAHSS.

Score Managers

There are two types of score managers: local educational agency (LEA) CAASPP coordinator score managers, who can view items completed by any student associated with their LEA, and CAASPP test site coordinator score managers, who can view items completed by any student associated with their school. Both types of score managers can reassign students to any scorer within their user level. Score managers inherit scorer properties as part of their role, so they can also score item responses that have been reassigned to them. Table 8 describes the hand scoring roles and their abilities.

Table 8. Hand Scoring Roles and Abilities

Hand Scoring Role	TOMS User Roles	Viewing, Scoring, and Reassigning Abilities
Scorer	Test Administrator Test Examiner IA Administrator Only	<ul style="list-style-type: none"> • can view and score all student responses for assessments he or she administers • can view and score all student responses assigned to him or her by another scorer or score manager • can reassign his or her student responses to another scorer or score manager within his or her school
Score Manager	LEA CAASPP coordinator	<ul style="list-style-type: none"> • can view responses for all students within the LEA • can score student responses for which he or she has been assigned • can reassign responses to any scorer or score manager within the LEA
	CAASPP test site coordinator	<ul style="list-style-type: none"> • can view responses for all students within the school • can score student responses assigned to him or her • can reassign responses to any user eligible to score responses within his or her school

Using the IAHSS

Step 1. Access the IAHSS

To access the IAHSS, you must have TOMS login credentials (i.e., username and password).

1. Open your Web browser and navigate to the CAASPP Portal Web site (<http://www.caaspp.org/>).
2. Select the [**Smarter Balanced Interim Assessments**] button (Figure 69) to navigate to the CAASPP Interim Assessment Administration Resources page.

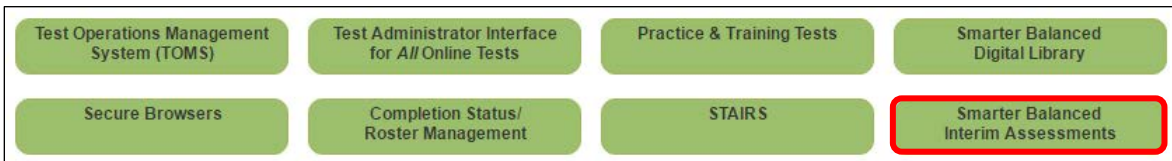


Figure 69. Buttons on CAASPP Portal Web Site

Select the [Interim Assessment Hand Scoring System] button (Figure 71).

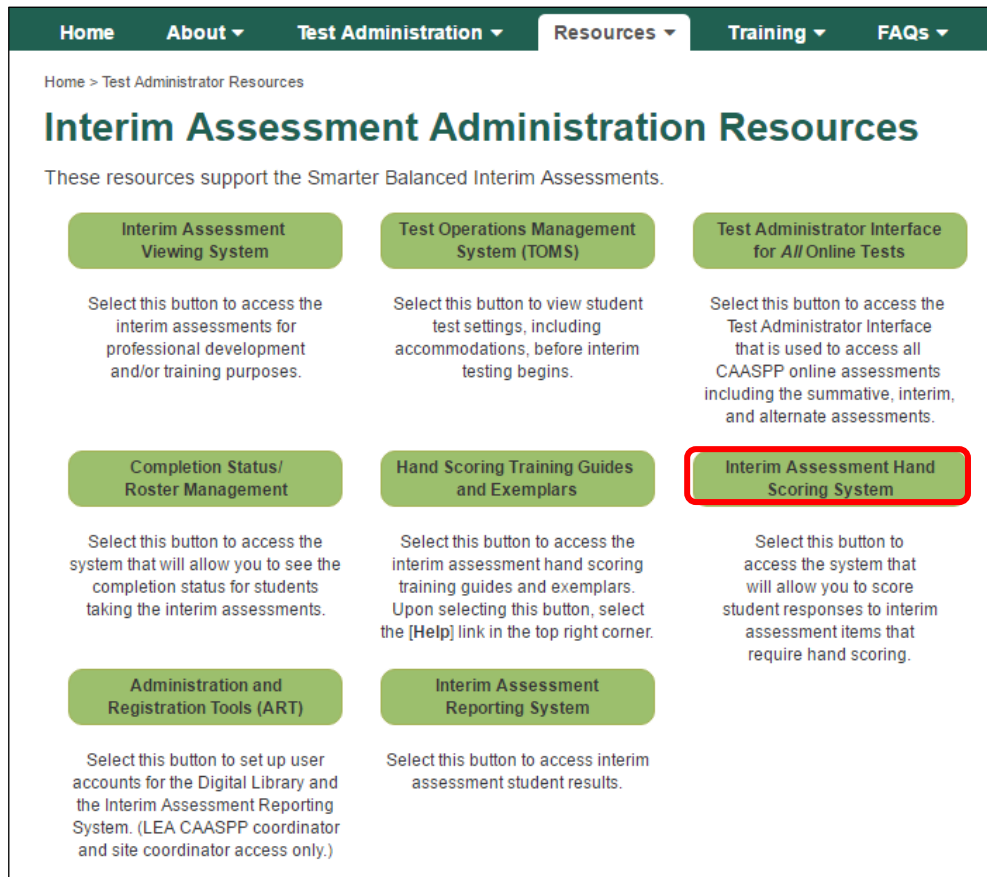


Figure 71. Buttons on CAASPP Interim Assessment Administration Resources Web Page

3. Enter your e-mail address and password in the *E-mail Address* and *Password* fields in the *Logon Web* form (Figure 71), and then select the [Secure Logon] button.
 - a. If you have forgotten your password, refer to Chapter 2 Passwords, Access, and Logon of the *TOMS Pre-Administration Guide for CAASPP Testing* for instructions on resetting it at <http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2017-18.Chapter-2.pdf>.

