

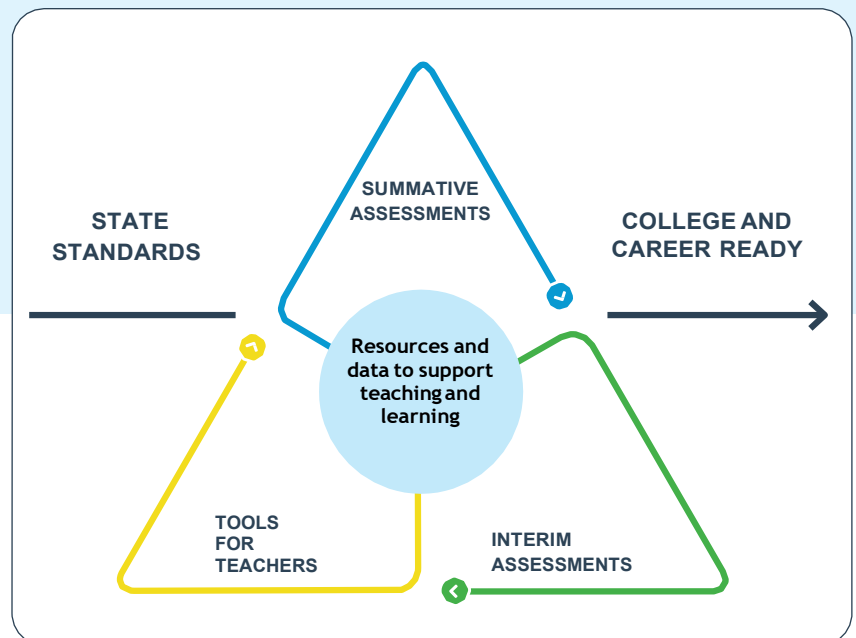
2022–23

Connecticut’s 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 2022–23 school year. Find more information about the content covered by the various interim assessments at [content explorer. smarterbalanced.org](https://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. The 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, and when prioritizing the allocation of additional instructional support.

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.

The 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 with 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.

Each IAB and Focused IAB is associated with a [Connections Playlist](#) that supports teachers as they determine next

instructional steps for helping 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, instructional strategies, and accessibility strategies to use in the classroom.

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.

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, aligned to the Connecticut Core Standards (CCS).
 - allow educators access to view test questions and students' responses as part of educators' instructional process to inform possible next instructional steps with students.

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

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 may not be used for accountability 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 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 recently developed the **Interim Assessment Item Portal (IAIP)** to provide educators with the ability to use interim assessment items in more 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 through the Centralized Reporting System located in the [Connecticut Comprehensive Assessment Portal](#).

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.

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, text-to-speech, 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. 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 via the computer through [automated scoring](#). However, there are some test questions that need to be hand scored. In mathematics, hand scoring is only required for dependent items in the performance tasks.

The CSDE provides self-guided hand-scoring training materials including rubrics and sample responses for use by educators who will score student responses. These documents can be found under general resources in the [Connecticut Comprehensive Assessment Portal](#) in the Test Information Delivery Engine (TIDE).

Should teachers decide to hand score items, they will find that 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 better understand how student responses to performance task items are scored to performance task items on Smarter Balanced assessments and support writing instruction in the 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

Connecticut allows teachers to administer, and students to take, interim assessments remotely. 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 actively 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.
- The test administrator follows CSDE policies regarding test security and immediately escalates to the test coordinator any suspected item security issue (e.g., posting on social media).

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	IABs include the same item types and formats, including performance tasks, as the summative	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	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.

New for the 2022–23 School Year

Below is an overview of what’s new for the 2022–23 school year. Explore the full range of ELA/Literacy and Math Interim Assessments by grade on pages 6–19.

NEW FOR ELA/LITERACY

- 3 new focused IABs (Grades 6, 8, and 11).
- 3 IAB Performance Tasks replaced (Grades 4, 5, and 8).

NEW FOR MATHEMATICS

- New Grade 6 Math Performance Task—Feeding the Giraffe.

NEW ACCESSIBILITY RESOURCE

- Spanish text-to-speech available on all math items. This resource must be activated **prior to testing** and used with Stacked Spanish translation.

SPOTLIGHT: TOOLS FOR TEACHERS INTERIM CONNECTIONS PLAYLISTS

- Match student performance on IABs to specific topics and find related instructional resources to use in the classroom the very same day.
- Playlists can also be used as part of an observational tool, to support student goal setting, or provide guidance on various differentiation needs.

Learn more at: smartertoolsforteachers.org.

