2025–26

Interim Assessments Overview

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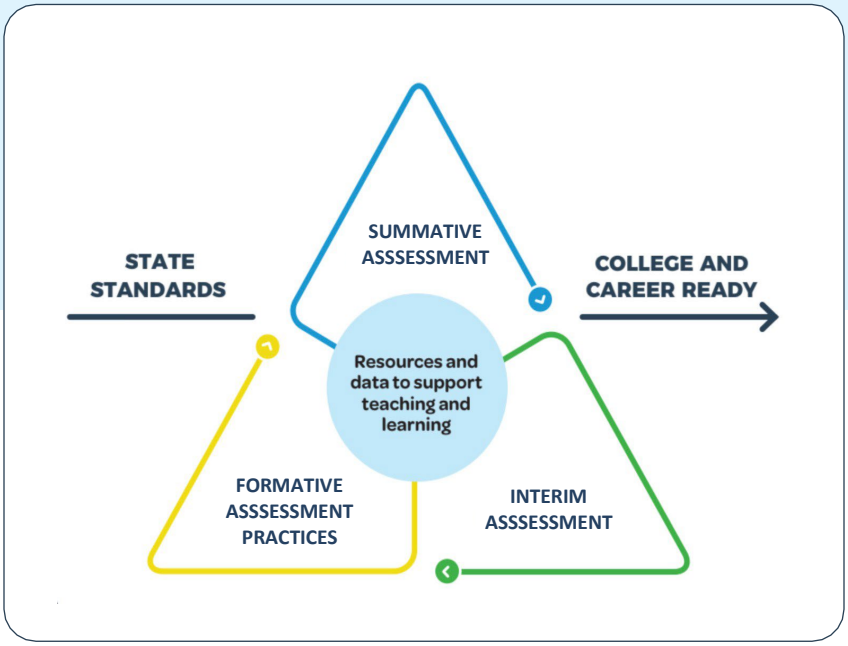
The Oregon Statewide Assessment System, which is designed to support local balanced assessment systems, consists of three components: interim assessments designed to support teaching and learning throughout the year, a suite of tools and resources that support classroom-based formative assessment practices, 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 2025–26 school year.

Find more information about the ELA and Math content covered by the various interim assessments at: https://contentexplorer.smarterbalanced.org/.

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 items found on the summative assessment.

Interim Assessment Blocks (IABs) are assessments teachers can use throughout the school year to assess smaller bundles of content. They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use 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. While Science IABs assess between four to nine science standards for Earth/Space Science, Life Sciences, and Physical Sciences for each grade band. 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 a more detailed understanding of student learning. There are typically 10 to 15 items on ELA and Math Focused IABs. While Science Focused IABs assess one standard for Earth/Space Science, Life Sciences, and Physical Sciences at a time.

Note: The ELA and Math IABs and Focused IABs draw from the same bank of interim items and performance tasks.

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

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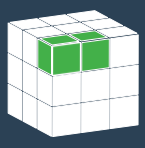
Interim Assessment Blocks

Assess 3–8 targets in ELA/literacy or Math

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



Assess 1–3 targets in ELA/literacy or Math

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*

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Interim Assessments Overview	Interim Assessment Blocks (IABs)	Focused IABs
What they measure	• ELA and Math IABs assess 3–8 targets. • Science IABs assess multiple standards for Earth/Space Sciences, Life Sciences, and Physical Sciences.	• ELA and Math Focused IABs assess 1–3 targets. • Science Focused IABs assess a specific standard for Earth/Space Sciences, Life Sciences, and Physical Sciences.
Test format	IABs are fixed-form tests.	Focused IABs are fixed-form tests.
Kinds of test items	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	• ELA and Math results are reported as "Below Standard," "At/Near Standard," and "Above Standard." • Science results are reported as raw scores for the item cluster in an assessment *(No scale scores or achievement levels are available for these assessments)* *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.*	• ELA and Math results are reported as "Below Standard," "At/Near Standard," and "Above Standard." • Science results are reported as raw scores for the item cluster in an assessment *(No scale scores or achievement levels are available for these assessments)* *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.*
ELA and Math Interim Assessment Item Portal (IAIP)	• 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

- Flexible administration options allow for the administration of an entire test or individual item(s) during instruction.
- Items include all the accessibility resources available in the summative assessment to help provide consistency and familiarity across assessments.
- Interim assessments may be used to measure students' knowledge and skills in grade levels outside of the students' enrolled grades.
- Interim assessments include rigorous items that:
  - cover the full depth, breadth, and cognitive complexity (Depth of Knowledge) of Oregon's academic standards.
  - allow educators access to view test questions and students' responses as part of educators' instructional process to inform possible next instructional steps with students.