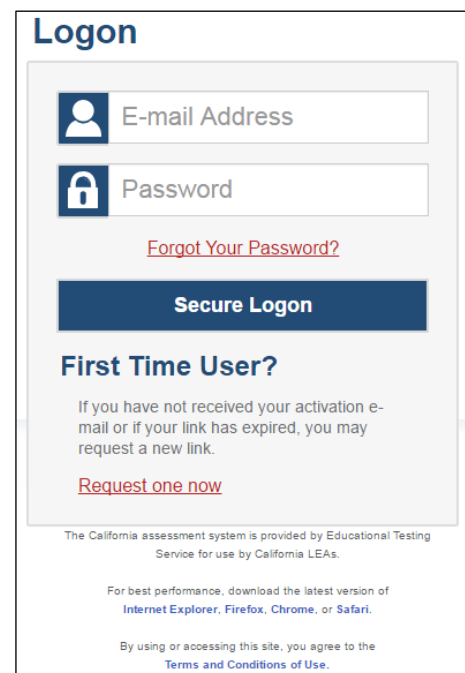
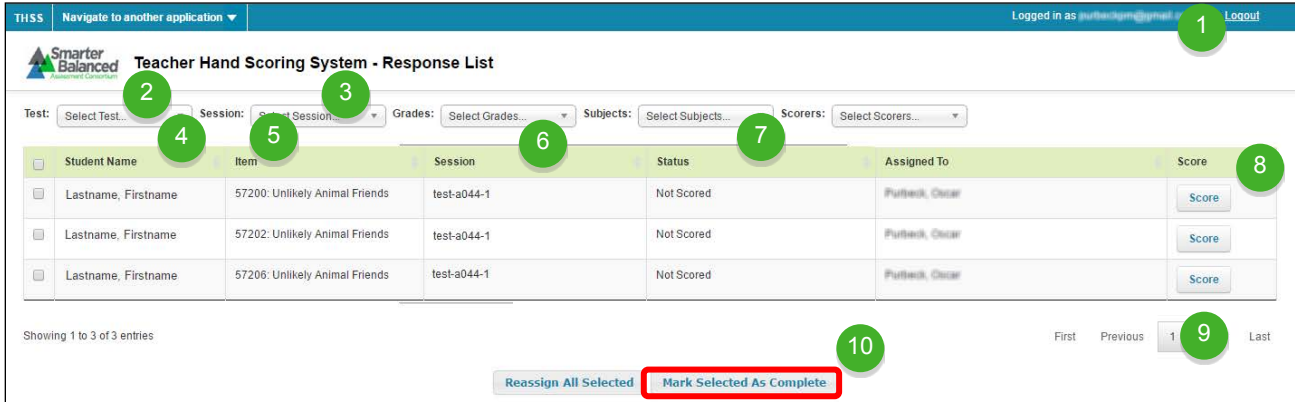


Figure 70. Logon Web Form

Step 2. Select Item Responses to Score

Overview of the Response List Page

After you log in, the Response List page appears (Figure 72). For scorers, this table populates with the responses assigned to a scorer for scoring.



Student Name	Item	Session	Status	Assigned To	Score
Lastname, Firstname	57200: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Clear	Score
Lastname, Firstname	57202: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Clear	Score
Lastname, Firstname	57206: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Clear	Score

Figure 72. Response List Page—Scorer

- 1 **[Help] button:** Opens the *Teacher Hand Scoring System User Guide*.
- 2 **[Test] drop-down:** Used to filter the response list by test.
- 3 **[Session] drop-down:** Used to filter the response list by Session ID.
- 4 **Name:** Indicates student name.
- 5 **Item:** Indicates name of the hand-scored item. Includes item ID and name.
- 6 **Session:** Provides the Session ID in which the assessment was completed.
- 7 **Status:** Provides the scoring status of the item. See Table 9 for information on status types.
- 8 **[Score] button:** Select the button in this column to score a student response.
- 9 **Navigation links:** Used to view student responses on other pages, if the response list shows more than 25 students.
- 10 **[Mark Selected As Complete] button:** Completes the hand scoring for selected responses; responses will no longer be accessible.

Table 9. Status Types

Status	Meaning
Not Scored	Indicates that the response needs to be scored.
Tentatively Scored	Indicates that the response was scored but needs to be marked as complete. The response is still available to be reviewed or reassigned.



Note: Once the user marks a student response as complete in the IAHSS, the response will be removed from the Response List page and will no longer be viewable in any system.

