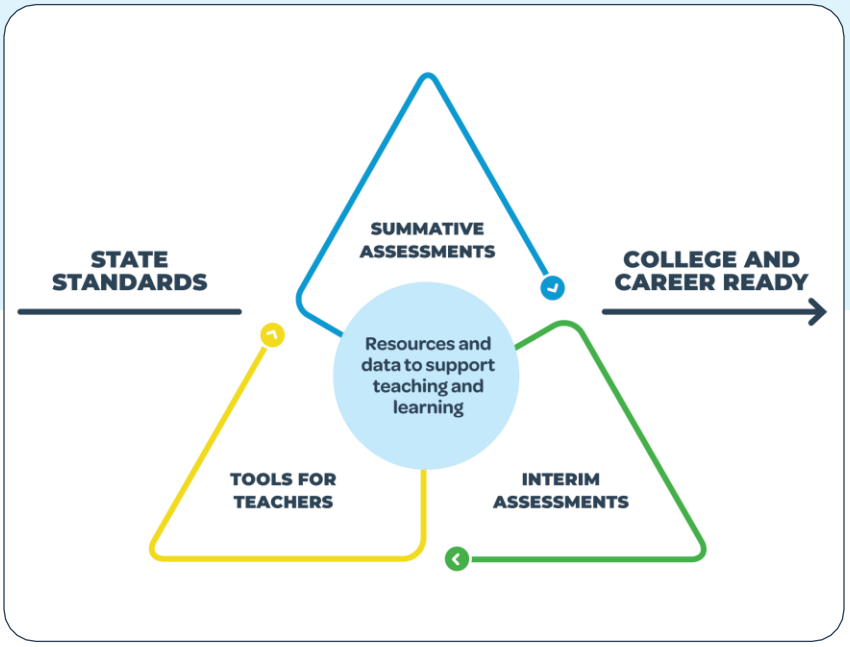
2026-27

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 2026-27 school year. Find more information about the content covered by the various interim assessments at: contentexplorer.smarterbalanced.org.

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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 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.

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.

INTERIM ASSESSMENTS AT A GLANCE

Interim Comprehensive Assessments

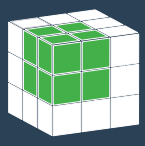


Assess a broad range of targets, similar to the summative

Examples:

- *Grade 3 ELA*
- *Grade 3 Math*

Interim Assessment Blocks

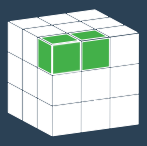


Assess 3–8 targets in ELA/literacy or Math

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

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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.

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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.

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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.

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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 2026-27 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.

NEW FOR ELA/LITERACY

- 2 new focused IABs in every grade
- Performance Task updated in Grade 11

NEW FOR MATHEMATICS

- Performance task updated in Grade 7

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.

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2026-27 ELA/Literacy Interim Assessments

ELA: Grade 3



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 3 ELA ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Beetles[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts[1]	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 2026-27

ELA: Grade 4



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 4 ELA ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Reptiles[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts[1]	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 2026-27

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ELA: Grade 5



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 5 ELA ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Recycling[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts[1]	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 2026-27

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ELA: Grade 6



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 6 ELA ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Ancient Aztecs[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Explanatory Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Argumentative Texts[1]	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 2026-27

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ELA: Grade 7



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 7 ELA ICA[1]	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[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1, 3]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research[3]	Claim 4, Targets 2, 3, 4
Performance Task—Mobile Ed Technology[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Explanatory Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Argumentative Texts[1]	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 2026-27

[3] Item list and sequence updated

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ELA: Grade 8



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 8 ELA ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	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 Space[1]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Explanatory Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Argumentative Texts[1]	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[3]	Claim 4, Target 4: Use Evidence

[1] Includes at least one item that is hand-scored

[2] New form for 2026-27

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ELA: High School



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 9 ELA ICA[1, 3]	Full range of targets
Grade 10 ELA ICA[1, 3]	Full range of targets
Grade 11 ELA ICA[1, 3]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1, 3]	Claim 1, Targets 1, 3, 4, 5, 6, 7
Read Informational Texts[1]	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research[3]	Claim 4, Targets 2, 3, 4
Performance Task—Home Grown[1, 4]	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)	Claim 1, Targets 5, 6
Text Analysis (Informational)	Claim 1, Targets 12, 13
Word Meaning and Language Use (Literary)[2]	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)[2]	Claim 1, Targets 10, 14
Write and Revise Narratives[1]	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Explanatory Texts[1]	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Argumentative Texts[1]	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 Evidence3	Claim 4, Target 4: Use Evidence

[1] Includes at least one item that is hand-scored

[2] New form for 2026-27

[3] Item list and sequence updated

[4] The Performance Task—How We Learn has been replaced by the Performance Task—Home Grown.

