

Mathematics Interim Assessment Blocks Blueprint

V.02.10.2015

The following tables summarize the Interim Assessment Blocks available at each grade level. Specific information on each block follows these tables.

Mathematics Interim Assessment Blocks

Grade 3
Operations and Algebraic Thinking
Fractions
Measurement and Data
Mathematics Performance Task

Grade 4
Operations and Algebraic Thinking
Numbers and Operations in Base 10
Fractions
Mathematics Performance Task

Grade 5
Numbers and Operations in Base 10
Fractions
Measurement and Data
Mathematics Performance Task

Grade 6
Ratio and Proportional Relationships
Geometry
Expressions and Equations
Mathematics Performance Task

Grade 7
Ratio and Proportional Relationships
Number System
Expressions and Equations
Mathematics Performance Task

Grade 8
Expressions & Equations, with Proportionality, Statistics & Probability
Geometry
Functions
Mathematics Performance Task

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The following table summarizes the High School Interim Assessment blocks.

High School
Algebra and Functions - Linear Functions
Algebra and Functions - Quadratic Functions
Geometry - Right Triangle Ratios in Geometry
Mathematics Performance Task

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Grade 3 – Operations and Algebraic Thinking						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	OA	A. Represent and solve problems involving multiplication and division.	2	1, 2	5	12
		B. Understand properties of multiplication and the relationship between multiplication and division.	3	1	1	
		C. Multiply and divide within 100.	2	1	2	
		D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3	2	4	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation.				
		D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.	1	2, 3	1	
		D. Interpret results in the context of a situation.	1	2, 3, 4		
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.				
		E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.				
		C. State logical assumptions being used.	1	1, 2, 3		
		F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 3 – Operations and Algebraic Thinking						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

*specific task models are delineated in the item specifications available in zip files at: <http://www.smarterbalanced.org/smarter-balanced-assessments/>

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Grade 3 – Fractions							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	NF	F. Develop understanding of fractions as numbers.	2	1, 2	12	12	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	0	2, 3	0	0	
		B. Select and use appropriate tools strategically.	0	1, 2, 3			
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).					
	Modeling and Data Analysis		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	0	2, 3		0
			B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	0	2, 3, 4		
			C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	0	1, 2, 3		
			G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	0	3, 4		

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Grade 3 – Fractions						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 3 – Measurement and Data						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	MD	G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	2	1, 2	4	12
		H. Represent and interpret data.	2	2, 3	2	
		I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	2	1, 2	4	
		J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	2	1	2	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving Claim 2	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis Claim 4	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	1	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 3 – Measurement and Data						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 3 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
	3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	
B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.			2, 3, 4		
C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.			2, 3		

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Grade 4 – Operations and Algebraic Thinking						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	OA	A. Use the four operations with whole numbers to solve problems.	3	1, 2	4	9
		B. Gain familiarity with factors and multiples.	1	1, 2	4	
		C. Generate and analyze patterns.	1	2, 3	1	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	4
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	3	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 4 – Operations and Algebraic Thinking						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 4 – Numbers and Operations in Base 10						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	NBT	D. Generalize place value understanding for multi-digit whole numbers.	2	1, 2	5	12
		E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	2	1	7	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	1
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	0	2, 3	0	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	0	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	0	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	0	3, 4		

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Grade 4 – Numbers and Operations in Base 10						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	0	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	0	2, 3		

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Grade 4 - Fractions						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	NF	F. Extend understanding of fraction equivalence and ordering.	2	1, 2	6	13
		G. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	1	1, 2	6	
		H. Understand decimal notation for fractions, and compare decimal fractions.	1	1, 2	1	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	1
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	0	2, 3		
	Modeling and Data Analysis	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	0	2, 3, 4	0	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	0	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	0	3, 4		

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Grade 4 - Fractions						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.		2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	0	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	0	2, 3		

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Grade 4 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
	3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	
B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.			2, 3, 4		
C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.			2, 3		

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Grade 5 – Numbers and Operations in Base 10						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	NBT	A. Understand the place value system.	1	1, 2	0	12
		B. Perform operations with multi-digit whole numbers and with decimals to hundredths.	1	1, 2	0	
		C. Understand the place value system.	2	1, 2	4	
		D. Perform operations with multi-digit whole numbers and with decimals to hundredths.	2	1, 2	8	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	1	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 5 – Numbers and Operations in Base 10						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	0	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4	2	
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 5 - Fractions							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	NF	E. Use equivalent fractions as a strategy to add and subtract fractions.	1	1, 2	5	11	
		F. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	1	1, 2	6		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2	
		B. Select and use appropriate tools strategically.	1	1, 2, 3			
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).					
	Modeling and Data Analysis		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3		1
			B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
			C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		0
			G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 5 - Fractions						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.		2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 5 – Measurement and Data						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	MD	G. Convert like measurement units within a given measurement system.	1	1	0	7
		H. Represent and interpret data.	1	1, 2	1	
		I. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	2	1, 2	6	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	4	5
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3		
	Modeling and Data Analysis	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4	1	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 5 – Measurement and Data						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	1	2, 3		

