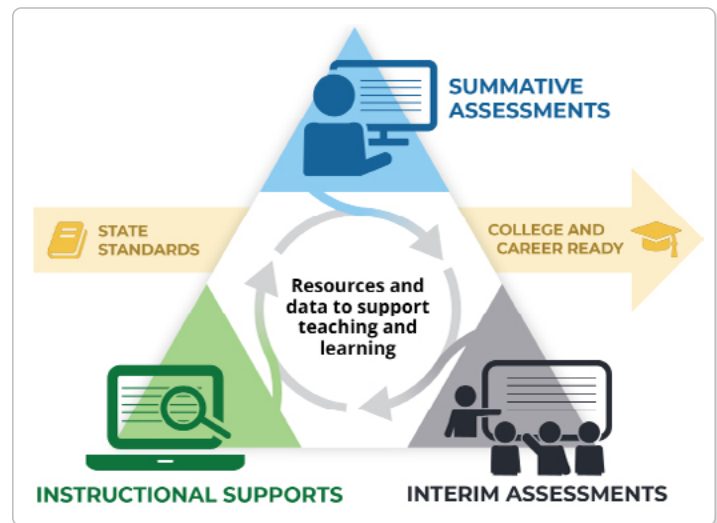


The Smarter Balanced Assessment System consists of three components: end-of-year **summative assessments** designed for accountability purposes, **interim assessments** designed to support teaching and learning throughout the year, and a suite of tools and resources in Tools for Teachers that support 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 2020-21 school year.

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## 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.

**Focused IABs** assess no more than three assessment targets to provide educators with a more detailed understanding of student learning.

Each IAB and Focused 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 Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies to use in the classroom.

The ICAs, IABs, and Focused 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 view 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*

Interim assessments 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, 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 more than once. As more interim assessment items are available, the ICAs, IABs, and Focused 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 unless in a manner consistent with [distance teaching](#). 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.

	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.  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 Tools for Teachers 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 Tools for Teachers 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 Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies.

## New: Tools for Teachers

[Tools for Teachers](#) is a new website for instructional resources and professional development. Created by educators, the website features lessons and activities to support instruction. It is designed to save educators time in lesson planning, to boost student learning, and to help educators find the strategies that work for students with diverse needs.

Features include:

- interactive Connections Playlists educators can use with interim assessments,
- high-quality resources aligned to learning standards,
- formative assessment strategies embedded in every resource, and
- accessibility instructional strategies.



# 2020–21 ELA/LITERACY INTERIM ASSESSMENTS

## 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

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	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives <sup>1</sup>	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

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	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives <sup>1</sup>	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

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	Claim 4, Target 2: Interpret & Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Analyze Information	Claim 4, Target 3: Analyze Information/Sources
Write and Revise Narratives <sup>1</sup>	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

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

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

Assessment Name	Targets Assessed
Research: Analyze and Integrate Information	Claim 4, Target 2: Analyze and Integrate Information
Listen/Interpret	Claim 3, Target 4: Listen and Interpret
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Write and Revise Narratives <sup>1</sup>	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

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

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

# 2020–21 MATHEMATICS INTERIM

## 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

Assessment Name	Targets Assessed
<b>Multiplication and Division: Interpret, Represent, and Solve</b>	Claim 1, Target A: Represent and solve problems involving multiplication and division
<b>Properties of Multiplication and Division</b>	Claim 1, Target B: Understand properties of multiplication and the relationship between multiplication and division
<b>Multiply and Divide within 100</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

Assessment Name	Targets Assessed
<b>Four Operations: Interpret, Represent, and Solve</b>	Claim 1, Target A: Use the four operations with whole numbers to solve
<b>Fraction Equivalence and Ordering</b>	Claim 1, Target F: Extend understanding of fraction equivalence and ordering
<b>Fractions and Decimal Notation</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

Assessment Name	Targets Assessed
Numerical Expressions	Claim 1, Target A: Write and interpret numerical expressions
Operations with Whole Numbers and Decimals	Claim 1, Target D: Perform operations with multi-digit whole numbers and with decimals to hundredths
Add and Subtract with Equivalent Fractions	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 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

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>	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>	Claim 1, Target F: Reason about and solve one-variable equations and inequalities
<b>Dependent and Independent Variables</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 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

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>	Claim 1, Target C: Use properties of operations to generate equivalent expressions
<b>Algebraic Expressions and Equations</b>	Claim 1, Target D: Solve real-life and mathematical problems using numerical and algebraic expressions and equations
<b>Geometric Figures</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 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

<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

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	Claim 1, Target C: Understand the connections between proportional relationships, lines, and linear equations
Analyze and Solve Linear Equations	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 Claim 1, Target J: Investigate patterns of association in bivariate data
Functions	Claim 1, Target E: Define, evaluate, and compare functions Claim 1, Target F: Use functions to model relationships between quantities
Congruence and Similarity	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, 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 <sup>1</sup>	A range of Targets in Claims 2, 3, and 4



## Focused

Assessment Name	Targets Assessed
Number and Quantity	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 Expressions	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 Reasoning	Claim 1, Target H: Understand solving equations as a process of reasoning and explain the reasoning
Solve Equations and Inequalities: Linear and Exponential	Claim 1, Target I: Solve equations and inequalities in one variable
Solve Equations and Inequalities: Quadratic	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 Claim 1, Target L: Interpret functions that arise in applications in terms of the context
Geometry and Right Triangle 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