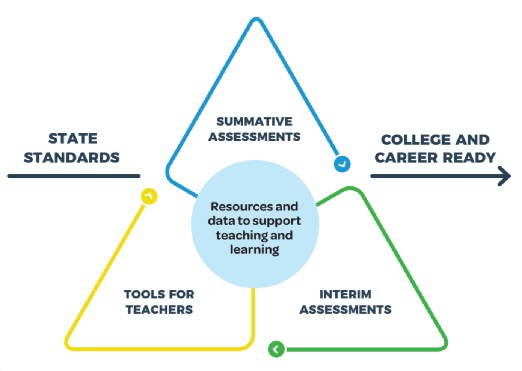
2025–26

Interim Assessments Overview



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The Smarter Balanced Assessment System consists of three components: interim assessments designed to support teaching and learning throughout the year,

a suite of tools and resources in Tools for Teachers that support classroom-based formative assessment practices, and end-of-year summative assessments designed for accountability purposes.

**This document describes the interim assessments, including their purpose, type, and use. For each grade and subject, this document provides a list of interim assessments available for the 2025–26 school year.**

**Find more information about the content covered by the various interim assessments at: contentexplorer.smarterbalanced.org.**

## Types of Interim Assessments

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

**Interim Comprehensive Assessments (ICAs)** are designed to measure a broader set of content than Interim Assessment Blocks (IABs) and provide a high-level overview of student performance in the same way as summative assessments.

ICAs are built on similar blueprints to the full-form summative assessments. The ICAs may also be helpful as a source of information if a student is new to the state and educational records are not available, when prioritizing the allocation of additional instructional support, and as a mid-year progress check.

**Interim Assessment Blocks (IABs)** are assessments teachers can use throughout the school year to assess smaller bundles of content than ICAs. They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction. IABs assess between three and

Each IAB and Focused IAB is associated with an Interim Connections Playlist

in Tools for Teachers. After reviewing students’ performance on the Interim Assessment, teachers can select a Playlist to plan next instructional steps for students who need extra help or challenge. The instructional

resources in Tools for Teachers support the formative assessment process by providing instruction and strategies for differentiated learning and accessibility. These resources have been created and vetted for you by the Smarter Balanced community of teachers.

eight assessment targets. Since the IABs are more granular than the ICAs, educators can use IABs during the school year more consistently and frequently within the sequence of their curricula. There are typically 10 to 18 items on IABs.

**Focused IABs** assess no more than three assessment targets to provide educators a more detailed understanding of student learning. There are typically 10 to 15 items on Focused IABs.

The ICAs, IABs, and Focused IABs draw from the same bank of interim items and performance tasks. Test questions are developed using the same rigorous methods as those items found on the summative assessment.

**INTERIM ASSESSMENTS AT A GLANCE**

**Interim Comprehensive Assessments**

Assess a broad range of targets,

similar to the summative

Examples:

* Grade 3 ELA
* Grade 3 Math

**Interim Assessment Blocks**

Assess 3–8 targets

in ELA/literacy or Math

Examples:

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

**Focused Interim Assessment Blocks**

Assess 1–3 targets in ELA/literacy or Math

Examples:

* Grade 3 ELA, Research: Use Evidence
* Grade 3 Math, Time, Volume, and Mass



Find more information at: contentexplorer.smarterbalanced.org

|  |  |  |  |
| --- | --- | --- | --- |
| **Interim Assessments Overview** | **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, but not performance tasks, 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.  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.”  Educators can drill down to item-level detail and student responses in the Reporting System, including individual answers and key/distractor analysis, so they can focus classroom teaching on the supports students need most. | Results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.”  Educators can drill down to item-level detail and student responses in the Reporting System, including individual answers and key/distractor analysis, so they can focus classroom teaching on the supports students need most. |
| **Interim Assessment Item Portal (IAIP)** | Educators can view individual test questions from ICAs through the Interim Assessment Item Portal (IAIP) available in Tools for Teachers.  Easily search items from ICAs by test name, grade, claim, target, and/or standard, and export relevant interim assessment test items. | Educators can view individual test questions from IABs through the IAIP available in Tools for Teachers.  Easily search items from IABs by test name, grade, claim, target, and/or standard,  and export relevant interim assessment test items. | Educators can view individual test questions from Focused IABs through the IAIP available in Tools for Teachers.  Easily search items from Focused IABs by test name, grade, claim, target, and/or standard, and export relevant interim assessment test items. |

## Features of Interim Assessments

* + Flexible administration options support local implementation.
  + Items include all the accessibility resources available in the summative assessment to help provide consistency and familiarity across assessments.
  + Student performance on ICAs is reported on the same scoring scale as the summative assessment.
  + Interim assessments may be used to measure students’ knowledge and skills in grade levels outside of the students’ enrolled grades.
  + Interim assessments include rigorous items that:
    - cover the cognitive expectation, or Depth of Knowledge, as described in the state standards.
    - allow educators access to view test questions and students’ responses as part of educators’ instructional process to inform possible next instructional steps with students.

