

2026 – 27

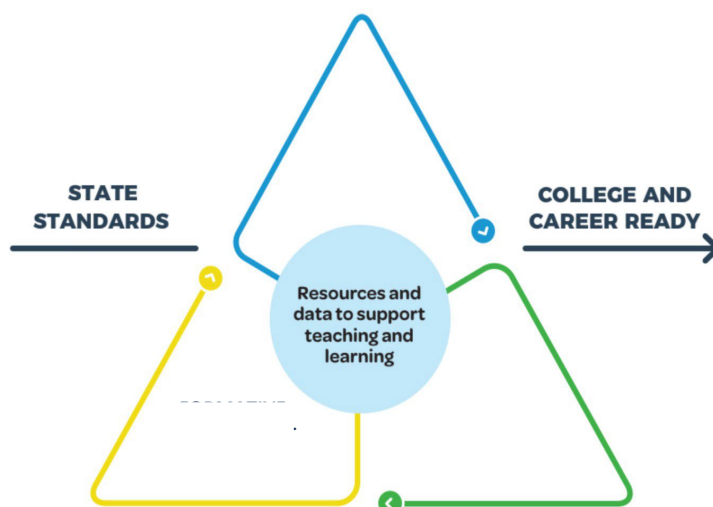
Interim Assessment Overview Catalog



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The Oregon Statewide Assessment System, which is designed to support local balanced assessment systems, consists of three components: interim assessments designed to support teaching and learning throughout the year, a suite of tools and resources that support classroom-based formative assessment practices, and end-of-year summative assessments designed for system-level evaluation and 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 ELA, Math, and Science content covered by the various interim assessments by visiting the [ODE Assessment website](#).

Types of Interim Assessments

The Oregon Statewide Assessment System (OSAS) offers different types of interim assessments in ELA, Math, and Science based on the granularity of the content. Test questions are developed using the same rigorous methods as those used for items on the summative assessment.

Adjusted Interim Comprehensive Assessments (ICAs) for ELA and Math (grades 3-8) are designed to measure a broader range of content than Interim Assessment Blocks and to provide a high-level overview of student performance, similar to summative assessments.

Note: Adjusted ICAs are not available for Science or High School.

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 with the ability to check student performance at any given moment in time, and educators can use the results to determine next steps for instruction. ELA and Math IABs assess between three and eight assessment targets. There are typically 10 to 18 items on IABs.

Science IABs assess one or more standards within a single domain (Earth/Space, Life, or Physical Science) for a grade band, using 1 to 5 items. Some IABs test the same standard across different phenomena, and others bundle a few related standards together. Educators can use IABs during the school year more consistently and frequently within the sequence of their curricula.

Focused IABs assess no more than three ELA or Math assessment targets to provide educators with a more detailed understanding of student learning. There are typically 10 to 15 items on ELA and 3 to 15 items on Math Focused IABs. While Science Focused IABs assess one standard for Earth/Space Science, Life Sciences, and Physical Sciences at a time.

Each IAB and Focused IAB supports teachers as they determine next instructional steps for helping students based on their performance on the assessment. The interim assessments should be utilized as part of an educator's instructional resources in support of the formative assessment process (i.e., providing tools, resources, instructional strategies, and accessibility strategies) to use in the classroom.

INTERIM ASSESSMENTS AT A GLANCE

Adjusted Interim Comprehensive Assessments (Adjusted ICA)

Assess a broad range of targets, similar to the OSAS summative test

Examples:

- Grade 3 ELA
- Grade 3 Math

NOTE: Adjusted ICAs are adaptive tests with no performance tasks



Interim Assessment Blocks (IABs)

Assess 3–8 targets in ELA, Math, and Science

Examples:

- Grade 3 ELA, *Read Literary Texts*
- Grade 8 Math, *Expressions and Equations I*
- HS Science, *DCI-Matter and Its Interactions: DCI-HS-PS1.A*



Focused Interim Assessment Blocks (Focused IABs)

Assess 1–3 targets in ELA, Math, and Science

Examples:

- Grade 3 ELA, *Research: Use Evidence*
- HS Math, *Create Equations: Linear and Exponential*
- Grade 5 Science, *DCI Earth's Systems: PE 5-ESS2-2A*



Interim Assessments Overview	Adjusted ICAs (ELA and Math only at Grades 3-8)	IABs	Focused IABs
What they measure	Adjusted ICAs assess similar claims, targets, standards, and range of content as the summative assessments.	• ELA and Math IABs assess 3–8 targets. • Science IABs assess <u>multiple standards</u> or same standard but <u>different phenomena</u> for Earth/Space Sciences, Life Sciences, and Physical Sciences.	• ELA and Math Focused IABs assess 1–3 targets. • Science Focused IABs assess a <u>specific standard</u> for Earth/Space Sciences, Life Sciences, and Physical Sciences.
Test format	Adjusted ICAs use the same adaptive algorithm as the summative assessments.	IABs are fixed-form tests.	Focused IABs are fixed-form tests.
Kinds of test items	Adjusted ICAs include only autoscored item types, but performance tasks can be optionally administered.	IABs include the same item types and formats, including ELA and Math performance tasks, as the summative assessments.	Focused IABs include the same item types and formats, but not ELA or Math performance tasks, as the summative assessments.
Reporting results	Adjusted ICAs yield overall scale scores (on the same vertical scale), and performance level information as the summative assessments. Claim-level information results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.” An aggregated growth metric can be reported if the Adjusted ICAs are administered three times a year.	• ELA and Math results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.” • Science results are reported as raw scores (total scoring assertions answered correctly across the items). <i>No scale scores or achievement levels are calculated for these assessments.</i> <i>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.</i>	• ELA and Math results are reported as “Below Standard,” “At/Near Standard,” and “Above Standard.” • Science results are reported as raw scores (total scoring assertions answered correctly across the items). <i>No scale scores or achievement levels are calculated for these assessments.</i> <i>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.</i>
Interim Assessment Item Portal (IAIP)	Adjusted ICAs use the same high-quality items as the IABs and Focused IABs; only performance tasks and short answer items from the IAIP should be used in conjunction with the Adjusted ICAs.	• ELA and Math 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.	• ELA and Math Educators can view individual test questions from Focused IABs through the IAIP available in Tools for Teachers. Easily search items from Focused IABs by test name, grade, claim, target, and/or standard, and export relevant interim assessment test items.