Using Interim Assessments

Interim assessments can serve a variety of educator needs. To better support the range of possible uses consistent with the policies of member education agencies, educators may establish the time frame, administration policies, and scoring practices for interim assessments. However, interim assessments were not designed as measures of accountability and should not be used for such purposes.

Standardized vs. Non-Standardized Administrations

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

- In a 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 assessment items in a non-standardized administration by printing or displaying items to a class for students to answer on paper, in small groups, or in a whole-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 Interim Assessments

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. 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.

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

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 reviews 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 Math, hand-scoring is only required for constructed-response items in Performance Tasks. In ELA, constructed-response items in Performance Tasks, including the full write, require hand-scoring. This 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 student writing is scored on Smarter Balanced assessments 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

Interim tests 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.

Remote Administration of Interim Assessments

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

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

New for the 2025–26 School Year

Explore the full range of Science, ELA/Literacy, and Math Interim Assessments by grade on pages 7-48, where footnotes also indicate new items, accessibility formats, and existing tests that had item or sequence changes. There are no new items for Science in the 25-26 school year.

NEW FOR ELA/LITERACY

- 2 new Reading Focused IABs in every grade

NEW FOR MATHEMATICS

- 1-2 new Focused IABs each in Grades 3, 4, and 5
- 4 new Focused IABs in High School

SPOTLIGHT: ELA and MATH TOOLS FOR TEACHERS INTERIM CONNECTIONS PLAYLIST

How will the Interim Connections Playlist help me?

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

Learn more at: smartertoolsforteachers.org.

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2025–26 ELA/Literacy Interim Assessments

ELA: Grade 3

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

 | Rev. 8/5/25

ELA: Grade 4

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

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ELA: Grade 5

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

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ELA: Grade 6

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

[3] Item list and sequence updated

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ELA: Grade 7

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

[3] Item list and sequence updated

 | Rev. 8/5/24

ELA: Grade 8

Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed
Read Literary Texts[1]	Targets 1, 2, 3, 4, 5, 6, 7
Read Informational Texts[1]	Targets 8, 9, 10, 11, 12, 13, 14
Brief Writes[1]	Claim 2, Targets 1a, 3a, 6a
Research	Claim 4, Targets 2, 3, 4
Edit/Revise	Claim 2, Targets 1b, 3b, 6b, 8, 9
Performance Task—Women in Space[1]	Claim 2, Target 4; and Claim 4, Target 2, 3, or 4

Focused IABs

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

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

[2] New form for 2025-26

ELA: High School

Interim Assessment Blocks (IABs)

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

Focused IABs

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

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

[2] New form for 2025-26

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2025–26 MATHEMATICS INTERIM ASSESSMENTS

Math: Grade 3

Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Operations and Algebraic Thinking[2]	**3.OA.A*, 3.OA.B*, 3.OA. C*, 3.OA.D*** (Targets A, B, C, D)
Measurement and Data[2]	**3.GM.B*, 3.DR.B, 3.GM.C*, 3.GM.D** (Targets G, H, I, J)
Performance Task: Order Form[1]	A range of targets in Claims 2, 3, and 4.

Focused IABs

Assessment Name	Claim 1 Target(s) Assessed
Multiplication and Division: Interpret, Represent, and Solve[2]	**3.OA.A*** (Target A): Represent and solve problems involving multiplication and division.
Properties of Multiplication and Division[2]	**3.OA.B*** (Target B): Understand properties of multiplication and the relationship between multiplication and division.
Multiply and Divide within 100	**3.OA.C*** (Target C): Multiply and divide within 100.
Four Operations: Interpret, Represent, and Solve[2]	**3.OA.D*** (Target D): Solve problems involving the four operations, and identify and explain patterns in arithmetic.
Number and Operations in Base Ten[2]	**3.NBT.A** (Target E): Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and Operations—Fractions[2]	**3.NF.A*** (Target F): Develop understanding of fractions as numbers.
Geometry	**3.GM.A** (Target K): Reason with shapes and their attributes.
Time, Volume, and Mass[2]	**3.GM.B*** (Target G): Solve problems involving measurement and estimation.
Linear and Area Measurement[2]	**3.GM.C*** (Target I): Geometric measurement: understand concepts of area and relate area to multiplication. **3.GM.D** (Target J): Geometric measurement: recognize perimeter.
Represent and Interpret Data[2,3]	**3.DR.B** (Target H): Analyze, represent, and interpret data.