## 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 time frame, administration policies, and scoring practices for interim assessments. However, interim assessments were not designed for accountability purposes and should not be used for such purposes.

### Standardized vs. Non-Standardized Administrations

Interim assessments can be administered in 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 to determine instructional next steps. 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. Additionally, 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 for students to complete collaboratively in small groups.

Smarter Balanced developed the **Interim Assessment Item Portal (IAIP)** to provide educators with the ability to use interim assessment items in flexible ways to support student learning. The IAIP is accessible via Tools for Teachers and includes all live items on the available ICAs, IABs, and Focused IABs. The IAIP may be used by educators to view and select or deselect individual assessment items to tailor content covered by an interim assessment so it better aligns with the sequence of their instruction. With the ability to view assessment items, educators can better understand assessment content in order to guide year-long planning and expose students over time to like-items they may experience on the summative assessment.

### Administering Interim Assessments

Interim assessments are administered online and use the same delivery software as the summative assessments. Educators have the flexibility to re-administer interim assessments throughout the school year. 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, IABs, and Focused IABs contain a number of overlapping items. Therefore, students who take interim assessments more than once, or who take them in the same grade levels and content areas, may see the same items. As more interim assessment items are made available, the ICAs, IABs, and Focused IABs will have fewer overlapping items.

### Accessibility Resources

One of the foundational principles of the Smarter Balanced assessment system is accessibility for students. As a result, both standardized and non-standardized administrations of interim assessments include accessibility resources designed to meet the individual needs of students and remove access barriers—allowing participating students to demonstrate what they know and can do. The Usability, Accessibility, and Accommodations Guidelines provide detailed information about individual resources.

Smarter Balanced offers the following types of accessibility resources:

* + **Universal Tools:** Universal tools are available to all students to use based on their needs. Examples include embedded Desmos calculator, digital notepad, English dictionary, and English glossary.
  + **Designated Supports:** Designated supports are available to students when determined for use by educators (with parent/guardian and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan. Examples include color contrast, text-to-speech, bilingual dictionary, and illustration glossary.
  + **Accommodations:** Accommodations are available for eligible students if specified in the student’s IEP or Section 504 plan. Examples include American Sign Language, braille, speech-to-text, and closed captioning.

Smarter Balanced works with educators, students, and experts in the field to design and continue to review the assessment system. This includes bias and sensitivity reviews of Smarter Balanced assessments, as well as rigorous vetting of interim assessments to ensure accessibility for all participating students. The Smarter Balanced Assessment Consortium Bias and Sensitivity Guidelines support the process of developing and reviewing Smarter Balanced assessments that are fair and equitable for all test takers.

### Teacher Hand-Scoring

Most items in the interim assessments will be scored automatically. However, there are some test questions that need to be hand-scored. In mathematics, hand-scoring is only required for performance tasks. In ELA, constructed- response items and performance tasks, including the full write, require hand-scoring. This is a local responsibility. A state’s 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 assisting in identifying student strengths and areas for improvement.

The Smarter Annotated Response Tool (SmART) is designed to help educators to better understand how student writing is scored on Smarter Balanced assessments and support writing instruction in your school or classroom. Educators can use the Smarter Annotated Response Tool for a variety of purposes, including:

* + Gaining insight into grade-level expectations for each score point of each trait scored for ELA full writes.
  + Learning about specific qualities of high-scoring responses to help inform classroom writing instruction.
  + Creating professional development materials to use with teachers who might be unfamiliar with or desire more experience using criteria-based rubrics to score a variety of student writing.
  + Creating materials to share with students to illustrate strong examples of student writing as well as how less successful work could be revised to improve the quality.
  + Sharing with parents who wish to see examples of student work to gain a better understanding of what their students are expected to demonstrate as they engage in the performance task portion of the ELA assessment.