Features of Interim Assessments

- Items include all the **accessibility** resources available in the summative assessment to help provide consistency and familiarity across assessments.
- Interim assessments include **rigorous** items that cover the full depth, breadth, and cognitive complexity (Depth of Knowledge) of Oregon's academic standards.
- IABs and Focused IABs may be used to measure students' knowledge and skills in grade levels outside of the students' enrolled grades. Adjusted ICAs must be administered based on the enrolled grade level.
- For the IAB and FIABs, **flexible** administration options allow for the administration of an entire test or individual item(s) during instruction. For the Adjusted ICAs, standardized administration like the summative assessments is recommended.
- IABs and Focused IABs allow educators access to view test questions and students' responses as part of educators' instructional process to inform possible next instructional steps with students. Because the Adjusted ICAs are computer adaptive, educators cannot view test questions or students' responses.

Using Interim Assessments

Interim assessments can serve a variety of educator needs. To better support the range of possible uses, educators may establish the time frame, administration policies, and scoring practices for interim assessments.

Standardized vs. Non-Standardized Administrations

Interim assessments can be administered in standardized and non-standardized ways in the classroom.

- In a standardized administration, educators assign each student an interim assessment to take individually via the [OSAS Portal](#), 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 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 whiteboards, incorporating peer feedback while administering brief writes or performance tasks, or using an item for students to complete collaboratively in small groups.

*NOTE for ELA and Math: ODE has partnered with Smarter Balanced in developing the **Interim Assessment Item Portal (IAIP)**. This tool provides 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 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 IABs and Focused IABs

Interim assessments are administered online ([OSAS Portal](#)) using the same platform as the summative assessments.

Educators have the flexibility to re-administer interim assessments throughout the school year (max. 5 opportunities). These decisions should include 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 OSAS Portal Reporting feature.

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 IABs and Focused IABs will have fewer overlapping items.



Administering Adjusted ICAs

All OSAS Interim assessments are administered online ([OSAS Portal](#)) using the same platform as the summative assessments.

The Adjusted ICAs should be administered in accordance with the standardized administration procedures for validity and security consistent with summative test administration. Educators and students cannot review items because students respond to different items based on the computer adaptive algorithm.

Adjusted ICAs are administered online in three separate windows and use the same delivery software as the summative assessments. Results from the Fall window serve as a baseline for the Winter and Spring administrations. Reports can be generated from the Cambium reporting system.

Performance tasks and short answer items from the Interim Assessment Item Portal (IAIP) may still be used for classroom instruction or formative assessments, but other IAIP item use is discouraged because the Adjusted ICAs use the same bank of items as the IABs and Focused IABs. With future item development, the different interim assessment types will develop more distinct item banks.

Accessibility Resources

One of the foundational principles of Oregon's Statewide Assessment System is accessibility to remove barriers and allow students to demonstrate what they know and can do. As a result, interim assessments include the same accessibility resources as Oregon's statewide summative tests to meet the individual needs of students and remove access barriers. The [Oregon Accessibility Manual](#) provides detailed information about individual resources.

The Oregon Department of Education offers the following types of accessibility supports:

- **Universal Tools:** Universal tools are available to all students to use based on their needs. Examples include an 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 an 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.

ODE works with educators, students, and experts in the field to design and continue to review all aspects of the assessment system. This includes bias and sensitivity reviews of 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 ELA and Math interim assessments that are fair and equitable for all test takers. Lastly, Cambium Assessment, Inc. supports the development and bias/sensitivity review process of Science interim assessments, ensuring they are fair and equitable for all test takers.

Teacher Hand-Scoring

All items in the Science interim assessments and **most** items in the ELA and Math interim assessments are scored automatically. However, some ELA and Math test questions need to be hand-scored.

- In ELA, constructed-response items in Performance Tasks, including the full write, are scored automatically using an item-specific AI model (*Gr. 11 ELA PT will require hand-scoring of constructed response and full write*).
- In Math, hand-scoring is only required for constructed-response items in Performance Tasks.

All hand-scoring is conducted locally in the Centralized Reporting System (CRS) by teachers, typically the test administrator (TA), using the same scoring rules as Oregon's statewide summative test. ODE has partnered with Smarter Balanced to provide 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 ELA student writing is scored on OSAS summative tests and support writing instruction in their 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 OSAS IABs and Focused IABs are considered semi-secure, meaning they provide educators with the flexibility to access the test items and their students' responses to the test questions. Interim test items may **not** be shared publicly or posted on third-party platforms such as learning management systems (LMS). Such activity is a copyright violation. While teachers are encouraged to use interim assessment items during instruction, only authorized local educational agency staff and students should have access to the test items. Because Adjusted ICAs are adaptive, educators cannot review the interim items or student responses.

Remote Administration of Interim Assessments

Districts could offer the flexibility to allow 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 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, Math, and Science Interim Assessments by grade on pages 7 - 51, where footnotes also indicate new items, accessibility formats, and existing tests that had item or sequence changes.

NEW FOR ELA/LITERACY AND MATHEMATICS AT GRADES 3-8

- Grade 3-8: Adjusted Interim Comprehensive Assessments

NEW FOR ELA/LITERACY

- Every Grade: 2 new Reading Focused IABs
- Grade 11: Updated Performance Task

NEW FOR MATHEMATICS

- Grade 7: Updated Performance Task
- Multiple Grades: Items and some tests were removed to align with the 2021 Oregon Math Standards

NEW FOR SCIENCE

- Grades 3-5: 14 new items (7 are Braille)
- MS Grades: 20 new items (8 are Braille)
- HS Grades: 9 new items (2 are Braille)

SPOTLIGHT: HS MATH INTERIM IAB AND FOCUSED IAB OREGON ALIGNMENT

Due to updates to the 2021 Oregon Math Standards, many of the OSAS HS Interim IABs and Focused IABs have been modified to better align with the revised expectations and content.

The following HS IABs/FIABs were removed due to lack of alignment to the 2021 Oregon Math Standards.