As a score manager, the Response List table will include additional information (Figure 73).



Note: There are two versions of the Response List table. If you are a score manager, this table displays the hand-scored responses for all the students in your associated school (for CAASPP test site coordinators) or LEA (for LEA CAASPP coordinators).



Student Name	Item	Session	Status	Assigned To	Score
Lastname, Firstname	57200: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Oscar	Score
Lastname, Firstname	57202: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Oscar	Score
Lastname, Firstname	57206: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Oscar	Score

Figure 73. Filters for the Response List Table—Score Manager

- 1 **[Grades] drop-down:** Used to filter the response list by grade.
- 2 **[Subjects] drop-down:** Used to filter the response list by subject.
- 3 **[Scorers] drop-down:** Used to filter the response list by assigned scorer.
- 4 **Assigned To:** Name of scorer the response is assigned to.

Filter 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. Score managers can filter the table by test, session, grade, subject, and/or assigned scorer.

1. Open a drop-down list above the Response List table (Figure 74); for a scorer the options are *Test* and *Session*.

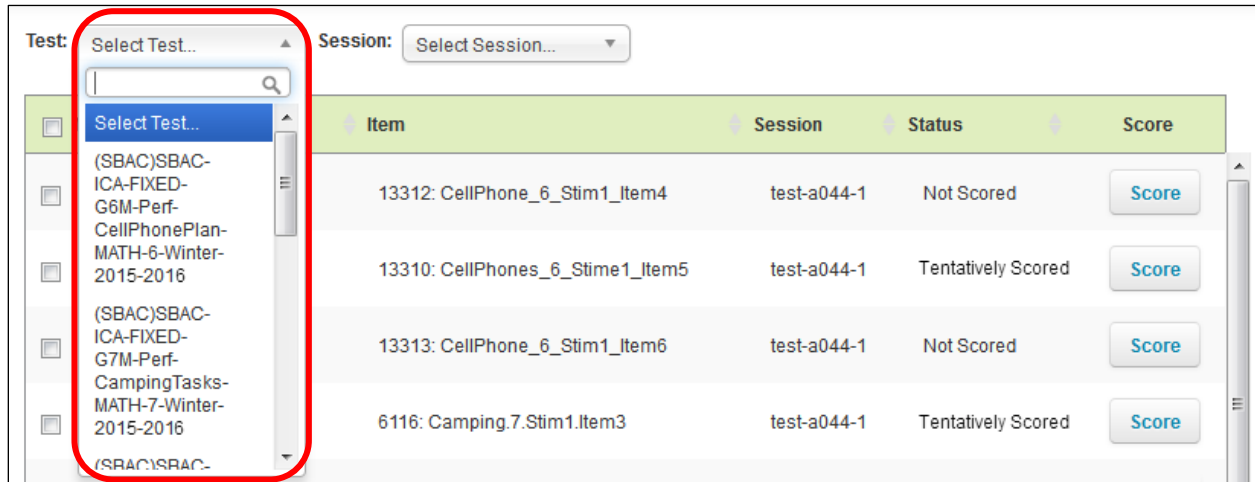


Figure 74. Test Filter for the Response List Table—Scorer

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.

Sort the Response List Table

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



Note: Score managers can also sort the Response List table by the assigned scorer.

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.

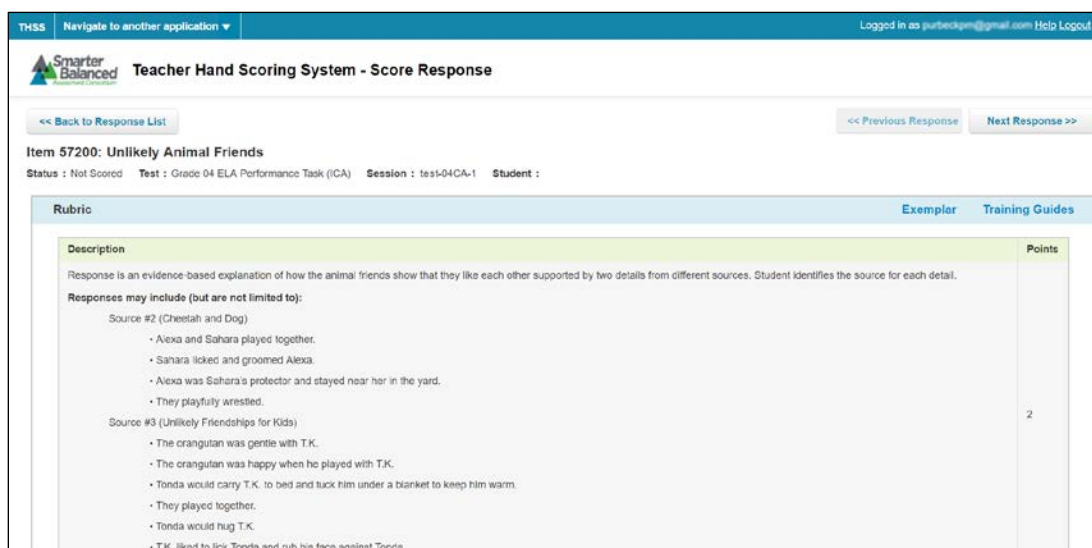
Step 3. Score Item Responses

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. When a student response is scored with a condition code, it is equivalent to a score of zero. Refer to the [Hand Scoring Condition Codes](#) subsection for more information on condition codes. If a single item is scored for multiple scoring criteria (i.e. English language arts/literacy [ELA] full writes are scored for Organization/Purpose, Evidence/Elaboration, and Conventions and would receive three separate scores), a scorer should enter a score or condition code for each criterion. For more information about how to score responses and use condition codes, refer to the *Smarter Balanced Hand-Scoring Rules* document, which is posted on the Smarter Balanced Web site at http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf.