* Indicates priority target.

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

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

[3] New for 2025-26.

Math: Grade 4

Interim Assessment Blocks (IABs)

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

Focused IABs

Assessment Name	Claim 1 Targets Assessed
Four Operations: Interpret, Represent, and Solve[2]	**4.OA.A*** (Target A): Use the four operations with whole numbers to solve problems.
Factors and Multiples	**4.OA.B** (Target B): Gain familiarity with factors and multiples.
Generate and Analyze Patterns	**4.OA.C** (Target C): Generate and analyze patterns.
Place Value and Multi-Digit Whole Numbers[2]	**4.NBT.A*** (Target D): Generalize place value understanding for multi-digit whole numbers.
Multi-Digit Arithmetic: Place Value and Operations[2]	**4.NBT.B*** (Target E): Use place value understanding and properties of operations to perform multi-digit arithmetic.
Fraction Equivalence and Ordering[2]	**4.NF.A*** (Target F): Extend understanding of fraction equivalence and ordering.
Build Fractions from Unit Fractions[2]	**4.NF.B*** (Target G): Build fractions from unit fractions.
Fractions and Decimal Notation[2]	**4.NF.C*** (Target H): Understand decimal notation for fractions, and compare decimal fractions.
Geometry	**4.GM.A** (Target L): Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
Problem Solve with Measurements[2,3]	**4.GM.B** (Target I): Solve problems involving measurement and conversion of measurements.
Angle Measurement and Data[2,3]	**4.GM.C** (Target K): Geometric measurement: understand concepts of angle and measure angles. **4.DR.B*** (Target J): Analyze, represent, and interpret data.

* Indicates priority target.

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

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

[3] New for 2025-26.

Math: Grade 5

Interim Assessment Blocks (IABs)

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

Focused IABs

Assessment Name	Claim 1 Targets Assessed
Numerical Expressions	**5.OA.A** (Target A): Write and interpret numerical expressions.
Patterns and Relationships[2,3]	**5.OA.B** (Target B): Analyze patterns and relationships.
Place Value System[2]	**5.NBT.A*** (Target C): Understand the place value system.
Operations with Whole Numbers and Decimals[2]	**5.NBT.B*** (Target D): Perform operations with multi-digit whole numbers and with decimals to hundredths.
Add and Subtract with Equivalent Fractions[2]	**5.NF.A*** (Target E): Use equivalent fractions as a strategy to add and subtract fractions.
Multiply and Divide Fractions I[2]	**5.NF.B*** (Target F): Apply and extend previous understandings of multiplication and division.
Multiply and Divide Fractions II[2]	**5.NF.B*** (Target F): Apply and extend previous understandings of multiplication and division.
Geometry[2]	**5.GM.A** (Target J): Graph points on the coordinate plane to solve real-world and mathematical problems. **5.GM.B** (Target K): Classify two-dimensional figures into categories based on their properties.
Convert Measurements[2]	**5.GM.C** (Target G): Convert like measurement units within a given measurement system.
Volume Concepts[2]	**5.GM.D** (Target I): Geometric measurement: understand concepts of volume.

* Indicates priority target.

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

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

[3] New for 2025-26.

Math: Grade 6

Interim Assessment Blocks (IABs)

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

Focused IABs

Assessment Name	Claim 1 Targets Assessed
Ratios and Proportional Relationships[2]	**6.RP.A*** (Target A): Understand ratio concepts and use ratio reasoning to solve problems.
Divide Fractions by Fractions[2]	**6.NS.A*** (Target B): Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Multi-Digit Numbers, Factors, and Multiples	**6.NS.B** (Target C): Compute fluently with multi-digit numbers and find common factors and multiples.
Rational Number System I[2]	**6.NS.C*** (Target D): Apply and extend previous understandings of numbers to the system of rational numbers.
Rational Number System II[2]	**6.NS.C*** (Target D): Apply and extend previous understandings of numbers to the system of rational numbers.
Algebraic Expressions[2]	**6.AEE.A*** (Target E): Apply and extend previous understandings of arithmetic to algebraic expressions.
One-Variable Expressions and Equations[2]	**6.AEE.B*** (Target F): Reason about and solve one-variable equations and inequalities.
Dependent and Independent Variables[2]	**6.AEE.C*** (Target G): Represent and analyze quantitative relationships between dependent and independent variables.
Geometry[2]	**6.GM.A** (Target H): Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability	**6.DR.B** (Target I): Collect and consider data. **6.DR.C*** (Target J): Analyze, summarize, and describe data.