Math: Grade 3



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 3 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking[2]	Claim 1, Targets A, B, C, D
Measurement and Data[2]	Claim 1, Targets G, H, I, J
Performance Task—Order Form[1]	A range of targets in Claims 2, 3, and 4



Focused IABs

Assessment Name	Targets Assessed
Multiplication and Division: Interpret, Represent, and Solve[2]	**Claim 1, Target A:** Represent and solve problems involving multiplication and division
Four Operations: Interpret, Represent, and Solve[2]	**Claim 1, Target D:** Solve problems involving the four operations, and identify and explain patterns in arithmetic
Linear and Area Measurement[2]	**Claim 1, Target I:** Geometric measurement: Area Claim 1, Target J: Geometric measurement: Perimeter
Properties of Multiplication and Division[2]	**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 Ten[2]	**Claim 1, Target E:** Use place value understanding and properties of operations to perform multi-digit arithmetic
Number and Operations—Fractions[2]	**Claim 1, Target F:** Develop understanding of fractions as numbers
Time, Volume, and Mass[2]	**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 Data[2]	**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.

Math: Grade 4



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 4 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking[2]	Claim 1, Targets A, B, C
Number and Operations—Fractions[2]	Claim 1, Targets F, G, H
Measurement and Data[2]	Claim 1, Targets I, J, K
Number and Operations in Base Ten[2]	Claim 1, Targets D, E
Performance Task—Animal Jumping[1]	A range of targets in Claims 2, 3, and 4



Focused IABs

Assessment Name	Targets Assessed
Four Operations: Interpret, Represent, and Solve[2]	**Claim 1, Target A:** Use the four operations with whole numbers to solve
Fraction Equivalence and Ordering[2]	**Claim 1, Target F:** Extend understanding of fraction equivalence and ordering
Build Fractions from Unit Fractions[2]	**Claim 1, Target G:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
Fractions and Decimal Notation[2]	**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 Operations[2]	**Claim 1, Target E:** Use place value understanding and properties of operations to perform multi-digit arithmetic
Place Value and Multi-Digit Whole Numbers[2]	**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 Measurements[2]	**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 Data[2]	**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.

Math: Grade 5



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 5 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking[2]	Claim 1, Targets A, B
Number and Operations—Fractions[2, 3]	Claim 1, Targets E, F
Measurement and Data[2, 3]	Claim 1, Targets G, H, I
Number and Operations in Base Ten[2]	Claim 1, Targets C, D
Performance Task—Turtle Habitat[1]	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 Decimals[2]	**Claim 1, Target D:** Perform operations with multi-digit whole numbers and with decimals to hundredths
Add and Subtract with Equivalent Fractions[2]	**Claim 1, Target E:** Use equivalent fractions as a strategy to add and subtract fractions
Convert Measurements[2]	**Claim 1, Target G:** Convert like measurement units within a given measurement system
Place Value System[2]	**Claim 1, Target C:** Understand the place value system
Volume Concepts[2]	**Claim 1, Target I:** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition
Geometry[2]	**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 I[2]	**Claim 1, Target F:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions
Multiply and Divide Fractions II[2]	**Claim 1, Target F:** Apply and extend previous understandings of multiplication and division to multiply and divide fractions
Patterns and Relationships[2, 3]	**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

Math: Grade 6



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 6 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
The Number System[2]	Claim 1, Targets B, C, D
Expressions and Equations[2]	Claim 1, Targets E, F, G
Performance Task— Feeding the Giraffe[1]	A range of targets in Claims 2, 3, and 4



Focused IABs

Assessment Name	Targets Assessed
Ratios and Proportional Relationships[2]	**Claim 1, Target A:** Understand ratio concepts and use ratio reasoning to solve problems
Divide Fractions by Fractions[2]	**Claim 1, Target B:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions
Algebraic Expressions[2]	**Claim 1, Target E:** Apply and extend previous understandings of arithmetic to algebraic expressions
One-Variable Expressions and Equations[2, 3]	**Claim 1, Target F:** Reason about and solve one-variable equations and inequalities
Dependent and Independent Variables[2]	**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
Geometry[2]	**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 I[2]	**Claim 1, Target D:** Apply and extend previous understandings of numbers to the system of rational numbers
Rational Number System II[2]	**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.