Score Responses

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

1. In the *Score* column of the Response List table (Figure 74), select **[Score]** for a response. The Score Response page appears, displaying the item rubric and student response (Figure 75).



Rubric	Exemplar	Training Guides
<p>Description</p> <p>Response is an evidence-based explanation of how the animal friends show that they like each other supported by two details from different sources. Student identifies the source for each detail.</p> <p>Responses may include (but are not limited to):</p> <p>Source #2 (Chestah and Dog)</p> <ul style="list-style-type: none">• Alexa and Sahara played together.• Sahara licked and groomed Alexa.• Alexa was Sahara's protector and stayed near her in the yard.• They playfully wrestled. <p>Source #3 (Unlikely Friendships for Kids)</p> <ul style="list-style-type: none">• The orangutan was gentle with T.K.• The orangutan was happy when he played with T.K.• Tonda would carry T.K. to bed and tuck him under a blanket to keep him warm.• They played together.• Tonda would hug T.K.• T.K. liked to lick Tonda and rub his face against Tonda.		
		2

Figure 75. IAHS Score Response Page

2. In the Response section of the Score Response page (Figure 76), review the item stem and the student's response. To view the item's passage and an example of responses at all score points, select the [Exemplar] link (Figure 77).

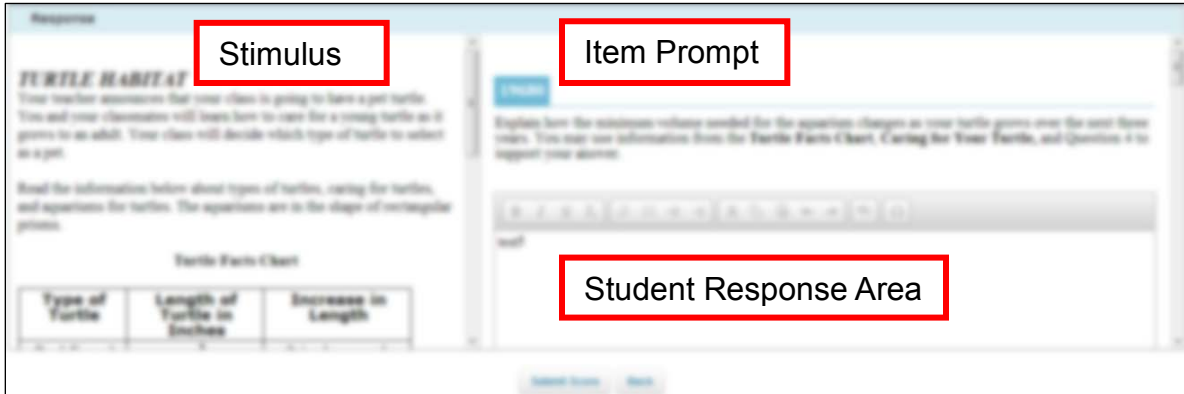


Figure 76. IAHS Response Section

Table 10 defines the terms used in Figure 76.

Table 10. Response Section Terms

Term	Definition
Item Prompt	A test question or stimulus presented to a student to elicit a response.
Stimulus	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated Web pages for students to use for research; or scenarios to react to.
Student Response Area	The designated area for the student’s response to the item prompt.

3. In the Rubric section (Figure 77), review the rubric description and do one of the following:
 - a. View a guide for scoring the student response. Select the [Training Guides] link (Figure 77).
 - b. 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 (Figure 78). The score cannot exceed the value in the *Points* column.
 - c. Assign a condition code to the response. Select the appropriate option from the *Condition Code* drop-down list (Figure 78).