- Geometry and Congruence IAB
- Seeing Structure in Expressions/Polynomial Expressions FIAB
- Equations and Reasoning FIAB
- Solve Equations and Inequalities: Linear and Exponential FIAB
- Solve Equations and Inequalities: Quadratic FIAB
- Geometry and Right Triangle Trigonometry FIAB

2026–27 ELA/Literacy Interim Assessments

ELA: Grade 3



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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

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



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 3 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring

ELA: Grade 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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	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	Claim 2, Target 7; and Claim 4, Target 2, 3, or 4



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 4 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring

ELA: Grade 5



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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	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	Claim 2, Target 4; and Claim 4, Target 2, 3, or 4



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 5 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring

ELA: Grade 6



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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	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	Claim 2, Target 4; and Claim 4, Targets 2, 3, or 4



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 6 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring

ELA: Grade 7



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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	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—Mobile Ed Technology	Claim 2, Target 7; and Claim 4, Targets 2, 3, or 4



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 7 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring

ELA: Grade 8



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) ¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational) ¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts	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	Claim 2, Target 4; and Claim 4, Target 2, 3, or 4



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 8 ELA Adjusted ICA ^{1,2}	Full Range of Targets

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

ELA: High School



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)¹	Claim 1, Targets 3, 7
Word Meaning and Language Use (Informational)¹	Claim 1, Targets 10, 14
Write and Revise Narratives	Claim 2, Targets 1a: Write Brief Texts; 1b: Revise Brief Texts
Write and Revise Informational Texts	Claim 2, Targets 3a: Write Brief Texts; 3b: Revise Brief Texts
Write and Revise Opinion Texts	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



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts	Targets 1, 3, 4, 5, 6, 7
Read Informational Texts	Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes	Claim 2, Targets 1a, 3a, 6a
Revision	Claim 2, Targets 1b, 3b, 6b
Research	Claim 4, Targets 2, 3, 4
Performance Task—Home Grown³	Claim 2, Target 4; and Claim 4, Targets 2, 3, or 4

¹ New form for 2026 - 27

³ Includes at least one item that is hand-scored

2026–27 Mathematics Interim Assessments

Math: Grade 3



Focused IABs

Assessment Name	Claim 1 Target(s) Assessed
Multiplication and Division: Interpret, Represent, and Solve⁴	3.OA.A* : Represent and solve problems involving multiplication and division.
Properties of Multiplication and Division⁴	3.OA.B* : Understand properties of multiplication and the relationship between multiplication and division.
Multiply and Divide within 100⁴	3.OA.C* : Multiply and divide within 100.
Number and Operations in Base Ten⁴	3.NBT.A : Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions⁴	3.NF.A* : Develop understanding of fractions as numbers.
Geometry	3.GM.A : Reason with shapes and their attributes.
Four Operations: Interpret, Represent, and Solve⁴	3.OA.D* : Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Time, Volume, and Mass⁴	3.GM.B* : Solve problems involving measurement and estimation.
Linear and Area Measurement⁴	3.GM.C* : Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.GM.D : Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
Represent and Interpret Data^{1,4}	3.DR.A : Pose investigative questions and collect/consider data. 3.DR.B : Analyze, represent, and interpret data.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Operations and Algebraic Thinking⁴	3.OA.A* , 3.OA.B* , 3.OA.C* , 3.OA.D*
Measurement and Data⁴	3.GM.B* , 3.DR.B , 3.GM.C* , 3.GM.D
Performance Task: Order Form³	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 3 Math Adjusted ICA^{1,2}	Full Range of Targets

* Indicates priority target

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

³ Includes at least one item that is hand-scored

⁴ 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



Focused IABs

Assessment Name	Claim 1 Targets Assessed
Four Operations: Interpret, Represent, and Solve ⁴	4.OA.A* : Use the four operations with whole numbers to solve problems. 4.NBT.B* : Use place value understanding and properties of operations to perform multi-digit arithmetic.
Factors and Multiples	4.OA.B : Gain familiarity with factors and multiples.
Generate and Analyze Patterns	4.OA.C : Generate and analyze patterns.
Place Value and Multi-Digit Whole Number ^{1, 4}	4.NBT.A* : Generalize place value understanding for multi-digit whole numbers.
Multi-Digit Arithmetic: Place Value and Operations ⁴	4.NBT.B* : Use place value understanding and properties of operations to perform multi-digit arithmetic.
Fraction Equivalence and Ordering ⁴	4.NF.A* : Extend understanding of fraction equivalence and ordering.
Build Fractions from Unit Fractions ⁴	4.NF.B* : Build fractions from unit fractions.
Fractions and Decimal Notation ^{1, 4}	4.NF.C* : Understand decimal notation for fractions, and compare decimal fractions.
Geometry	4.GM.A : Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Problem Solve with Measurements ^{1, 4}	4.GM.B : Solve problems involving measurement and conversion of measurements. 4.DR.B* : Analyze, represent, and interpret data.
Angle Measurement and Data ^{1, 4}	4.GM.C : Geometric measurement: understand concepts of angle and measure angles. 4.DR.B* : Analyze, represent, and interpret data.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Operations and Algebraic Thinking ⁴	4.OA.A* , 4.OA.B , 4.OA.C
Number and Operations in Base Ten ⁴	4.NBT.A* , 4.NBT.B*
Number and Operations—Fractions ⁴	4.NF.A* , 4.NF.B* , 4.NF.C*
Measurement and Data ⁴	4.GM.B , 4.DR.B* , 4.GM.C
Performance Task: Animal Jumping ³	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 4 Math Adjusted ICA ^{1, 2}	Full Range of Targets

* Indicates priority target

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.² Includes at least one item that is hand-scored

³ Includes at least one item that is hand-scored

⁴ 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



Focused IABs

Assessment Name	Claim 1 Targets Assessed
Numerical Expressions	5.OA.A: Write and interpret numerical expressions.
Patterns and Relationships ^{1, 4}	5.OA.B: Analyze patterns and relationships.
Place Value System ⁴	5.NBT.A*: Understand the place value system.
Operations with Whole Numbers and Decimals ^{1, 4}	5.NBT.B*: Perform operations with multi-digit whole numbers and with decimals to hundredths.
Add and Subtract with Equivalent Fractions ⁴	5.NF.A*: Use equivalent fractions as a strategy to add and subtract fractions.
Multiply and Divide Fractions I ⁴	5.NF.B*: Apply and extend previous understandings of multiplication and division.
Multiply and Divide Fractions II ⁴	5.NF.B*: Apply and extend previous understandings of multiplication and division.
Geometry ⁴	5.GM.A: Graph points on the coordinate plane to solve real-world and mathematical problems. 5.GM.B: Classify two-dimensional figures into categories based on their properties.
Convert Measurements ⁴	5.GM.C: Convert like measurement units within a given measurement system.
Volume Concepts ⁴	5.GM.D: Geometric measurement: understand concepts of volume.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Number and Operations in Base Ten ⁴	5.NBT.A*, 5.NBT.B*
Number and Operations—Fractions ⁴	5.NF.A*, 5.NF.B*
Measurement and Data ⁴	5.GM.C, 5.DR.B, 5.GM.D
Operations and Algebraic Thinking ⁴	5.OA.A, 5.OA.B
Performance Task: Turtle Habitat ³	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 5 Math Adjusted ICA ^{1, 2}	Full Range of Targets

* Indicates priority target.