## Interim Assessment Security

The interim assessments are considered student-facing and teacher-facing only. This designation provides educators the flexibility to access the test questions and their students’ responses to the test questions. Teachers are encouraged to use interim assessment items during instruction, as intended. The one exception is using interims during remote instruction where educators need to manage access to interim items to only students in their classes. 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. Such activity is a copyright violation.

### Remote Administration of Interim Assessments

Consortium members could offer the flexibility to allow teachers to administer, and students to take, interim assessments remotely depending on state policy. Remote administration can take place under the following conditions:

* + An authorized employee (e.g., teacher, test administrator) in a school administers the test consistent with the district or school policies for in-person interim assessment administration.
  + The test administrator monitors the test activity such that tests are open only for the minimum amount of time necessary for students to complete and submit their responses.
  + The test administrator uses established test administration practices to support students accessing the interim assessments; this may be a phone call or chat with a parent/guardian in advance of starting the test (unless for non-standardized use, such as in a classroom discussion).
  + The test administrator maintains student data privacy with State-wide Student Identifiers (SSID) and other personally identifiable information (PII), which are required to take an interim assessment. (Note: Please refer to local policies regarding communicating PII.)
  + The test administrator follows state and local policies regarding test security and immediately escalates to the test coordinator any suspected item security issue (e.g., posting on social media).

## New for the 2025–26 School Year

Explore the full range of ELA/Literacy and Math Interim Assessments by grade on pages 7-21, where footnotes also indicate existing tests that had item or sequence changes.

**SPOTLIGHT: TOOLS FOR TEACHERS INTERIM CONNECTIONS PLAYLIST**

How will the Interim Connections Playlist help me?

* **Support Students:** Use performance progressions to identify where students are at in their learning process and how they can progress to the next level.
* **Dive Deeper Into the Content:** Review grade-level knowledge and skill expectations for students within a specific block of content.
* **Plan Instruction:** Use student performance data to inform and plan instructional next steps.
* **Take Action:** Access teacher-created instructional resources to support student learning

Learn more at: smartertoolsforteachers.org.

#### NEW FOR ELA/LITERACY

* + 2 new focused IABs in every grade

#### NEW FOR MATHEMATICS

* + 1-2 new focused IABs each in Grades 3, 4, and 5
  + 4 new focused IABs in High School

# ELA: Grade 3

**2025–26 ELA/Literacy Interim Assessments**

 **Interim Comprehensive Assessment (ICA)**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 3 ELA ICA1 | Full range of targets |

 **Interim Assessment Blocks (IABs)**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—Beetles1 | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |

 **Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary) | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational) | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Informational Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Opinion Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Interpret and Integrate | Claim 4, Target 2: Interpret & Integrate Information |
| Research: Analyze Information | Claim 4, Target 3: Analyze Information/Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 4 ELA ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—Reptiles1 | Claim 2, Target 7; and Claim 4, Target 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary) | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational) | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Informational Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Opinion Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Interpret and Integrate | Claim 4, Target 2: Interpret & Integrate Information |
| Research: Analyze Information | Claim 4, Target 3: Analyze Information/Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 5 ELA ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—Recycling1 | Claim 2, Target 4; and Claim 4, Target 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary) | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational) | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Informational Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Opinion Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Interpret and Integrate | Claim 4, Target 2: Interpret & Integrate Information |
| Research: Analyze Information | Claim 4, Target 3: Analyze Information/Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 6 ELA ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—Ancient Aztecs1 | Claim 2, Target 4; and Claim 4, Targets 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary)1 | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational)3 | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Explanatory Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Argumentative Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Analyze and Integrate Information | Claim 4, Target 2: Analyze and Integrate Information |
| Research: Evaluate Information and Sources | Claim 4, Target 3: Evaluate Information and Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

3 Item list and sequence updated

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 7 ELA ICA1 | 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 Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—Mobile Ed Technology1 | Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary)1 | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational)3 | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Explanatory Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Argumentative Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Analyze and Integrate Information | Claim 4, Target 2: Analyze and Integrate Information |
| Research: Evaluate Information and Sources | Claim 4, Target 3: Evaluate Information and Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

3 Item list and sequence updated

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 8 ELA ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 2, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | 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—Women in Space1 | Claim 2, Target 4; and Claim 4, Target 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary)1 | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational)1 | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Explanatory Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Argumentative Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Analyze and Integrate Information3 | Claim 4, Target 2: Analyze and Integrate Information |
| Research: Evaluate Information and Sources | Claim 4, Target 3: Evaluate Information and Sources |
| Research: Use Evidence3 | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