Figure 77. IAHS Rubric Section

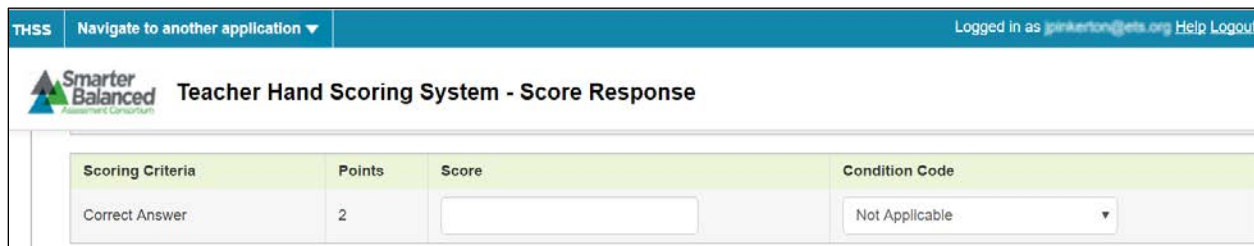


Figure 78. IAHS Scoring Criteria Section

4. If the item consists of multiple scoring criteria, repeat Step 3 for each criterion.
5. When you finish entering scores for the response, select **[Submit Score]** at the bottom of the page (Figure 76).
 - a. To navigate to the Score Item page for a different item, select **[Previous Response]** or **[Next Response]** at the top of the page (Figure 79); the order of responses is determined by the sorting options chosen on the Response List table.
 - b. To return to the Response List page, select **[Back to Response List]**. The item's status in the *Status* column now displays *Tentatively Scored*.



Figure 79. Navigation for the Hand Scoring System

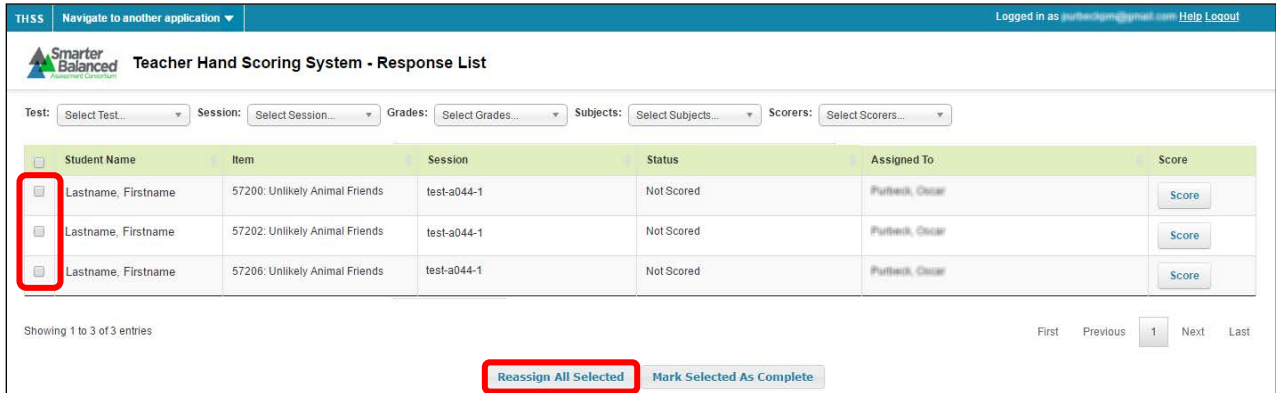
Reassign Responses

The IAHS automatically assigns student responses for hand scoring to the test administrator who administered the session in which the student test was completed. If a student started a test in one session and completed it in another, the response will be assigned to the test administrator who administered the session in which the student completed the test.

Score managers at the school level (test site coordinators) can reassign responses to scorers in a school. Those score managers associated with an LEA (LEA CAASPP coordinators) can reassign responses to scorers within the LEA.

What follows is the process for score managers to reassign responses.

1. On the Response List table (Figure 80), mark the check box in the column on the far left for any items you wish to reassign.



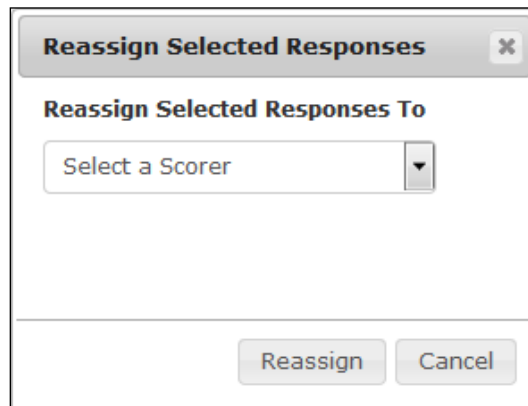
<input type="checkbox"/>	Student Name	Item	Session	Status	Assigned To	Score
<input type="checkbox"/>	Lastname, Firstname	57200: Unlikely Animal Friends	test-a044-1	Not Scored	Putbeck, Oscar	<input type="button" value="Score"/>
<input type="checkbox"/>	Lastname, Firstname	57202: Unlikely Animal Friends	test-a044-1	Not Scored	Putbeck, Oscar	<input type="button" value="Score"/>
<input type="checkbox"/>	Lastname, Firstname	57206: Unlikely Animal Friends	test-a044-1	Not Scored	Putbeck, Oscar	<input type="button" value="Score"/>

Showing 1 to 3 of 3 entries

First Previous 1 Next Last

Figure 80. Response List Table

2. Select the [Reassign All Selected] button at the bottom of the Response List page. A dialog box pops up.
3. In the *Reassign Selected Responses* dialog box (Figure 81), select a scorer from the drop-down list. Only users associated with your school or LEA will appear.



Reassign Selected Responses [X]

Reassign Selected Responses To

Select a Scorer [v]

Figure 81. Reassign Selected Responses Dialog Box

4. Select the [Reassign] button. The selected responses are reassigned to the selected scorer. The newly assigned scorer's name will show in the *Assigned To* column of the Response List table.