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

³ Includes at least one item that is hand-scored

⁴ 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 6



Focused IABs

Assessment Name	Claim 1 Targets Assessed
Ratios and Proportional Relationships ⁴	6.RP.A* : Understand ratio concepts and use ratio reasoning to solve problems.
Divide Fractions by Fractions ⁴	6.NS.A* : Apply and extend previous understandings of multiplication and division to divide fractions by fractions. 6.NS.B : Compute fluently with multi-digit numbers and find common factors and multiples.
Multi-Digit Numbers, Factors, and Multiples	6.NS.B : Compute fluently with multi-digit numbers and find common factors and multiples.
Rational Number System I ^{1, 4}	6.NS.C* : Apply and extend previous understandings of numbers to the system of rational numbers.
Rational Number System II ⁴	6.NS.C* : Apply and extend previous understandings of numbers to the system of rational numbers.
Algebraic Expressions ⁴	6.AEE.A* : Apply and extend previous understandings of arithmetic to algebraic expressions.
One-Variable Expressions and Equations ^{1, 4}	6.AEE.B* : Reason about and solve one-variable equations and inequalities.
Dependent and Independent Variables ⁴	6.AEE.C* : Represent and analyze quantitative relationships between dependent and independent variables.
Geometry ⁴	6.GM.A : Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability ¹	6.DR.A : Formulate statistical investigative questions. 6.DR.B : Collect and consider data. 6.DR.C* : Analyze, summarize, and describe data. 6.DR.D : Interpret data and answer investigative questions



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Expressions and Equations ⁴	6.AEE.A* , 6.AEE.B* , 6.AEE.C*
The Number System ⁴	6.NS.A* , 6.NS.B , 6.NS.C*
Performance Task: Feeding the Giraffe ³	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 6 Math Adjusted ICA ^{1, 2}	Full Range of Targets

* Indicates priority target.

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

³ Includes at least one item that is hand-scored

⁴ 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 7



Focused IABs

Assessment Name	Claim 1 Targets Assessed
Ratios and Proportional Relationships ⁴	7.RP.A* : Analyze proportional relationships and use them to solve real-world and mathematical problems in authentic contexts.
The Number System ^{1, 4}	7.NS.A* : Apply and extend previous understandings of operations with fractions. 7.AEE.A* : Use properties of operations to generate equivalent expressions.
Equivalent Expressions ⁴	7.AEE.A* : Use properties of operations to generate equivalent expressions.
Algebraic Expressions and Equations ⁴	7.AEE.A* : Use properties of operations to generate equivalent expressions. 7.AEE.B* : Solve mathematical problems in authentic contexts using numerical and algebraic expressions and equations.
Geometric Figures ^{1, 4}	7.GM.A : Draw, construct, and describe geometrical figures and describe the relationships between them.
Angles, Areas, and Volume ⁴	7.GM.B (Target F): Solve mathematical problems in authentic contexts involving angle measure, area, surface area, and volume.
Statistics and Probability ⁴	7.DR.A : Formulate statistical investigative questions. 7.DR.B* : Collect and consider data. 7.DR.C : Analyze, summarize, and describe data. 7.DR.D : Interpret data and answer investigative questions. 7.RP.B : Investigate chance processes and develop, use, and evaluate probability models.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Expressions and Equations ⁴	7.AEE.A* , 7.AEE.B*
Geometry ⁴	7.GM.A , 7.GM.B
Performance Task: Choosing a Superhero ^{1, 3}	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 7 Math Adjusted ICA ^{1, 2}	Full Range of Targets

* Indicates priority target.

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

³ Includes at least one item that is hand-scored

⁴ 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.



Focused IABs

Assessment Name	Claim 1 Targets Assessed
The Number System	8.NS.A: Know that there are numbers that are not rational, and approximate them by rational numbers.
Radicals and Integer Exponents ^{1, 4}	8.AEE.A*: Work with radicals and integer exponents.
Proportional Relationships, Lines, and Linear Equations ⁴	8.AEE.B*: Understand the connections between proportional relationships, lines, and linear equations.
Analyze and Solve Linear Equations ⁴	8.AEE.C*: Analyze and solve linear equations and pairs of simultaneous linear equations.
Expressions and Equations II ^{1, 4}	8.AEE.C*: Analyze and solve linear equations and pairs of simultaneous linear equations. 8.DR.A: Formulate statistical investigative questions. 8.DR.D*: Interpret data and answer investigative questions.
Functions ^{1, 4}	8.AFN.A*: Define, evaluate, and compare functions. 8.AFN.B*: Use functions to model relationships between quantities.
Congruence and Similarity ⁴	8.GM.A*: Understand congruence and similarity using physical models, transparencies, or geometry software.
Pythagorean Theorem ^{1, 4}	8.GM.B: Understand and apply the Pythagorean Theorem.
Volume of Cylinders, Cones, and Spheres ^{1, 4}	8.GM.C: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Expressions and Equations I ⁴	8.AEE.A* , 8.AEE.B* , 8.AEE.C*
Geometry ⁴	8.GM.A* , 8.GM.B , 8.GM.C
Performance Task: Baseball Tickets ³	A range of targets in Claims 2, 3, and 4.



Adjusted Interim Comprehensive Assessment (Adjusted ICA)

Assessment Name	Targets Assessed
Grade 8 Math Adjusted ICA ^{1, 2}	Full Range of Targets

* Indicates priority target.

¹ New form for 2026 - 27

² Administered in three separate testing windows: Fall, Winter, Spring.

³ Includes at least one item that is hand-scored

⁴ 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.