* Indicates priority target.

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

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

Math: Grade 7

Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Expressions and Equations[2]	**7.AEE.A*, 7.AEE.B*** (Targets C, D)
Geometry[2]	**7.GM.A, 7.GM.B** (Targets E, F)
Performance Task: Camping Tasks[1]	A range of targets in Claims 2, 3, and 4.

Focused IABs

Assessment Name	Claim 1 Targets Assessed
Ratios and Proportional Relationships[2]	**7.RP.A*** (Target A): Analyze proportional relationships and use them to solve real-world and mathematical problems in authentic contexts.
The Number System[2]	**7.NS.A*** (Target B): Apply and extend previous understandings of operations with fractions.
Equivalent Expressions[2]	**7.AEE.A*** (Target C): Use properties of operations to generate equivalent expressions.
Algebraic Expressions and Equations[2]	**7.AEE.B*** (Target D): Solve mathematical problems in authentic contexts using numerical and algebraic expressions and equations.
Geometric Figures[2]	**7.GM.A** (Target E): Draw, construct, and describe geometrical figures and describe the relationships between them.
Angles, Areas, and Volume[2]	**7.GM.B** (Target F): Solve mathematical problems in authentic contexts involving angle measure, area, surface area, and volume.
Statistics and Probability[2]	**7.DR.B*** (Target G): Collect and consider data. **7.DR.D** (Target H): Interpret data and answer investigative questions. **7.RP.B** (Target I): Investigate chance processes and develop, use, and evaluate probability models.

* Indicates priority target.

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

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

Math: Grade 8

Interim Assessment Blocks (IABs)

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

Focused IABs

Assessment Name	Claim 1 Targets Assessed
The Number System	**8.NS.A** (Target A): Know that there are numbers that are not rational, and approximate them by rational numbers.
Radicals and Integer Exponents[2]	**8.AEE.A*** (Target B): Work with radicals and integer exponents.
Proportional Relationships, Lines, and Linear Equations[2]	**8.AEE.B*** (Target C): Understand the connections between proportional relationships, lines, and linear equations.
Analyze and Solve Linear Equations[2]	**8.AEE.C*** (Target D): Analyze and solve linear equations and pairs of simultaneous linear equations.
Expressions and Equations II[2]	**8.AEE.C*** (Target D): Analyze and solve linear equations and pairs of simultaneous linear equations. **8.DR.D*** (Target J): Interpret data and answer investigative questions.
Functions[2]	**8.AFN.A*** (Target E): Define, evaluate, and compare functions. **8.AFN.B*** (Target F): Use functions to model relationships between quantities.
Congruence and Similarity[2]	**8.GM.A*** (Target G): Understand congruence and similarity using physical models, transparencies, or geometry software.
Pythagorean Theorem[2]	**8.GM.B** (Target H): Understand and apply the Pythagorean Theorem.
Volume of Cylinders, Cones, and Spheres[2]	**8.GM.C** (Target I): Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

* Indicates priority target.

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

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

Math: High School

Interim Assessment Blocks (IABs)

Assessment Name	Targets Assessed (Claim 1 unless otherwise specified)
Algebra and Functions I[2]	**HS.AEE.B, HS.AEE.C, HS.AEE.D*, HS.AFN.A*, HS.AFN.B, HS.AFN.C*, HS.AFN.D*** (Targets G, I, J, L, M, N)
Algebra and Functions II[2]	**HS.AEE.B, HS.AEE.C, HS.AEE.D*, HS.AFN.A*, HS.AFN.B, HS.AFN.C*, HS.AFN.D*** (Targets G, H, I, J, L, M, N)
Geometry Congruence	A range of targets in Claim 3.
Geometry Measurement and Modeling	A range of targets in Claims 2 and 4.
Performance Task: Teen Driving Restrictions[1]	A range of targets in Claims 2, 3, and 4.