Note: The IAHS does not provide an internal mechanism for tracking reassignments. Any reassignments must be tracked locally.

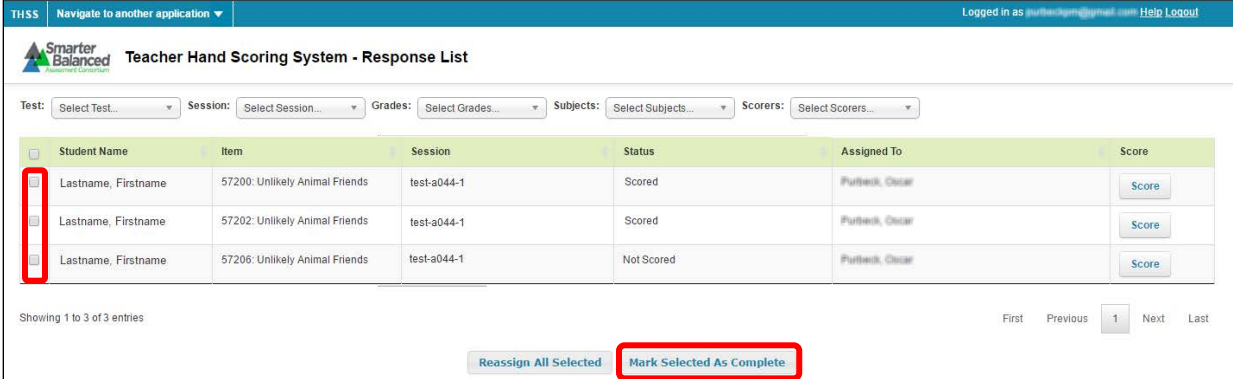


Note: Responses with a status of “Tentatively Scored” or “Not Scored” can be reassigned. When a “Tentatively Scored” response is reassigned, the initial score will remain for the new scorer to view.

Step 4. Mark Item Responses as Complete

After scoring responses, the scorer must mark the responses as complete to finish the process. A completed response will no longer be available for viewing in the IA HSS. The completed response will advance in the process to ultimately generate a score in the IA Reporting System.

1. On the Response List table, mark the check box for any responses that have final scores (Figure 82).



Student Name	Item	Session	Status	Assigned To	Score
<input type="checkbox"/> Lastname, Firstname	57200: Unlikely Animal Friends	test-a044-1	Scored	Putback, Clear	Score
<input type="checkbox"/> Lastname, Firstname	57202: Unlikely Animal Friends	test-a044-1	Scored	Putback, Clear	Score
<input type="checkbox"/> Lastname, Firstname	57206: Unlikely Animal Friends	test-a044-1	Not Scored	Putback, Clear	Score

Showing 1 to 3 of 3 entries

Reassign All Selected **Mark Selected As Complete**

Figure 82. Response List Table

2. Select the **[Mark Selected As Complete]** button (Figure 82).
3. In the window that pops up, select the **[Mark Selected As Complete]** button. Once you mark a response as complete, it is removed from the scorer's queue and can no longer be viewed or edited.



Note: A status of "Tentatively Scored" indicates the response was scored but still needs to be marked as complete.

The interim assessment score reports are generally available two business days after all hand scoring has been completed and can be viewed in the IA Reporting System. All hand scoring requirements must be completed to view reports.

Hand Scoring Condition Codes

For more information about how to score responses and use condition codes, refer to the *Smarter Balanced Hand-Scoring Rules* document, which is posted at http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf on the Smarter Balanced Web site. Table 11 provides descriptions of the condition codes available.



Note: Condition codes are available to use in the IA HSS and should be applied if applicable. Please note that condition codes are not referenced or accessible outside of the IA HSS, including the IA Reporting System. Any item scored with a condition code defaults to a numeric value of zero and contributes to the overall score as such.

Table 11. Condition Codes for Hand Scoring

Condition Code	Description
Blank (B)	Student did not enter a response.
Insufficient (I)	<ol style="list-style-type: none"> Student has not provided a meaningful response; examples can include the following: <ul style="list-style-type: none"> random keystrokes undecipherable text “I hate this test” “I like pizza!” (in response to a reading passage about helicopters) response consists entirely of profanity For ELA full writes, use the “Insufficient” code for responses described above and also if: <ul style="list-style-type: none"> 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 (L)	<ul style="list-style-type: none"> ELA: language other than English Mathematics: language other than English or Spanish
Off Topic (T)	<p><i>For ELA Full Writes Only</i></p> <ul style="list-style-type: none"> 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 (M)	<p><i>For ELA Full Writes Only</i></p> <ul style="list-style-type: none"> A writing sample will be judged off-purpose 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.

Hand Scoring Training

In order to score student responses, users will need access to the training guides, exemplars, and other training material from the Test Operations Management System (TOMS). These materials are available to anyone with TOMS credentials. After users log in to TOMS, select the **[Help]** button (Figure 83).