Focused IABs

Assessment Name	Claim 1 Targets Assessed
Number and Quantity ^{1, 4}	HS.NQ.B: Attend to units of measurement needed to solve problems through quantitative reasoning and mathematical modeling. HS.AEE.B: Use algebraic reasoning to find solutions to an equation, inequality, and systems of equations or inequalities.
Create Equations: Linear and Exponential ⁴	HS.AEE.B: Use algebraic reasoning to find solutions to an equation, inequality, and systems of equations or inequalities.
Create Equations: Quadratic ⁴	HS.AEE.B: Use algebraic reasoning to find solutions to an equation, inequality, and systems of equations or inequalities.
Graph Equations and Inequalities: Linear and Exponential ^{1, 4}	HS.AEE.D*: Make predictions in different applications using expressions, equations, and inequalities to analyze authentic contexts.
Graph Equations and Inequalities: Quadratic ^{1, 4}	HS.AEE.D*: Make predictions in different applications using expressions, equations, and inequalities to analyze authentic contexts.
Interpreting Functions ^{1, 4}	HS.AFN.A*: Describe functions by using both symbolic and graphical representations. HS.AFN.B: Compare and relate functions using common attributes. HS.AFN.C*: Represent functions graphically and interpret key features in terms of the equivalent symbolic representation.
Analyze and Build Functions: Linear and Exponential ^{1, 3}	HS.AEE.A*: Use algebraic reasoning to rewrite expressions in equivalent forms. HS.AFN.A*: Describe functions by using both symbolic and graphical representations. HS.AFN.B: Compare and relate functions using common attributes.
Analyze and Build Functions: Quadratic ^{1, 3}	HS.AEE.A*: Use algebraic reasoning to rewrite expressions in equivalent forms. HS.AFN.A*: Describe functions by using both symbolic and graphical representations. HS.AFN.B: Compare and relate functions using common attributes. HS.AFN.C*: Represent functions graphically and interpret key features in terms of the equivalent symbolic representation HS.AFN.D*: Model a wide variety of authentic situations using functions through the process of making and changing assumptions, assigning variables, and finding solutions to contextual problems
Statistics and Probability ^{1, 3}	HS.DR.C*: Analyze, summarize, and describe data.

* Indicates priority target.

¹ New or updated for 2026-27

³ Includes at least one item that is hand-scored

⁴ 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.



Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Algebra and Functions I ^{1, 4}	HS.AEE.B, HS.AEE.D*, HS.AFN.B, HS.AFN.C*
Algebra and Functions II ^{1, 4}	HS.AEE.A*, HS.AFN.B, HS.AFN.C*
Geometry Measurement and Modeling	A range of targets in Claims 2 and 4.
Performance Task: Teen Driving Restrictions ³	A range of targets in Claims 2, 3, and 4.

* Indicates priority target.

¹ New or updated for 2026-27

² Includes at least one item that is hand-scored

³ 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.



2026–27 Science Interim Assessments



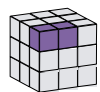
Science: Grade 3-5 (Earth and Space Sciences) Focused IABs

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim ES Earth and Space Science - PE 4-ESS1-1	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Standalone
Interim ES Earth and Space Science - PE 5-ESS1-2 A	5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Cluster
Interim ES Earth and Space Science - PE 5-ESS1-2 B	5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Standalone
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim ES Earth and Space Science - PE 3-ESS2-1 A ²	3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season ¹ .	Cluster
Interim ES Earth and Space Science PE 3-ESS2-1 B	3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Standalone
Interim ES Earth and Space Science - PE 3-ESS2-2	3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.	Standalone
Interim ES Earth and Space Science PE 4-ESS2-1 A	4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Cluster
Interim ES Earth and Space Science - PE 4-ESS2-1 B	4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Cluster
Interim ES Earth and Space Science PE 5-ESS2-2 A ²	5-ESS2-2: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Cluster
Interim ES Earth and Space Science PE 5-ESS2-2 B	5-ESS2-2: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Standalone
Interim ES Earth and Space Science - PE 5-ESS2-2 C	5-ESS2-2: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 3-5 (Earth and Space Sciences) Continued Focused IABs

Earth and Space Science		
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim ES Earth and Space Science - PE 3-ESS3-1 ^{1,2}	3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Cluster
Interim ES Earth and Space Science PE 4-ESS3-1 A	4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Standalone
Interim ES Earth and Space Science PE 4-ESS3-1 B	4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Cluster
Interim ES Earth and Space Science PE 4-ESS3-2 A	4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Standalone
Interim ES Earth and Space Science - PE 4-ESS3-2 B	4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Standalone
Interim ES Earth and Space Science - PE 5-ESS3-1	5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 3-5 (Earth and Space Sciences) Interim Assessment Blocks

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-ESS1.C	4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Standalone
Interim ES DCI - ES-ESS1.B	5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Cluster & Standalone
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-ESS2.D	3-ESS2-1: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season 3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.	Cluster & Standalone
Interim ES DCI - ES-ESS2.A	4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Cluster
Interim ES DCI - ES-ESS2.C	5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Cluster & Standalone
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-ESS3.A	4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Cluster & Standalone
Interim ES DCI - ES-ESS3.B ^{1,2}	3-ESS3-1: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Cluster ^{1,2} & Standalone
Interim ES DCI - ES-ESS3.C	5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



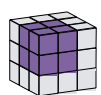
Science: Grade 3-5 (Life Sciences) Focused IABs

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim ES Life Science - PE 3-LS1-1 A ²	3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Cluster
Interim ES Life Science - PE 3-LS1-1 B	3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Standalone
Interim ES Life Science - PE 4-LS1-1	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Standalone
Interim ES Life Science - PE 4-LS1-2	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Standalone
Interim ES Life Science - PE 5-LS1-1 ²	5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.	Cluster
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim ES Life Science - PE 3-LS2-1 ^{1,2}	3-LS2-1: Construct an argument that some animals form groups that help members survive.	Standalone
Interim ES Life Science - PE 5-LS2-1 ²	5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Cluster
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim ES Life Science - PE 3-LS3-1	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Cluster
Interim ES Life Science - PE 3-LS3-2 ^{1,2}	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.	Standalone
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim ES Life Science - PE 3-LS4-1 ²	3-LS4-1: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago ¹ .	Cluster
Interim ES Life Science - PE 3-LS4-3	3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



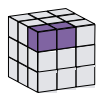
Science: Grade 3-5 (Life Sciences) Interim Assessment Blocks

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim ES DCI – ES - LS1.B	3-LS1-1: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Cluster & Standalone
Interim ES DCI - ES - LS1.A	4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Standalone
Interim ES DCI - ES - LS1.D	4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Standalone
Interim ES DCI – ES - LS1.C	5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water. ¹	Cluster
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim ES DCI – LS2.D ^{1,2}	3-LS2-1: Construct an argument that some animals form groups that help members survive.	Standalone
Interim ES DCI-ES – LS2.A	5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment ¹ .	Cluster
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim ES DCI-ES – LS3.A	3-LS3-1: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Cluster
Interim ES DCI - ES-LS3.B	3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.	Standalone
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim ES DCI-ES – LS4.A	3-LS4-1: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago ¹ .	Cluster
Interim ES DCI-ES – LS4.C	3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. ¹	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 3-5 (Physical Sciences) Focused IABs