Focused IABs

Assessment Name	OR Alignment	Claim 1 Targets Assessed (CCSS)
Number and Quantity[2]	**HS.NQ.A** **HS.NQ.B**	Target A: Extend the properties of exponents to rational exponents. Target B: Use properties of rational and irrational numbers. Target C: Reason quantitatively and use units to solve problems.
Seeing Structure in Expressions/ Polynomial Expressions[2]	**HS.AEE.A***	Target D: Interpret the structure of expressions. Target E: Write expressions in equivalent forms to solve problems. Target F: Perform arithmetic operations on polynomials.
Create Equations: Linear and Exponential[2]	**HS.AEE.B**	Target G: Create equations that describe numbers or relationships.
Create Equations: Quadratic[2]	**HS.AEE.B**	Target G: Create equations that describe numbers or relationships.
Equations and Reasoning[2]	**HS.AEE.C**	Target H: Understand solving equations as a process of reasoning and explain the reasoning.
Solve Equations and Inequalities: Linear and Exponential[2]	**HS.AEE.B**	Target I: Solve equations and inequalities in one variable.
Solve Equations and Inequalities: Quadratic[2]	**HS.AEE.B**	Target I: Solve equations and inequalities in one variable.
Graph Equations and Inequalities: Linear and Exponential[2,3]	**HS.AEE.D**	Target J: Represent and solve equations and inequalities graphically.
Graph Equations and Inequalities: Quadratic[2,3]	**HS.AEE.D**	Target J: Represent and solve equations and inequalities graphically.
Interpreting Functions[2]	**HS.AFN.A*** **HS.AFN.B** **HS.AFN.C***	Target K: Understand the concept of a function and use function notation Target L: Interpret functions that arise in applications in terms of a context.
Analyze and Build Functions: Linear and Exponential[2,3]	**HS.AFN.B** **HS.AFN.C*** **HS.AFN.D***	Target M: Analyze functions using different representations. Target N: Build a function that describes a relationship between two functions.

Math: High School

Analyze and Build Functions: Quadratic[2,3]	**HS.AFN.B** **HS.AFN.C*** **HS.AFN.D***	Target M: Analyze functions using different representations. Target N: Build a function that describes a relationship between two functions.
Geometry and Right Triangle Trigonometry[2]	**HS.GM.D***	Target O: Define trigonometric ratios and solve problems involving right triangles.
Statistics and Probability[2]	**HS.DR.C***	Target P: Summarize, represent, and interpret data on a single count or measurement variable.

* Indicates priority target.

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

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

[3] New for 2025-26.

2025–26 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	4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	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**

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[1]	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[1]	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

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 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] 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-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**
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

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[1]	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[1]	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 5-LS2-1[1]	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**
DCI – Biological Evolution: Unity and Diversity		
Assessment Name	**Standard**	**Test Type**
Interim ES Life Science - PE 3-LS4-1[1]	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] 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) 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	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	5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.[1]	**Cluster**
DCI – Energy		
Assessment Name	**Standard**	**Test Type**
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**
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**

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	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[1]	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[1]	5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.	**Cluster**
DCI – Energy		
Assessment Name	**Standard**	**Test Type**
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[1]	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[1]	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**

Science Interim Assessments

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

Physical Science		
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] 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	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 -ESS2-5: Ask clarifying questions based on evidence about the factors that have caused climate change over the past century.	**Cluster**
Interim MS DCI - MS-ESS2.D	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**
DCI – Earth and Human Activity		
Assessment Name	**Standard**	**Test Type**
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.C	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**

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[1]	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[1]	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[1]	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-ESS2-5	MS -ESS2-5: 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-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

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-ESS3-2[1]	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-ESS3-4	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] 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	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 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	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**

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	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**

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-LS1-7	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-LS2-2	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[1]	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**

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[1]	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-LS4-6	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] 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	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	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[1].	**Cluster**
DCI – Energy		
Assessment Name	**Standard**	**Test Type**
Interim MS DCI - MS-PS3.A	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

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-PS1-2: 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-PS2-2[1]	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**
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-PS3-4	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

Science Interim Assessments

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

Physical Science		
DCI – Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	**Standard**	**Test Type**
Interim MS Physical Science - PE MS-PS4-1[1]	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] 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	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**
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 biosphere1.	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.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**

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[1]	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-ESS2-3	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[1]	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**

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-ESS3-3	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[1]	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] 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.
[2] New for 2025-26

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 organisms[1]. 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 molecules[1].	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.	**Cluste**r & 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.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 factors[1]. 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

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
DCI – Hereditary: Inheritance and Variation of Traits		
Assessment Name	**Standard**	**Test Type**
Interim HS Life Science - PE HS-LS3-2[1]	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

Science Interim Assessments

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

Life Science		
DCI – Biological Evolution: Unity and Diversity		
Assessment Name	**Standard**	**Test Type**
Interim HS Life Science - PE HS-LS4-1 A[1]	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] 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	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.	**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.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
DCI – Waves and Their Applications in Technologies for Information Transfer		
Assessment Name	**Standard**	**Test Type**
Interim HS DCI - HS-PS4.A	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**

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-PS1-5	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.	Stanalone
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-PS3-5	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
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**

[1] 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.

