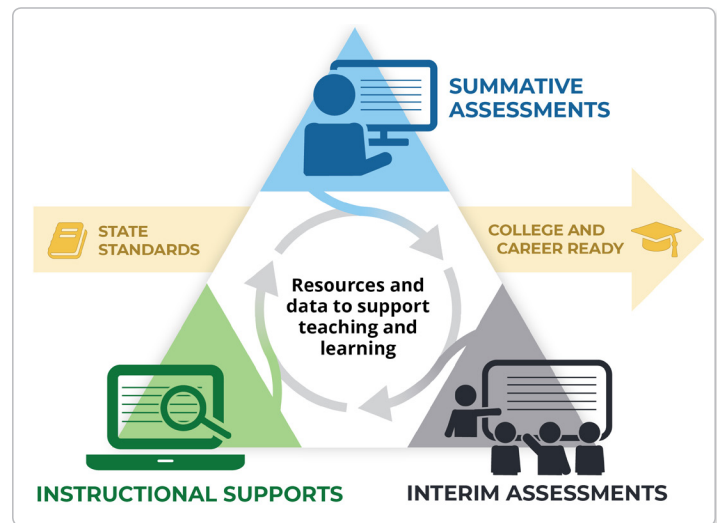


The Smarter Balanced Assessment System consists of three components: end-of-year **summative assessments** designed for accountability purposes, **interim assessments** designed to support teaching and learning throughout the year, and a suite of tools and resources in the Digital Library that support classroom-based **formative assessment practices**.



This document describes the interim assessments, including their purpose, use, and varieties. For each grade and subject, this document provides a list of all interim assessments available for the 2019–20 school year.

## Contents

|   |           |
|---|-----------|
| <b>Types of Interim Assessments</b> .....               | <b>2</b>  |
| <b>Features of Interim Assessments</b> .....            | <b>2</b>  |
| <b>Interim Assessments at a Glance</b> .....            | <b>2</b>  |
| <b>Using Interim Assessments</b> .....                  | <b>3</b>  |
| Standardized vs. Non-standardized Administrations ..... | 3         |
| Administering Interim Assessments .....                 | 3         |
| Teacher Hand Scoring .....                              | 3         |
| <b>Interim Assessment Security</b> .....                | <b>3</b>  |
| <b>New for the 2019–20 School Year</b> .....            | <b>4</b>  |
| New for ELA/Literacy .....                              | 4         |
| New for Mathematics .....                               | 4         |
| <b>2019–20 ELA/Literacy Interim Assessments</b> .....   | <b>5</b>  |
| <b>2019–20 Mathematics Interim Assessments</b> .....    | <b>12</b> |

## Types of Interim Assessments

Smarter Balanced offers different types of interim assessments based on the granularity of the content they assess.

### Interim Comprehensive Assessments (ICAs)

measure similar content to the summative assessment and may be helpful for determining the knowledge and skills of students who are new to the district or the state. ICAs can also provide information about students' knowledge and skills after a significant period of instruction.

**Interim Assessment Blocks (IABs)** are assessments teachers can use throughout the school year to assess smaller bundles of content. They are intended to provide educators and students the ability to check where they are at that moment in time, and educators can use results to determine next steps for instruction. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently with the sequence of their curricula. Beginning in the 2019–20 school year, new focused IABs will assess no more than three assessment targets to provide educators with a more detailed understanding of student learning.

Each IAB is associated with a Connections Playlist that supports teachers in determining instructional next steps to help students based on their performance on the assessment. The playlists include links to instructional resources

in the Digital Library that support the formative assessment process by providing tools, resources, and instructional strategies to use in the classroom.

The ICAs and IABs draw from the same bank of items and performance tasks.

## Features of Interim Assessments

- Flexible administration options better support local purposes.
- Items include all the accessibility resources available in the summative assessment to help provide accurate results for students.
- Student performance on Interim Comprehensive Assessments is reported on the same scoring scale as the summative assessment.
- They may be used to measure students' knowledge and skills in grade levels other than the students' enrolled grades.
- They include rigorous items that:
  - cover the range of Depth of Knowledge described in the Common Core State Standards (CCSS).
  - allows educators access to preview the test questions and their students' responses to the test questions as [part of educators' instructional process](#) to address students' relative strengths and needs for improvement.

## INTERIM ASSESSMENTS AT A GLANCE

### Interim Comprehensive Assessments



Assess the full range of targets, similar to the summative.