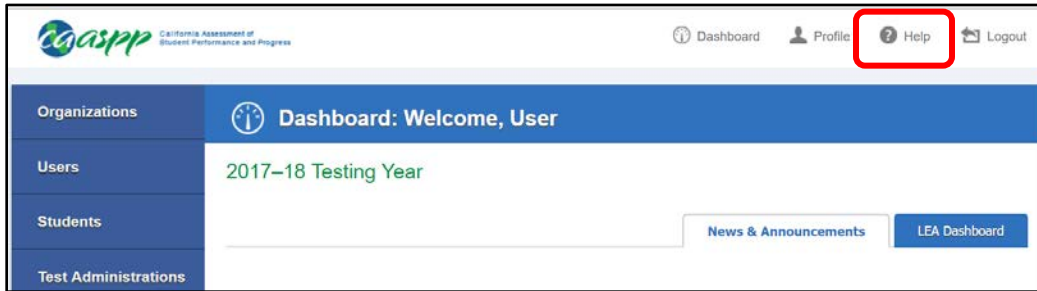


Figure 83. TOMS [Help] Button

Users then land on the **[Interim Assessment Hand Scoring]** tab for access to the Smarter Balanced Training Guides and Exemplars (Figure 84).

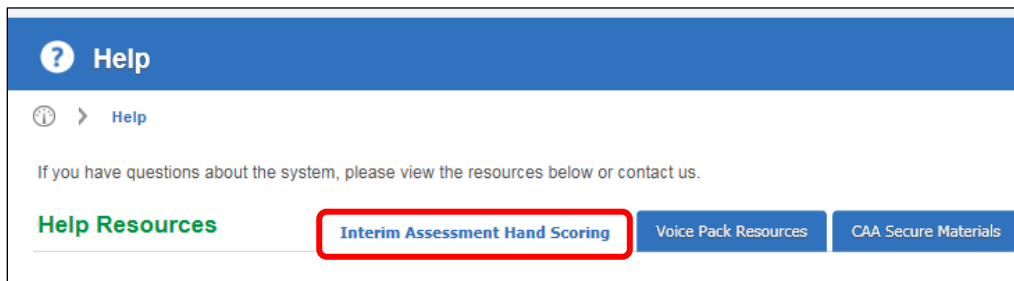


Figure 84. Interim Assessment Hand Scoring Tab

The resources under the first section, Interim Assessment Hand Scoring Workshop Videos and Materials, include a variety of resources (Figure 85). The workshop presentations, materials, facilitator’s guides, and videos in the top section offer in-depth training on hand scoring student responses in English language arts/literacy (ELA) and mathematics. These are intended to be used within a group setting, with other educators.

The videos in the bottom section, Interim Assessment Hand Scoring System Webinar and Demonstration Videos, are shorter than the workshop videos. They provide high-level information about hand scoring in general, an example ELA item, and an example mathematics item.

Interim Assessment Hand Scoring Workshop Videos and Materials

<p>ELA—Brief Write and Reading (September 2016)</p> <p>▶ VIEW (2 hours 27 minutes)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">00–12:45</td><td>Overview and objectives</td></tr> <tr><td>12:45–38:24</td><td>Scoring system and resources</td></tr> <tr><td>38:24–47:04</td><td>Interim assessment item types</td></tr> <tr><td>47:04–54:22</td><td>Overview of training materials</td></tr> <tr><td>54:22–1:28:13</td><td>Task 1: Scoring practice (Gr. 5)</td></tr> <tr><td>1:26:13–1:52:20</td><td>Task 2: Scoring practice (Gr. 7)</td></tr> <tr><td>1:52:20–2:19:40</td><td>Task 3: Scoring practice (HS)</td></tr> <tr><td>2:19:40–End</td><td>Reflections</td></tr> </table> <p style="text-align: center;">PPTX </p>	00–12:45	Overview and objectives	12:45–38:24	Scoring system and resources	38:24–47:04	Interim assessment item types	47:04–54:22	Overview of training materials	54:22–1:28:13	Task 1: Scoring practice (Gr. 5)	1:26:13–1:52:20	Task 2: Scoring practice (Gr. 7)	1:52:20–2:19:40	Task 3: Scoring practice (HS)	2:19:40–End	Reflections	<p>Mathematics (September 2016)</p> <p>▶ VIEW (1 hour 38 minutes)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">00–19:12</td><td>Overview and objectives</td></tr> <tr><td>19:12–25:06</td><td>Scoring system and resources</td></tr> <tr><td>25:06–35:23</td><td>Accessing training materials</td></tr> <tr><td>35:23–57:41</td><td>Equivalent answers, rubrics, dependent items</td></tr> <tr><td>57:41–1:35:01</td><td>Scoring practice (HS and Gr. 4, 8, 6)</td></tr> <tr><td>1:35:01–End</td><td>Reflections</td></tr> </table> <p style="text-align: center;">PPTX </p>	00–19:12	Overview and objectives	19:12–25:06	Scoring system and resources	25:06–35:23	Accessing training materials	35:23–57:41	Equivalent answers, rubrics, dependent items	57:41–1:35:01	Scoring practice (HS and Gr. 4, 8, 6)	1:35:01–End	Reflections
00–12:45	Overview and objectives																												
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47:04–54:22	Overview of training materials																												
54:22–1:28:13	Task 1: Scoring practice (Gr. 5)																												
1:26:13–1:52:20	Task 2: Scoring practice (Gr. 7)																												
1:52:20–2:19:40	Task 3: Scoring practice (HS)																												
2:19:40–End	Reflections																												
00–19:12	Overview and objectives																												
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57:41–1:35:01	Scoring practice (HS and Gr. 4, 8, 6)																												
1:35:01–End	Reflections																												
<p>ELA—Full Write and Research (September 2016)</p> <p>▶ VIEW (1 hour 43 minutes)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">00–18:51</td><td>Overview and objectives</td></tr> <tr><td>18:51–43:26</td><td>Scoring system and resources</td></tr> <tr><td>43:26–1:36:20</td><td>Scoring practice (Gr. 6)</td></tr> <tr><td>1:36:20–End</td><td>Reflections and tips for trainers</td></tr> </table> <p style="text-align: center;">PPTX </p>		00–18:51	Overview and objectives	18:51–43:26	Scoring system and resources	43:26–1:36:20	Scoring practice (Gr. 6)	1:36:20–End	Reflections and tips for trainers																				
00–18:51	Overview and objectives																												
18:51–43:26	Scoring system and resources																												
43:26–1:36:20	Scoring practice (Gr. 6)																												
1:36:20–End	Reflections and tips for trainers																												