3 Item list and sequence updated

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 9 ELA ICA1 | Full range of targets |
| Grade 10 ELA ICA1 | Full range of targets |
| Grade 11 ELA ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Read Literary Texts1 | Claim 1, Targets 1, 3, 4, 5, 6, 7 |
| Read Informational Texts1 | Claim 1, Targets 8, 9, 10, 11, 12, 13, 14 |
| Brief Writes1 | Claim 2, Targets 1a, 3a, 6a |
| Revision | Claim 2, Targets 1b, 3b, 6b |
| Research | Claim 4, Targets 2, 3, 4 |
| Performance Task—How We Learn1 | Claim 2, Target 4; and Claim 4, Targets 2, 3, or 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Make and Support Inferences (Literary) | Claim 1, Targets 1, 2, 4 |
| Make and Support Inferences (Informational) | Claim 1, Targets 8, 9, 11 |
| Text Analysis (Literary)2 | Claim 1, Targets 5, 6 |
| Text Analysis (Informational)2 | Claim 1, Targets 12, 13 |
| Write and Revise Narratives1 | Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts |
| Write and Revise Explanatory Texts1 | Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts |
| Write and Revise Argumentative Texts1 | Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts |
| Language and Vocabulary Use | Claim 2, Target 8: Language & Vocabulary Use |
| Editing | Claim 2, Target 9: Editing |
| Listen/Interpret | Claim 3, Target 4: Listen and Interpret |
| Research: Analyze and Integrate Information | Claim 4, Target 2: Analyze and Integrate Information |
| Research: Evaluate Information and Sources | Claim 4, Target 3: Evaluate Information and Sources |
| Research: Use Evidence | Claim 4, Target 4: Use Evidence |

1 Includes at least one item that is hand-scored

2 New form for 2025-26

# Math: Grade 3

**2025–26 MATHEMATICS INTERIM ASSESSMENTS**

 **Interim Comprehensive Assessment (ICA)**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 3 Math ICA1,3 | Full range of targets |

 **Interim Assessment Blocks (IABs)**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Operations and Algebraic Thinking2,3 | Claim 1, Targets A, B, C, D |
| Measurement and Data2 | Claim 1, Targets G, H, I, J |
| Performance Task—Order Form1 | A range of targets in Claims 2, 3, and 4 |

 **Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Multiplication and Division: Interpret, Represent, and Solve2 | Claim 1, Target A: Represent and solve problems involving multiplication and division |
| Four Operations: Interpret, Represent, and Solve2,3 | Claim 1, Target D: Solve problems involving the four operations, and identify and explain patterns in arithmetic |
| Linear and Area Measurement2 | Claim 1, Target I: Geometric measurement: Area; Claim 1, Target J: Geometric measurement: Perimeter |
| Properties of Multiplication and Division2 | Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division |
| Multiply and Divide within 100 | Claim 1, Target C: Multiply and divide within 100 |
| Number and Operations in Base Ten2 | Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic |
| Number and Operations—Fractions2 | Claim 1, Target F: Develop understanding of fractions as numbers |
| Time, Volume, and Mass2 | Claim 1, Target G: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects |
| Geometry | Claim 1, Target K: Reason with shapes and their attributes |
| Represent and Interpret Data2,4 | Claim 1, Target H: Represent and interpret data |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

3 Item list and sequence updated

4 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 4 Math ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

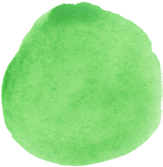
|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Operations and Algebraic Thinking2 | Claim 1, Targets A, B, C |
| Number and Operations—Fractions2 | Claim 1, Targets F, G, H |
| Measurement and Data2 | Claim 1, Targets I, J, K |
| Number and Operations in Base Ten2 | Claim 1, Targets D, E |
| Performance Task—Animal Jumping1 | A range of targets in Claims 2, 3, and 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Four Operations: Interpret, Represent, and Solve2 | Claim 1, Target A: Use the four operations with whole numbers to solve |
| Fraction Equivalence and Ordering2 | Claim 1, Target F: Extend understanding of fraction equivalence and ordering |
| Build Fractions from Unit Fractions2 | Claim 1, Target G: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers |
| Fractions and Decimal Notation2 | Claim 1, Target H: Understand decimal notation for fractions, and compare decimal fractions |
| Factors and Multiples | Claim 1, Target B: Gain familiarity with factors and multiples |
| Generate and Analyze Patterns | Claim 1, Target C: Generate and analyze patterns |
| Multi-Digit Arithmetic: Place Value and Operations2 | Claim 1, Target E: Use place value understanding and properties of operations to perform multi-digit arithmetic |
| Place Value and Multi-Digit Whole Numbers2,3 | Claim 1, Target D: Generalize place value understanding for multi-digit whole numbers |
| Geometry | Claim 1, Target L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles |
| Problem Solve with Measurements2,4 | Claim 1, Target I: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit; Claim 1, Target J: Represent and interpret data |
| Angle Measurement and Data2,4 | Claim 1, Target J: Represent and interpret data; Claim 1, Target K:  Geometric measurement: understand concepts of angle and measure angles |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.