Examples:

- Grade 3 ELA
- Grade 3 Math

### Interim Assessment Blocks



Assess 3–8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, *Reading Literary Texts*
- Grade 3 Math, *Operations and Algebraic Thinking*

### Focused Interim Assessment Blocks



Assess 1–3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, *Text Analysis (Literary)*
- Grade 3 Math: *Multiply and Divide Within 100*

## Using Interim Assessments

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with the policies of member education agencies, educators may establish the timeframe, administration policies, and scoring practices for interim assessments. However, interim assessments are not intended to be used for accountability purposes.

### *Standardized vs. Non-standardized Administrations*

Interims can be administered in both [standardized and non-standardized ways](#) in the classroom. In a traditional, standardized administration, educators assign each student an interim assessment to take individually, and educators can use students' results as part of the formative assessment process. Educators can also use interim assessments for non-standardized administrations by displaying items to a class using a service provider's item viewer application for students to answer on paper, in small groups, or as a class discussion. Also in a non-standardized administration, educators can conduct instructional activities, such as eliciting evidence from students using white boards, incorporating peer feedback while administering brief writes or performance tasks, or using an item to set up students working in small groups.

### *Administering Interim Assessments*

Both the ICAs and the IABs are administered online and use the same delivery software as the summative assessments. Members have the flexibility to re-administer interim assessments any number of times. These decisions should be made as part of a larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored, and how the data from the interim assessment will be used to improve teaching and learning. Interim assessment reports can be generated from the Smarter Balanced or member-designated reporting systems.

The ICAs and IABs contain a number of overlapping items. Therefore, students who take the ICAs and IABs more than once, or who take both the ICAs and IABs in the same grade levels and content areas, may see the same items more than once. As more interim assessment items are available, the ICAs and IABs will have fewer overlapping items.

### *Teacher Hand Scoring*

Most items in the interim assessments will be scored via the computer. However, there are some test questions that need to be hand scored. In mathematics, hand scoring is only required for performance tasks. In ELA, some constructed-response items and performance tasks, including the full write, require hand scoring. This is a local/state responsibility. The Smarter Balanced Teacher Hand-scoring System or a service provider hand-scoring system allows educators to score student responses using the same scoring rules as the summative assessment. Smarter Balanced provides hand-scoring training materials including rubrics and sample responses for use by educators who will score student responses. Hand scoring is a valuable professional development activity that provides educators with an understanding of the scoring process and the expectations for student learning. Hand scoring can help inform educators' instruction by better understanding students' strengths and weaknesses.

## Interim Assessment Security

The interim assessments are considered student- and teacher-facing only. This designation provides educators the flexibility to access the test questions and their students' responses to the test questions. However, **interim assessments must not be publicly displayed or distributed outside the classroom** to ensure all educators can use the interim assessments as intended. Only authorized local educational agency staff and students should have access to the interim assessments. Finally, interim assessment items must **not** be copied into third party systems without the permission of Smarter Balanced. Without permission, such activity is a copyright violation.

|                          | Interim Comprehensive Assessments (ICAs)   | Interim Assessment Blocks (IABs)  | Focused IABs  |
|--------------------------|--|---|---|
| What they measure        | ICAs measure a similar range of content as the summative assessments and assess similar claims, targets, and standards.  | IABs assess 3–8 targets.  | Focused IABs assess 1–3 targets.  |
| Test format              | ICAs are fixed-form tests.   | IABs are fixed-form tests.  | Focused IABs are fixed-form tests.  |
| Kinds of test items      | ICAs include the same item types and formats, including performance tasks, as the summative assessments.   | IABs include the same item types and formats, including performance tasks, as the summative assessments.  | Focused IABs include the same item types and formats as the summative assessments.  |
| Reporting results        | ICAs yield overall scale scores (on the same vertical scale), overall performance level designations, and claim-level information as the summative assessments.<br><br>Claim-level information results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.” | Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”   | Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”   |
| Resources for next steps | Educators can search the Digital Library for relevant resources by filtering for a given grade level, subject, and claim.  | Each IAB is associated with a <a href="#">Connections Playlist</a> that supports teachers by describing actions they may take to help their students based on their performance on the assessment. Playlists include links to instructional resources in the Digital Library that support the formative assessment process by providing tools, resources, and instructional strategies. | Each focused IAB is associated with a <a href="#">Connections Playlist</a> that supports teachers by describing actions they may take to help their students based on their performance on the assessment. Playlists include links to instructional resources in the Digital Library that support the formative assessment process by providing tools, resources, and instructional strategies. |

## New for the 2019–20 School Year

### *New for ELA/Literacy*

- Updated ICAs more closely align to the summative assessments.
- ICAs for grades 9 and 10 feature grade-appropriate cut scores.
- The grade 9 and 10 ICAs include the same items as the grade 11 ICA.
- 21 new focused IABs (three per grade).