2022–23 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	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	Claim 2, Targets 1a, 3a, 6a
Revision ¹	Claim 2, Targets 1b, 3b, 6b
Research ¹	Claim 4, Targets 2, 3, 4
Performance Task—Beetles	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
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
Write and Revise Opinion Texts	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts

¹Item list and sequence updated



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	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision ¹	Claim 2, Targets 1b, 3b, 6b
Research ¹	Claim 4, Targets 2, 3, 4
Performance Task—Reptiles ¹	Claim 2, Target 7; and Claim 4: 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
Language and Vocabulary Use ¹	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 ¹	Claim 4, Target 4: Use Evidence
Write and Revise Opinion Texts	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives ¹	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts

¹Item list and sequence updated

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	Claim 1, Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision ¹	Claim 2, Targets 1b, 3b, 6b
Research ¹	Claim 4, Targets 2, 3, 4
Performance Task—Recycling ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
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
Write and Revise Opinion Texts	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Informational Texts ¹	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives ¹	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts

¹Item list and sequence updated

ELA: Grade 6



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 6 ELA ICA	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	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research ¹	Claim 4, Targets 2, 3, 4
Performance Task—Multivitamins	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
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
Write and Revise Explanatory Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Argumentative Texts ²	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts

¹ Item list and sequence updated

² New form for 2022–23

ELA: Grade 7



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 7 ELA ICA	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	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision ¹	Claim 2, Targets 1b, 3b, 6b
Research ¹	Claim 4, Targets 2, 3, 4
Performance Task—Mobile Ed Technology	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
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 ¹	Claim 4, Target 2: Analyze and Integrate Information
Research: Evaluate Information and Sources ¹	Claim 4, Target 3: Evaluate Information and Sources
Research: Use Evidence	Claim 4, Target 4: Use Evidence
Write and Revise Argumentative Texts	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Explanatory Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts

¹Item list and sequence updated

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	Claim 2, Targets 1a, 3a, 6a
Research ¹	Claim 4, Targets 2, 3, 4
Edit/Revise ¹	Claim 2, Targets 1b, 3b, 6b, 8, 9
Performance Task—Maps and Technology ¹	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
Listen/Interpret ¹	Claim 3, Target 4: Listen and Interpret
Editing ¹	Claim 2, Target 9: Editing
Language and Vocabulary Use ¹	Claim 2, Target 8: Language & Vocabulary Use
Research: Analyze and Integrate Information ¹	Claim 4, Target 2: Analyze and Integrate Information
Research: Evaluate Information and Sources	Claim 4, Target 3: Evaluate Information and Sources
Research: Use Evidence ¹	Claim 4, Target 4: Use Evidence
Write and Revise Explanatory Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Argumentative Texts ²	Claim 2, Targets 6a: Write Brief Texts, 6b: Revise Brief Texts

¹ Item list and sequence updated

² New form for 2022–23



ELA: High School



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 11 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	Claim 1, Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision ¹	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—How We Learn	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Focused IABs

Assessment Name	Targets Assessed
Language and Vocabulary Use	Claim 2, Target 8: Language & Vocabulary Use
Editing ¹	Claim 2, Target 9: Editing
Listen/Interpret ¹	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
Write and Revise Argumentative Texts ¹	Claim 2, Targets 6a: Write Brief Texts; 6b: Revise Brief Texts
Write and Revise Narratives ¹	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Explanatory Texts ²	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts

¹ Item list and sequence updated

² New form for 2022–23

2022–23 MATHEMATICS INTERIM ASSESSMENTS

Math: Grade 3



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 3 Math ICA ^{1,3}	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 ^{2,3}	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 ^{2,3}	Claim 1, Target I: Geometric measurement: Area Claim 1, Target J: Geometric measurement: Perimeter
Properties of Multiplication and Division ^{2,3}	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

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 4



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 4 Math ICA ^{1, 3}	Full range of targets



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Operations and Algebraic Thinking ^{2, 3}	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 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

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 5



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 5 Math ICA ^{1, 3}	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	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

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, 3, 6}	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—Cell Phone Plan ¹	A range of targets in Claims 2, 3, and 4
Performance Task—Feeding the Giraffe ^{1, 5}	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	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 ^{2,3}	Claim 1, Target C: Compute fluently with multi-digit numbers and find common factors and multiples
Rational Number System II ^{2,4}	Claim 1, Target D: Apply and extend previous understandings of numbers to the system of rational numbers
Geometry ²	Claim 1, Target H: Solve real-world and mathematical problems involving area, surface area, and volume
Statistics and Probability ³	Claim 1, Target I: Develop an understanding of statistics variability Claim 1, Target J: Summarize and describe distributions

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 Rational Number System 1 is being developed and will be included in a future FIAB release

⁵ New form for 2022-23

⁶ The Performance Task, Cell Phone Plan, has been replaced by the Performance Task, Feeding the Giraffe

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—Camping Tasks 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: 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, 3}	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 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.

³ Item list and sequence updated



Math: Grade 8



Interim Comprehensive Assessment (ICA)

Assessment Name	Targets Assessed
Grade 8 Math ICA ^{1, 3}	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

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



Interim Comprehensive Assessments (ICAs)

Assessment Name	Targets Assessed
Grade 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	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, 3}	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