**15**

3 Item list and sequence updated

4 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 5 Math ICA1,3 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Operations and Algebraic Thinking2 | Claim 1, Targets A, B |
| Number and Operations—Fractions2,3 | Claim 1, Targets E, F |
| Measurement and Data2 | Claim 1, Targets G, H, I |
| Number and Operations in Base Ten2 | Claim 1, Targets C, D |
| Performance Task—Turtle Habitat1 | A range of targets in Claims 2, 3, and 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Numerical Expressions | Claim 1, Target A: Write and interpret numerical expressions |
| Operations with Whole Numbers and Decimals2 | Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths |
| Add and Subtract with Equivalent Fractions2 | Claim 1, Target E: Use equivalent fractions as a strategy to add and subtract fractions |
| Convert Measurements2 | Claim 1, Target G: Convert like measurement units within a given measurement system |
| Place Value System2 | Claim 1, Target C: Understand the place value system |
| Volume Concepts2 | Claim 1, Target I: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition |
| Geometry2 | Claim 1, Target J: Graph points on the coordinate plane to solve real-world and mathematical problems; Claim 1, Target K: Classify two-dimensional figures into categories based on their properties |
| Multiply and Divide Fractions I2,3 | Claim 1, Target F: Apply and extend previous understandings of multiplication and division to multiply and divide fractions |
| Multiply and Divide Fractions II2 | Claim 1, Target F: Apply and extend previous understandings of multiplication and division to multiply and divide fractions |
| Patterns and Relationships2,4 | Claim 1, Target B: Analyze patterns and relationships |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

3 Item list and sequence updated

4 New form for 2025-26

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 6 Math ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| The Number System2 | Claim 1, Targets B, C, D |
| Expressions and Equations2 | Claim 1, Targets E, F, G |
| Performance Task— Feeding the Giraffe1 | A range of targets in Claims 2, 3, and 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Ratios and Proportional Relationships2 | Claim 1, Target A: Understand ratio concepts and use ratio reasoning to solve problems |
| Divide Fractions by Fractions2 | Claim 1, Target B: Apply and extend previous understandings of multiplication and division to divide fractions by fractions |
| Algebraic Expressions2 | Claim 1, Target E: Apply and extend previous understandings of arithmetic to algebraic expressions |
| One-Variable Expressions and Equations2 | Claim 1, Target F: Reason about and solve one-variable equations and inequalities |
| Dependent and Independent Variables2 | Claim 1, Target G: Represent and analyze quantitative relationships between dependent and independent variables |
| Multi-Digit Numbers, Factors, and Multiples | Claim 1, Target C: Compute fluently with multi-digit numbers and find common factors and multiples |
| Geometry2 | Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume |
| Statistics and Probability | Claim 1, Target I: Develop an understanding of statistics variability; Claim 1, Target J: Summarize and describe distributions |
| Rational Number System I2 | Claim 1, Target D: Apply and extend previous understandings of numbers to the system of rational numbers |
| Rational Number System II2 | Claim 1, Target D: Apply and extend previous understandings of numbers to the system of rational numbers |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