### *New for Mathematics*

- ICAs for grade 9 and grade 10 include content appropriate cut scores.
- The items in the grade 9 and 10 ICAs differ slightly to cover content appropriate for the grade.
- 21 new focused IABs (three per grade).
- Hmong and Somali translations glossaries added to all items in IABs and ICAs.
- New accessibility resource, the Illustration glossaries, added to all items in IABs and ICAs.

# 2019–20 ELA/LITERACY INTERIM ASSESSMENTS

New assessments for 2019–20 are indicated in the tables.

## ELA: Grade 3



### Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 3 ELA ICA <sup>1</sup> | Full range of targets |



### Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |



### Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored

## ELA: Grade 4



### Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 4 ELA ICA <sup>1</sup> | Full range of targets |



### Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                           |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7       |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14  |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                |
| Research                              | Claim 4, Targets 2, 3, 4                   |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4: 2, 3, or 4 |



### Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored

## ELA: Grade 5



### Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 5 ELA ICA <sup>1</sup> | Full range of targets |



### Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |



### Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored



## ELA: Grade 6



### Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 6 ELA ICA <sup>1</sup> | Full range of targets |



### Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |



### Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored



# ELA: Grade 7



## Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 7 ELA ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts                   | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |



## Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored

# ELA: Grade 8



## Interim Comprehensive Assessment (ICA)

| Assessment Name              | Targets Assessed      |
|------------------------------|-----------------------|
| Grade 8 ELA ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Edit/Revise*                          | Claim 2, Targets 1b, 3b, 6b, 8, 9                  |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |

\*The Edit/Revise IAB for Grade 8 will be separated and the Language and Vocabulary Use IAB will be available as soon as possible when items are available in the item bank.



## Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored

# ELA: High School



## Interim Comprehensive Assessments (ICAs)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 9 ELA ICA <sup>1</sup>  | Full range of targets |
| Grade 10 ELA ICA <sup>1</sup> | Full range of targets |
| Grade 11 ELA ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name                       | Targets Assessed                                   |
|---------------------------------------|--|
| Read Literary Texts <sup>1</sup>      | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7               |
| Read Informational Texts <sup>1</sup> | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14          |
| Brief Writes <sup>1</sup>             | Claim 2, Targets 1a, 3a, 6a                        |
| Revision                              | Claim 2, Targets 1b, 3b, 6b                        |
| Research                              | Claim 4, Targets 2, 3, 4                           |
| Performance Task <sup>1</sup>         | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |



## Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Language and Vocabulary Use (Writing)                    | Claim 2, Target 8: Language & Vocabulary Use                  |
| Editing  | Claim 2, Target 9: Editing                                    |
| Research: Interpret and Integrate Information <b>NEW</b> | Claim 4, Target 2: Interpret & Integrate Information          |
| Listen/Interpret   | Claim 3, Target 4: Listen and Interpret                       |
| Research: Analyze Information <b>NEW</b>                 | Claim 4, Target 3: Analyze Information/Sources                |
| Write and Revise Narratives <sup>1</sup> <b>NEW</b>      | Claim 2, Target 1a: Write Brief Texts; 1b: Revise Brief Texts |

<sup>1</sup> Includes at least one item that is hand-scored

# 2019–20 MATHEMATICS INTERIM ASSESSMENTS

New assessments for 2019–20 are indicated in the tables.

## Math: Grade 3



### Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 3 Math ICA <sup>1</sup> | Full range of targets |



### Interim Assessment Blocks (IABs)

| Assessment Name                   | Targets Assessed                         |
|-----------------------------------|--|
| Operations and Algebraic Thinking | Claim 1, Targets A, B, C, D              |
| Measurement and Data              | Claim 1, Targets G, H, I, J              |
| Performance Task <sup>1</sup>     | A range of Targets in Claims 2, 3, and 4 |



### Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| <b>Multiplication and Division: Interpret, Represent, and Solve</b> <b>NEW</b> | Claim 1, Target A: Represent and solve problems involving multiplication and division                               |
| <b>Properties of Multiplication and Division</b> <b>NEW</b>                    | Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division |
| <b>Multiply and Divide within 100</b> <b>NEW</b>                               | Claim 1, Target C: Multiply and divide within 100   |
| <b>Number and Operations in Base Ten</b>                                       | Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic     |
| <b>Number and Operations—Fractions</b>   | Claim 1, Target F: Develop understanding of fractions as numbers  |
| <b>Geometry</b>  | Claim 1, Target K: Reason with shapes and their attributes  |

<sup>1</sup> Includes at least one item that is hand-scored

# Math: Grade 4



## Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 4 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name                   | Targets Assessed                         |
|-----------------------------------|--|
| Operations and Algebraic Thinking | Claim 1, Targets A, B, C                 |
| Number and Operations—Fractions   | Claim 1, Targets F, G, H                 |
| Measurement and Data              | Claim 1, Targets I, J, K                 |
| Number and Operations in Base Ten | Claim 1, Targets D, E                    |
| Performance Task <sup>1</sup>     | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name  | Targets Assessed   |
|--|--|
| <b>Four Operations: Interpret, Represent, and Solve</b> <b>NEW</b> | Claim 1, Target A: Use the four operations with whole numbers to solve   |
| <b>Fraction Equivalence and Ordering</b> <b>NEW</b>                | Claim 1, Target F: Extend understanding of fraction equivalence and ordering                                       |
| <b>Fractions and Decimal Notation</b> <b>NEW</b>                   | Claim 1, Target H: Understand decimal notation for fractions, and compare decimal fractions                        |
| <b>Geometry</b>  | Claim 1, Target L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles |

<sup>1</sup> Includes at least one item that is hand-scored

# Math: Grade 5



## Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 5 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name                   | Targets Assessed                         |
|-----------------------------------|--|
| Operations and Algebraic Thinking | Claim 1, Targets A, B                    |
| Number and Operations—Fractions   | Claim 1, Targets E, F                    |
| Measurement and Data              | Claim 1, Targets G, H, I                 |
| Number and Operations in Base Ten | Claim 1, Targets C, D                    |
| Performance Task <sup>1</sup>     | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name                                       | Targets Assessed   |
|---|--|
| Numerical Expressions <b>NEW</b>                      | Claim 1, Target A: Write and interpret numerical expressions   |
| Operations with Whole Numbers and Decimals <b>NEW</b> | Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths   |
| Add and Subtract with Equivalent Fractions <b>NEW</b> | Claim 1, Target E: Use equivalent fractions as a strategy to add and subtract fractions  |
| Geometry  | Claim 1, Target J: Graph points on the coordinate plane to solve real-world and mathematical problems<br>Claim 1, Target K: Classify two-dimensional figures into categories based on their properties |

<sup>1</sup> Includes at least one item that is hand-scored

# Math: Grade 6



## Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 6 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name               | Targets Assessed                         |
|-------------------------------|--|
| The Number System             | Claim 1, Targets B, C, D                 |
| Expressions and Equations     | Claim 1, Targets E, F, G                 |
| Performance Task <sup>1</sup> | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name  | Targets Assessed   |
|--|--|
| <b>Ratios and Proportional Relationships</b>             | Claim 1, Target A: Understand ratio concepts and use ratio reasoning to solve problems   |
| <b>Divide Fractions by Fractions</b> <b>NEW</b>          | Claim 1, Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions      |
| <b>One-Variable Expressions and Equations</b> <b>NEW</b> | Claim 1, Target F: Reason about and solve one-variable equations and inequalities  |
| <b>Dependent and Independent Variables</b> <b>NEW</b>    | Claim 1, Target G: Represent and analyze quantitative relationships between dependent and independent variables                  |
| <b>Geometry</b>  | Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume                           |
| <b>Statistics and Probability</b>                        | Claim 1, Target I: Develop an understanding of statistics variability<br>Claim 1, Target J: Summarize and describe distributions |