[3] Item list and sequence updated

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Math: Grade 7



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 7 Math ICA[1, 3]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Expressions and Equations[2]	Claim 1, Targets C, D
Geometry[2]	Claim 1, Targets E, F
Performance Task—Choosing a Superhero[1, 4]	A range of targets in Claims 2, 3, and 4



Focused IABs

Assessment Name	Targets Assessed
Ratios and Proportional Relationships[2]	**Claim 1, Target A:** Analyze proportional relationships and use them to solve real-world and mathematical problems
The Number System[2]	**Claim 1, Target B:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers
Angles, Areas, and Volume[2]	**Claim 1, Target F:** Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
Equivalent Expressions[2]	**Claim 1, Target C:** Use properties of operations to generate equivalent expressions
Algebraic Expressions and Equations[2]	**Claim 1, Target D:** Solve real-life and mathematical problems using numerical and algebraic expressions and equations
Geometric Figures[2]	**Claim 1, Target E:** Draw, construct, and describe geometrical figures and describe the relationships between them
Statistics and Probability[2]	**Claim 1, Target G:** Use random sampling to draw inferences about a population; **Claim 1, Target H:** Draw informal comparative inferences about two populationsl **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.

[3] Item list and sequence updated

[4] The Performance Task—Camping Tasks has been replaced by the Performance Task—Choosing a Superhero

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Math: Grade 8



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 8 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Expressions and Equations I[2]	Claim 1, Targets B, C, D
Geometry[2]	Claim 1, Targets G, H, I
Performance Task—Baseball Tickets[1]	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[2]	**Claim 1, Target C:** Understand the connections between proportional relationships, lines, and linear equations
Analyze and Solve Linear Equations[2]	**Claim 1, Target D:** Analyze and solve linear equations and pairs of simultaneous linear equations
Volume of Cylinders, Cones, and Spheres[2]	**Claim 1, Target I:** Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
Expressions and Equations II[2]	**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[2]	**Claim 1, Target E:** Define, evaluate, and compare functions; **Claim 1, Target F:** Use functions to model relationships between quantities
Congruence and Similarity[2]	**Claim 1, Target G:** Understand congruence and similarity using physical models, transparencies, or geometry software
Pythagorean Theorem[2]	**Claim 1, Target H:** Understand and apply the Pythagorean Theorem
Radicals and Integer Exponents[2]	**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.

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Math: High School



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 9, 10, 11 Math ICA[1]	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Algebra and Functions I[2]	Claim 1, Targets G, I, J, L, M, N
Algebra and Functions II[2]	Claim 1, Targets G, H, I, J, L, M, N
Geometry Congruence[3]	A range of targets in Claim 3
Geometry Measurement and Modeling	A range of targets in Claims 2 and 4
Performance Task—Teen Driving Restrictions[1]	A range of targets in Claims 2, 3, and 4



Focused IABs

Assessment Name	Targets Assessed
Number and Quantity[2]	**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[2]	**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[2]	**Claim 1, Target H:** Understand solving equations as a process of reasoning and explain the reasoning
Create Equations: Linear and Exponential[2]	**Claim 1, Target G:** Create equations that describe numbers or relationships
Create Equations: Quadratic[2]	**Claim 1, Target G:** Create equations that describe numbers or relationships
Solve Equations and Inequalities: Linear and Exponential[2]	**Claim 1, Target I:** Solve equations and inequalities in one variable
Solve Equations and Inequalities: Quadratic[2]	**Claim 1, Target I:** Solve equations and inequalities in one variable
Interpreting Functions[2]	**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 Trigonometry[2]	**Claim 1, Target O:** Define trigonometric ratios and solve problems involving right triangles
Statistics and Probability[2, 3]	**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.

[3] Item list and sequence updated

Math: High School (Continued)

Assessment Name	Targets Assessed
Graph Equations and Inequalities: Linear and Exponential[2]	**Claim 1, Target J:** Represent and solve equations and inequalities graphically
Graph Equations and Inequalities: Quadratic[2]	**Claim 1, Target J:** Represent and solve equations and inequalities graphically
Analyze and Building Functions: Linear and Exponential[2, 3]	**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: Quadratic[2, 3]	**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.

[3] Item list and sequence updated

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