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim ES Physical Science - PE 5 PS1-2 A	5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Cluster
Interim ES Physical Science - PE 5 PS1-2 B	5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Standalone
Interim ES Physical Science - PE 5-PS1-3	5-PS1-3: Make observations and measurements to identify materials based on their properties.	Standalone
Interim ES Physical Science - PE 5 PS1-4 ^{1,2}	5-PS1-4: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Cluster
DCI Motion and Stability: Forces and Interactions		
Assessment Name	Standard	Test Type
Interim ES Physical Science - PE 3-PS2-1 ²	3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Standalone
Interim ES Physical Science - PE 3-PS2-2 A	3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Cluster
Interim ES Physical Science - PE 3-PS2-2 B	3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Standalone
Interim ES Physical Science - PE 5-PS2-1 ²	5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.	Cluster
Interim ES Physical Science - PE 3-PS2-3 ^{1,2}	3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	Standalone
Interim ES Physical Science - PE 3-PS2-4 ^{1,2}	3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 3-5 (Physical Sciences) Continued Focused IABs

Physical Science		
DCI Energy		
Assessment Name	Standard	Test Type
Interim ES Physical Science - PE 4-PS3-1 ^{1,2}	4-PS3-1: Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Cluster
Interim ES Physical Science - PE 4-PS3-2	4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Standalone
Interim ES Physical Science - PE 4-PS3-3 ²	4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Standalone
Interim ES Physical Science - PE 4-PS3-4 ²	4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Cluster
Interim ES Physical Science - PE 5-PS3-1	5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	Cluster
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim ES Physical Science - PE 4-PS4-1	4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Cluster
Interim ES Physical Science - PE 4-PS4-2 A	4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Cluster
Interim ES Physical Science - PE 4-PS4-2 B	4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Standalone
Interim ES Physical Science - PE 4-PS4-3	4-PS4-3: Generate and compare multiple solutions that use patterns to transfer information.	Cluster

¹ New items for 2026-2027

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Science Interim Assessments



Science: Grade 3-5 (Physical Sciences) Interim Assessment Blocks

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-PS1.A	5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. ^{1,2}	Cluster & Standalone
Interim ES DCI - ES-PS1.B ^{1,2}	5-PS1-4: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Cluster
DCI Motion and Stability: Forces and Interactions		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-PS2.A	3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. ¹ 3-PS2-2: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Cluster & Standalone
Interim ES DCI - ES-PS2.B ^{1,2}	3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. 3-PS2-4: Define a simple design problem that can be solved by applying scientific ideas about magnets. 5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down. ¹	Cluster & Standalone
DCI Energy		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-PS3.A ^{1,2}	4-PS3-1: Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Cluster
Interim ES DCI - ES-PS3.B	4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. ^{1,3}	Cluster & Standalone
Interim ES DCI - ES-PS3.D	5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. ¹	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 3-5 (Physical Sciences) Continued Interim Assessment Blocks

Physical Science		
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim ES DCI - ES-PS4.A	4-PS4-1: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Cluster
Interim ES DCI - ES-PS4.B	4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Cluster & Standalone
Interim ES DCI - ES-PS4.C	4-PS4-3: Generate and compare multiple solutions that use patterns to transfer information.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 6-8 (Earth and Space Science) Focused IABs

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim MS Earth and Space Science - PE MS-ESS1-1 ²	MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons ¹ .	Cluster
Interim MS Earth and Space Science - PE MS-ESS1-2	MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Cluster
Interim MS Earth and Space Science - PE MS-ESS1-3	MS-ESS1-3: Analyze and interpret data to determine scale properties of objects in the solar system.	Standalone
Interim MS Earth and Space Science - PE MS-ESS1-4	MS-ESS1-4: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Cluster
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim MS Earth and Space Science - PE MS-ESS2-1 ²	MS-ESS2-1: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Cluster
Interim MS Earth and Space Science - PE MS-ESS2-2 ²	MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Cluster
Interim MS Earth and Space Science - PE MS-ESS2-3	MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Standalone
Interim MS Earth and Space Science - PE MS-ESS2-4 ^{1,2}	MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Standalone
Interim MS Earth and Space Science - PE MS-ESS2-5	MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Cluster
Interim MS Earth and Space Science - PE MS-ESS2-5 B ^{1,2}	MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Cluster
Interim MS Earth and Space Science - PE MS-ESS2-6 A	MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Cluster
Interim MS Earth and Space Science - PE MS-ESS2-6 B	MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Standalone

¹ New items for 2026-2027

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Science Interim Assessments



Science: Grade 6-8 (Earth and Space Science) Continued Focused IABs

Earth and Space Science		
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim MS Earth and Space Science - PE MS-ESS3-1 ¹	MS-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Standalone
Interim MS Earth and Space Science - PE MS-ESS3-2 ²	MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Cluster
Interim MS Earth and Space Science - PE MS-ESS3-3	MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Cluster
Interim MS Earth and Space Science - PE MS-ESS3-3 B ¹	MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Cluster
Interim MS Earth and Space Science - PE MS-ESS3-4	MS-ESS3.4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Standalone
Interim MS Earth and Space Science - PE MS-ESS3-5 A	MS-ESS3.5: Ask clarifying questions based on evidence about the factors that have caused climate change over the past century.	Cluster
Interim MS Earth and Space Science - PE MS-ESS3-5 B	MS-ESS3.5: Ask clarifying questions based on evidence about the factors that have caused climate change over the past century.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Earth and Space Science) Interim Assessment Blocks

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim MS-ESS1.A	MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons ¹ . MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Cluster
Interim MS-ESS1.B	MS-ESS1-3: Analyze and interpret data to determine scale properties of objects in the solar system.	Standalone
Interim MS-ESS1.C	MS-ESS1-4: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Cluster
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-ESS2.A	MS-ESS2-1: Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process ¹ .	Cluster
Interim MS DCI - MS-ESS2.B	MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Standalone
Interim MS DCI - MS-ESS2.C^{1,2}	MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. MS-ESS2-4: Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. MS-ESS2-5: Ask clarifying questions based on evidence about the factors that have caused climate change over the past century.	Cluster & Standalone
Interim MS DCI - MS-ESS2.D^{1,2}	MS-ESS2-5: Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. MS-ESS2-6: Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Standalone & Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Earth and Space Science) Continued Interim Assessment Blocks