<sup>1</sup> Includes at least one item that is hand-scored



# Math: Grade 7



## Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 7 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name               | Targets Assessed                         |
|-------------------------------|--|
| Expressions and Equations     | Claim 1, Targets C, D                    |
| Geometry                      | Claim 1, Targets E, F                    |
| Performance Task <sup>1</sup> | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name                                       | Targets Assessed   |
|---|--|
| <b>Ratios and Proportional Relationships</b>          | Claim 1, Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems   |
| <b>The Number System</b>                              | Claim 1, Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers   |
| <b>Equivalent Expressions</b> <b>NEW</b>              | Claim 1, Target C: Use properties of operations to generate equivalent expressions   |
| <b>Algebraic Expressions and Equations</b> <b>NEW</b> | Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations   |
| <b>Geometric Figures</b> <b>NEW</b>                   | Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the relationships behind them  |
| <b>Statistics and Probability</b>                     | Claim 1, Target G: Use random sampling to draw inferences about a population<br>Claim 1, Target H: Draw informal comparative inferences about two populations<br>Claim 1, Target I: Investigate chance processes and develop, use, and evaluate probability models |

<sup>1</sup> Includes at least one item that is hand-scored

# Math: Grade 8



## Interim Comprehensive Assessment (ICA)

| Assessment Name               | Targets Assessed      |
|-------------------------------|-----------------------|
| Grade 8 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name               | Targets Assessed                         |
|-------------------------------|--|
| Expressions & Equations I     | Claim 1, Targets B, C, D                 |
| Geometry                      | Claim 1, Targets G, H, I                 |
| Performance Task <sup>1</sup> | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name  | Targets Assessed   |
|--|--|
| The Number System  | Claim 1, Target A: Know that there are numbers that are not rational, and approximate them by rational numbers   |
| Proportional Relationships, Lines, and Linear Equations <b>NEW</b> | Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations  |
| Analyze and Solve Linear Equations <b>NEW</b>                      | Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations   |
| Expressions & Equations II   | Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations<br>Claim 1, Target J: Investigate patterns of association in bivariate data |
| Functions  | Claim 1, Target E: Define, evaluate, and compare functions<br>Claim 1, Target F: Use functions to model relationships between quantities                                     |
| Congruence and Similarity <b>NEW</b>                               | Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software  |

<sup>1</sup> Includes at least one item that is hand-scored

# Math: High School



## Interim Comprehensive Assessments (ICAs)

| Assessment Name                | Targets Assessed      |
|--------------------------------|-----------------------|
| Grade 9 Math ICA <sup>1</sup>  | Full range of targets |
| Grade 10 Math ICA <sup>1</sup> | Full range of targets |
| Grade 11 Math ICA <sup>1</sup> | Full range of targets |



## Interim Assessment Blocks (IABs)

| Assessment Name   | Targets Assessed                         |
|---|--|
| Algebra and Functions I—Linear Functions, Equations, and Inequalities     | Claim 1, Targets G, I, J, L, M, N        |
| Algebra and Functions II—Quadratic Functions, Equations, and Inequalities | Claim 1, Targets G, I, J, L, M, N        |
| Geometry Congruence   | A range of Targets in Claims 2, 3, and 4 |
| Geometry Measurement and Modeling   | A range of Targets in Claims 2, 3, and 4 |
| Performance Task <sup>1</sup>   | A range of Targets in Claims 2, 3, and 4 |



## Focused IABs

| Assessment Name  | Targets Assessed  |
|--|---|
| Number and Quantity  | Claim 1, Target A: Extend the properties of exponents to rational exponents<br>Claim 1, Target B: Use properties of rational and irrational numbers<br>Claim 1, Target C: Reason quantitatively and use units to solve problems |
| Seeing Structure in Expressions/<br>Polynomial Expressions             | Claim 1, Target D: Interpret the structure of expressions<br>Claim 1, Target E: Write expressions in equivalent forms to solve problems<br>Claim 1, Target F: Perform arithmetic operations on polynomials                      |
| Equations and Reasoning <b>NEW</b>                                     | Claim 1, Target H: Understand solving equations as a process of reasoning and explain the reasoning   |
| Solve Equations and Inequalities:<br>Linear and Exponential <b>NEW</b> | Claim 1, Target I: Solve equations and inequalities in one variable   |
| Solve Equations and Inequalities:<br>Quadratic <b>NEW</b>              | Claim 1, Target I: Solve equations and inequalities in one variable   |
| Interpreting Functions   | Claim 1, Target K: Understand the concept of a function and use function notation<br>Claim 1, Target L: Interpret functions that arise in applications in terms of the context  |
| Geometry and Right Triangle<br>Trigonometry                            | Claim 1, Target O: Define trigonometric ratios and solve problems involving right triangles   |
| Statistics and Probability   | Claim 1, Target P: Summarize, represent, and interpret data on a single count or measurement variable   |

<sup>1</sup> Includes at least one item that is hand-scored