The PDFs above include all the materials provided to participants during the workshop.

Interim Assessment Hand Scoring System Webinar and Demonstration Videos

<p>Hand Scoring Demonstration – Grade 6 ELA (September 2016)</p> <p>▶ VIEW (11 minutes)</p>	<p>Hand Scoring Demonstration – Grade 6 Mathematics (September 2016)</p> <p>▶ VIEW (9 minutes)</p>
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Note: An additional hand scoring training video (Module 4) is available at: <http://www.cde.ca.gov/ta/tg/sa/ia/videoseries.asp>.

Figure 85. Hand Scoring Resources in TOMS

The second section, Interim Assessment Hand Scoring Training Guides and Exemplars, includes the training guides and exemplars for all interim assessment items that require hand scoring. The *Training Guide* file contains:

- Stimuli—passages, short scenarios, or source material
- Item Stem—questions to which students are responding, also called “prompts”

- Target Specific Scoring Rubric—standardized set of criteria used to score student responses
- Condition Codes Table—explains how to score unusual responses
- Metadata Table—claims and targets assessed by the item
- Grade-Level Conventions Chart—explains which conventions students are expected to know (ELA full write only)

The *Exemplars* file contains:

- Prep Sets—prescored sample student responses to a constructed-response item; includes an annotation to explain reasoning for the assigned score
- Check Sets—sample student responses with a separate answer key; to be used as part of hand scoring training to check for consistency and calibration among scorers
- Key—answers to items in the Check Sets

In order to find the desired training guides and exemplars, users select the content area and grade. The associated items that require hand scoring will then display at the bottom of the page with links to the training guides and exemplars for each item. In Figure 86, *ELA* and *Grade 3* have been selected.

Interim Assessment Hand Scoring Training Guides and Exemplars

Select desired grade level below for viewing training materials.

ELA: Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 High School

 Math: Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 High School

ELA—Grade 3

Interim Comprehensive Assessments (ICAs)

ELA Interim Test

- | | |
|---|--|
| 56261: Instruments—Reading Short Answer
Training Guide Exemplars | 52688: Setting the Hook—Reading Short Answer
Training Guide Exemplars |
| 22764: Late For School—Writing Short Answer
Training Guide Exemplars | |

ELA Opinion Interim Performance Task—Beetles*

- | | |
|--|--|
| 61118: Beetles—Research Short Answer
Training Guide Exemplars | 61120: Beetles—Research Short Answer
Training Guide Exemplars |
| 54117: Beetles—Full Write
Training Guide Exemplars | |

Interim Assessment Blocks (IABs)

Read Literary Texts

- 52688: Setting the Hook—Reading Short Answer
[Training Guide](#) | [Exemplars](#)

Read Informational Texts

- 56261: Instruments—Reading Short Answer
[Training Guide](#) | [Exemplars](#)

Brief Writes

- | | |
|---|--|
| 22764: Late For School—Writing Short Answer
Training Guide Exemplars | 27695: Loggerhead Turtles—Writing Short Answer
Training Guide Exemplars |
| 30588: Family Reunion—Writing Short Answer
Training Guide Exemplars | 32058: Oak Tree—Writing Short Answer
Training Guide Exemplars |
| 22853: Wallet—Writing Short Answer
Training Guide Exemplars | 22889: Late Bus—Writing Short Answer
Training Guide Exemplars |

ELA Opinion Performance Task—Beetles*

- | | |
|---|---|
| 61118: Beetles—Reading Short Answer
Training Guide Exemplars | 61120: Beetles—Reading Short Answer
Training Guide Exemplars |
| 54117: Beetles—Full Write
Training Guide Exemplars | |

Figure 86. [Training Guide] and [Exemplars] Links

Once training on hand scoring has been completed, educators are ready to begin hand scoring interim assessment items.