Earth and Space Science		
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-ESS3.A¹	MS-ESS3-1: Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Standalone
Interim MS DCI - MS-ESS3.B	MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects ¹ .	Cluster
Interim MS DCI - MS-ESS3.C¹	MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3.4: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Cluster & Standalone
Interim MS DCI - MS-ESS3.D	MS-ESS3.5: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Life Sciences) Focused IABs

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim MS Life Science - PE MS-LS1-4	MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	Standalone
Interim MS Life Science - PE MS-LS1-5 ^{1,2}	MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Standalone
Interim MS Life Science - PE MS-LS1-7	MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	Cluster
Interim MS Life Science - PE MS-LS1-8	MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Cluster
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim MS Life Science - PE MS-LS2-1	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Cluster
Interim MS Life Science - PE MS-LS2-1 B ^{1,2}	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Cluster
Interim MS Life Science - PE MS-LS2-2	MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Cluster
Interim MS Life Science - PE MS-LS2-4	MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Standalone
Interim MS Life Science - PE MS-LS2-5	MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Standalone
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim MS Life Science - PE MS-LS3-1 ²	MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Cluster
Interim MS Life Science - PE MS-LS3-2	MS-LS3-2: Develop and use models to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Life Sciences) Continued Focused IABs

Life Science		
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim MS Life Science - PE MS-LS4-1 A	MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Standalone
Interim MS Life Science - PE MS-LS4-1 B ²	MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Standalone
Interim MS Life Science - PE MS-LS4-4	MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Cluster
Interim MS Life Science - PE MS-LS4-5	MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Cluster
Interim MS Life Science - PE MS-LS4-5 B ^{1,2}	MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Cluster
Interim MS Life Science - PE MS-LS4-6	MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Life Sciences) Interim Assessment Blocks

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-LS1.B ^{1,2}	MS-LS1-4: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Standalone
Interim MS DCI - MS-LS1.C	MS-LS1-7: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	Cluster
Interim MS DCI - MS-LS1.D	MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Cluster
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-LS2.A ^{1,2}	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Cluster
Interim MS DCI - MS-LS2.C	MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Standalone
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-LS3.A	MS-LS3-1: Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. MS-LS3-2: Develop and use models to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Life Sciences) Continued Interim Assessment Blocks

Life Science		
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-LS4.A	MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Standalone
Interim MS DCI - MS-LS4.B ^{1,2}	MS-LS4-4: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Cluster
Interim MS DCI - MS-LS4.C	MS-LS4-6: Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 6-8 (Physical Sciences) Focused IABs

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim MS Physical Science - PE MS-PS1-2 ¹	MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures.	Standalone
Interim MS Physical Science - PE MS-PS1-2 ²	MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Standalone
Interim MS Physical Science - PE MS-PS1-3	MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Standalone
Interim MS Physical Science - PE MS-PS1-4	MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	Cluster
Interim MS Physical Science - PE MS-PS1-5	MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Cluster
Interim MS Physical Science - PE MS-PS1-6	MS-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Standalone
DCI Motion and Stability: Forces and Interactions		
Assessment Name	Standard	Test Type
Interim MS Physical Science - PE MS-PS2-1 A ^{1,2}	MS-PS2-1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Standalone
Interim MS Physical Science - PE MS-PS2-1 B ^{1,2}	MS-PS2-1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Cluster
Interim MS Physical Science - PE MS-PS2-2 ²	MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Cluster
Interim MS Physical Science - PE MS-PS2-5 ^{1,2}	MS-PS2-5: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 6-8 (Physical Sciences) Continued Focused IABs

Physical Science		
DCI Energy		
Assessment Name	Standard	Test Type
Interim MS Physical Science - PE MS-PS3-2	MS-PS3-2: Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Standalone
Interim MS Physical Science - PE MS-PS3-3 A	MS-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Cluster
Interim MS Physical Science - PE MS-PS3-3 B	MS-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Cluster
Interim MS Physical Science - PE MS-PS3-3 C ¹	MS-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Cluster
Interim MS Physical Science - PE MS-PS3-4	MS-PS3-4: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Cluster
Interim MS Physical Science - PE MS-PS3-5	MS PS3-5: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Standalone
DCI Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	Standard	Test Type
Interim MS Physical Science - PE MS-PS4-1 ²	MS-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Cluster
Interim MS Physical Science - PE MS-PS4-2	MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 6-8 (Physical Sciences) Interim Assessment Blocks

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-PS1.A ¹	MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed ¹ .	Cluster & Standalone
Interim MS DCI - MS-PS1.B	MS-PS1-2: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved ¹ . MS-PS1-6: Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Cluster & Standalone
DCI Motion and Stability: Forces and Interactions		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-PS2.A ^{1,2}	MS-PS2-1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. MS-PS2-2: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Cluster & Standalone
Interim MS DCI - MS-PS2.B ^{1,2}	MS-PS2-5: Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 6-8 (Physical Sciences) Continued Interim Assessment Blocks

Physical Science		
DCI Energy		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-PS3.A ¹	MS-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. MS-PS3-4: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	Cluster & Standalone
Interim MS DCI - MS-PS3.B	MS PS3-5: Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Standalone
DCI Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	Standard	Test Type
Interim MS DCI - MS-PS4.A	MS-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Cluster
Interim MS DCI - MS-PS4.B	MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 9-12 (Earth and Space Science) Focused IABs

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim HS Earth and Space Science - PE HS-ESS1-2	HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Cluster
Interim HS Earth and Space Science - PE HS-ESS1-3 ²	HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Cluster
Interim HS Earth and Space Science - PE HS-ESS1-4	HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Cluster
Interim HS Earth and Space Science - PE HS-ESS1-6 A	HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Cluster
Interim HS Earth and Space Science - PE HS-ESS1-6 B	HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Standalone
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim HS Earth and Space Science - PE HS-ESS2-2 ¹	HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.	Standalone
Interim HS Earth and Space Science - PE HS-ESS2-3	HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Cluster
Interim HS Earth and Space Science - PE HS-ESS2-4	HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Cluster
Interim HS Earth and Space Science - PE HS-ESS2-6 ²	HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Standalone
Interim HS Earth and Space Science - PE HS-ESS2-7	HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 9-12 (Earth and Space Science) Continued Focused IABs