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| **Assessment Name** | **Targets Assessed** |
| Grade 7 Math ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Expressions and Equations2 | Claim 1, Targets C, D |
| Geometry2 | Claim 1, Targets E, F |
| Performance Task—Camping Tasks1 | A range of targets in Claims 2, 3, and 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Ratios and Proportional Relationships2 | Claim 1, Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems |
| The Number System2 | Claim 1, Target B: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers |
| Angles, Areas, and Volume2 | Claim 1, Target F: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume |
| Equivalent Expressions2 | Claim 1, Target C: Use properties of operations to generate equivalent expressions |
| Algebraic Expressions and Equations2 | Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations |
| Geometric Figures2 | Claim 1, Target E: Draw, construct, and describe geometrical figures and describe the relationships between them |
| Statistics and Probability2 | Claim 1, Target G: Use random sampling to draw inferences about a population; Claim 1, Target H: Draw informal comparative inferences about two populations; Claim 1, Target I: Investigate chance processes and develop, use, and evaluate probability models |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grade 8 Math ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Expressions and Equations I2 | Claim 1, Targets B, C, D |
| Geometry2 | Claim 1, Targets G, H, I |
| Performance Task—Baseball Tickets1 | 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 Equations2 | Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations |
| Analyze and Solve Linear Equations2 | Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations |
| Volume of Cylinders, Cones, and Spheres2 | Claim 1, Target I: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres |
| Expressions and Equations II2 | Claim 1, Target D: Analyze and solve linear equations and pairs of simultaneous linear equations; Claim 1, Target J: Investigate patterns of association in bivariate data |
| Functions2 | Claim 1, Target E: Define, evaluate, and compare functions; Claim 1, Target F: Use functions to model relationships between quantities |
| Congruence and Similarity2 | Claim 1, Target G: Understand congruence and similarity using physical models, transparencies, or geometry software |
| Pythagorean Theorem2 | Claim 1, Target H: Understand and apply the Pythagorean Theorem |
| Radicals and Integer Exponents2 | Claim 1, Target B: Work with radicals and integer exponents |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.



|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Grades 9, 10, 11 Math ICA1 | Full range of targets |

### Interim Assessment Blocks (IABs)

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Algebra and Functions I2 | Claim 1, Targets G, I, J, L, M, N |
| Algebra and Functions II2 | Claim 1, Targets G, H, I, J, L, M, N |
| Geometry Congruence | A range of targets in Claim 3 |
| Geometry Measurement and Modeling | A range of targets in Claims 2 and 4 |
| Performance Task—Teen Driving Restrictions1 | A range of targets in Claims 2, 3, and 4 |

**Focused IABs**

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Number and Quantity2 | Claim 1, Target A: Extend the properties of exponents to rational exponents; Claim 1, Target B: Use properties of rational and irrational numbers; Claim 1, Target C: Reason quantitatively and use units to solve problems |
| Seeing Structure in Expressions/ Polynomial Expressions2 | Claim 1, Target D: Interpret the structure of expressions; Claim 1, Target E: Write expressions in equivalent forms to solve problems; Claim 1, Target F: Perform arithmetic operations on polynomials |
| Equations and Reasoning2 | Claim 1, Target H: Understand solving equations as a process of reasoning and explain the reasoning |
| Create Equations: Linear and Exponential2 | Claim 1, Target G: Create equations that describe numbers or relationships |
| Create Equations: Quadratic2 | Claim 1, Target G: Create equations that describe numbers or relationships |
| Solve Equations and Inequalities: Linear and Exponential2 | Claim 1, Target I: Solve equations and inequalities in one variable |
| Solve Equations and Inequalities: Quadratic2 | Claim 1, Target I: Solve equations and inequalities in one variable |
| Interpreting Functions2 | Claim 1, Target K: Understand the concept of a function and use function notation; Claim 1, Target L: Interpret functions that arise in applications in terms of a context |
| Geometry and Right Triangle Trigonometry2 | Claim 1, Target O: Define trigonometric ratios and solve problems involving right triangles |
| Statistics and Probability2 | Claim 1, Target P: Summarize, represent, and interpret data on a single count or measurement variable |

1 Includes at least one item that is hand-scored

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

|  |  |
| --- | --- |
| **Assessment Name** | **Targets Assessed** |
| Graph Equations and Inequalities: Linear and Exponential2,4 | Claim 1, Target J: Represent and solve equations and inequalities graphically |
| Graph Equations and Inequalities: Quadratic2,4 | Claim 1, Target J: Represent and solve equations and inequalities graphically |
| Analyze and Building Functions: Linear and Exponential2,4 | Claim 1, Target M: Analyze functions using different representations; Claim 1, Target N: Build a function that models a relationship between two quantities |
| Analyze and Building Functions: Quadratic2,4 | Claim 1, Target M: Analyze functions using different representations; Claim 1, Target N: Build a function that models a relationship between two quantities |

2 IABs and FIABs are designed to measure the Claim 1 target(s) listed and may have additional items aligned to Claims 2–4, with secondary alignment to the Claim 1 target(s) listed.

4 New form for 2025-26