Earth and Space Science		
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim HS Earth and Space Science - PE HS-ESS3-2 ^{1,2}	HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Standalone
Interim HS Earth and Space Science - PE HS-ESS3-3	HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	Cluster
Interim HS Earth and Space Science - PE HS-ESS3-4 A ²	HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.	Cluster
Interim HS Earth and Space Science - PE HS-ESS3-4 B	HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.	Cluster
Interim HS Earth and Space Science - PE HS-ESS3-5	HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 9-12 (Earth and Space Science) Interim Assessment Blocks

Earth and Space Science		
DCI Earth's Place in the Universe		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-ESS1.A	HS-ESS1-2: Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements ¹ .	Cluster
Interim HS DCI - HS-ESS1.B	HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Cluster
Interim HS DCI - HS-ESS1.C	HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Cluster & Standalone
DCI Earth's Systems		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-ESS2.A ¹	HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems. HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. HS-ESS2-4: Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Cluster & Standalone
Interim HS DCI - HS-ESS2.D	HS-ESS2-6: Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere ¹ .	Standalone
Interim HS DCI - HS-ESS2.E	HS-ESS2-7: Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Cluster
DCI Earth and Human Activity		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-ESS3.A ^{1,2}	HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Standalone
Interim HS DCI - HS-ESS3.C	HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.	Cluster
Interim HS DCI - HS-ESS3.D	HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 9-12 (Life Sciences) Focused IABs

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim HS Life Science - PE HS-LS1-1	HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	Standalone
Interim HS Life Science - PE HS-LS1-2	HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Cluster
Interim HS Life Science - PE HS-LS1-3	HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Cluster
Interim HS Life Science - PE HS-LS1-6	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Standalone
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim HS Life Science - PE HS-LS2-1	HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Standalone
Interim HS Life Science - PE HS-LS2-2	HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Cluster
Interim HS Life Science - PE HS-LS2-4	HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Standalone
Interim HS Life Science - PE HS-LS2-6	HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	Cluster
Interim HS Life Science - PE HS-LS2-7	HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 9-12 (Life Sciences) Continued Focused IABs

Life Science		
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim HS Life Science - PE HS-LS3-1 ¹	HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Standalone
Interim HS Life Science - PE HS-LS3-2 ²	HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors ¹ .	Cluster
Interim HS Life Science - PE HS-LS3-3	HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Standalone
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim HS Life Science - PE HS-LS4-1 A ²	HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Cluster
Interim HS Life Science - PE HS-LS4-1 B	HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Standalone
Interim HS Life Science - PE HS-LS4-2 A	HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Cluster
Interim HS Life Science - PE HS-LS4-2 B	HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Standalone
Interim HS Life Science - PE HS-LS4-5	HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 9-12 (Life Sciences) Interim Assessment Blocks

Life Science		
DCI From Molecules to Organisms: Structures and Processes		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-LS1.A	HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms¹. HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Cluster & Standalone
Interim HS DCI - HS-LS1.C	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules¹.	Standalone
DCI Ecosystems: Interactions, Energy, and Dynamics		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-LS2.A	HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Cluster & Standalone
Interim HS DCI - HS-LS2.B	HS-LS2-4: Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Standalone
Interim HS DCI - HS-LS2.C	HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Cluster & Standalone
DCI Hereditary: Inheritance and Variation of Traits		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-LS3.A ¹	HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Standalone
Interim HS DCI - HS-LS3.B	HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors¹. HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	Cluster & Standalone

Science Interim Assessments



Science: Grade 9-12 (Life Sciences) Continued Interim Assessment Blocks

Life Science		
DCI Biological Evolution: Unity and Diversity		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-LS4.A	HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Cluster & Standalone
Interim HS DCI - HS-LS4.B	HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Cluster & Standalone
Interim HS DCI - HS-LS4.C	HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 9-12 (Physical Sciences) Focused IABs

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim HS Physical Science - PE HS-PS1-1	HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	Cluster
Interim HS Physical Science - PE HS-PS1-2	HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	Cluster
Interim HS Physical Science - PE HS-PS1-3 ²	HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Cluster
Interim HS Physical Science - PE HS-PS1-5	HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	Standalone
Interim HS Physical Science - PE HS-PS1-6	HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Standalone
DCI Motion and Stability: Forces and Interaction		
Assessment Name	Standard	Test Type
Interim HS Physical Science - PE HS-PS2-2	HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Cluster
Interim HS Physical Science - PE HS-PS2-5	HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Cluster
DCI Energy		
Assessment Name	Standard	Test Type
Interim HS Physical Science - PE HS-PS3-1	HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Cluster
Interim HS Physical Science - PE HS-PS3-1B ^{1,2}	HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Cluster
Interim HS Physical Science - PE HS-PS3-5	HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the _Braille notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 9-12 (Physical Sciences) Continued Focused IABs

Physical Science		
DCI Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	Standard	Test Type
Interim HS Physical Science - PE HS-PS4-1	HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	Cluster
Interim HS Physical Science - PE HS-PS4-2 ¹	HS-PS4-2: Evaluate questions about the advantages of using a digital transmission and storage of information.	Standalone
Interim HS Physical Science - PE HS-PS4-5 ¹	HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.



Science Interim Assessments



Science: Grade 9-12 (Physical Sciences) Interim Assessment Blocks

Physical Science		
DCI Matter and Its Interactions		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-PS1.A ¹	HS-PS1-1: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. HS-PS1-3: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Cluster
Interim HS DCI - HS-PS1.B	HS-PS1-5: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. HS-PS1-6: Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	Standalone
DCI Motion and Stability: Forces and Interaction		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-PS2.A	HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	Cluster
Interim HS DCI - HS-PS2.B	HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	Cluster
DCI Energy		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-PS3.A ^{1,2}	HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Cluster
Interim HS DCI - HS-PS3.B	HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	Cluster
Interim HS DCI - HS-PS3.C	HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	Standalone

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

Science Interim Assessments



Science: Grade 9-12 (Physical Sciences) Continued Interim Assessment Blocks

Physical Science		
DCI Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	Standard	Test Type
Interim HS DCI - HS-PS4.A ¹	HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. HS-PS4-2: Evaluate questions about the advantages of using a digital transmission and storage of information.	Cluster & Standalone
Interim HS DCI - HS-PS4.C ¹	HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	Cluster

¹ New items for 2026-2027

² Item is also available in Braille. The assessment name will be the same as the non-braille item but will have the **_Braille** notation at the end in AVA and CRS.