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Grade 5 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4		
	Communicating Reasoning	C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3		

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Grade 6 – Ratio and Proportional Relationships							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	RP	A. Understand ratio concepts and use ratio reasoning to solve problems.	3	1, 2	12	12	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	1	
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3			
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	0		
			B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.	1			2, 3, 4
			C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1			1, 2, 3
			G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1			3, 4

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Grade 6 – Ratio and Proportional Relationships						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 6 – Expressions and Equations						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	EE	E. Apply and extend previous understandings of arithmetic to algebraic expressions.	1	1	3-5	12
		F. Reason about and solve one-variable equations and inequalities.	2	1, 2	3-5	
		G. Represent and analyze quantitative relationships between dependent and independent variables.	3	2	3-5	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation.				
	Modeling and Data Analysis	D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	2, 3		
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.				
		D. Interpret results in the context of a situation.	1	2, 3, 4		
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.				
E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	1, 2, 3				
C. State logical assumptions being used.						
F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	3, 4				
G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4				

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Grade 6 – Expressions and Equations						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 6 – Geometry						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	G	H. Solve real-world and mathematical problems involving area, surface area, and volume.	4	2	9	9
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	
	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.		1	2, 3, 4		
	C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).		1	1, 2, 3		
	G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.		1	3, 4		

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Grade 6 – Geometry						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 6 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).		1, 2, 3			
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3		

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Grade 7 – Ratio and Proportional Relationships						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
2. Concepts and Procedures	RP	A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	3	2	11	11
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	1	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.	1	2, 3, 4		
		E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	1, 2, 3		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4				

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Grade 7 – Ratio and Proportional Relationships						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 7 – Number Systems							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	NS	B. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	3	1, 2	11	11	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	0	1	
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3			
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3			
	Modeling and Data Analysis	Modeling and Data Analysis	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		1
			C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
			G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 7 – Number Systems						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 7 – Expressions and Equations							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	EE	C. Use properties of operations to generate equivalent expressions.	2	1, 2	5	12	
		D. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	2	1, 2	7		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2	
		B. Select and use appropriate tools strategically.	1	1, 2, 3			
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).					
	Modeling and Data Analysis		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3		1
			B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
			C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
			G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 7 – Expressions and Equations						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.		2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 7 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3		

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Grade 8 – Expressions & Equations, with Proportionality and Statistics & Probability						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	EE SP	B. Work with radicals and integer exponents.	2	1, 2	1	12
		C. Understand the connections between proportional relationships, lines, and linear equations.	1	1, 2	2	
		D. Analyze and solve linear equations and pairs of simultaneous linear equations.	2	1, 2	6	
		J. Investigate patterns of association in bivariate data.	1	1, 2	3	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3		
	Modeling and Data Analysis	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4	1	
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 8 – Expressions & Equations, with Proportionality and Statistics & Probability						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	0	0
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 8 - Functions							
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category	
1. Concepts and Procedures	F	E. Define, evaluate, and compare functions.	2	1, 2	8	11	
		F. Use functions to model relationships between quantities.	2	1, 2	3		
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	1	2	
		B. Select and use appropriate tools strategically.	1	1, 2, 3			
		C. Interpret results in the context of a situation.					
	Modeling and Data Analysis	D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace.	1	2, 3		1
			D. Interpret results in the context of a situation.	1	2, 3, 4		
			B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.				
			E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.				
C. State logical assumptions being used.	F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3				
		1	3, 4				
G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.		1	3, 4				

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Grade 8 - Functions						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	2	2
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 8 – Geometry						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	G	G. Understand congruence and similarity using physical models, transparencies, or geometry software.	5	1, 2	6	12
		H. Understand congruence and similarity using physical models, transparencies, or geometry software.	3	1, 2	4	
		I. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	2	1, 2	2	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	1	2, 3	0	1
		B. Select and use appropriate tools strategically.	1	1, 2, 3		
		C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).				
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	1	2, 3	1	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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Grade 8 – Geometry						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	1	2, 3		

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Grade 8 – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3		

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High School – Algebra and Functions (Linear Functions)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	A, F	D. Interpret the structure of expressions.	1	1, 2	0	8
		E. Write expressions in equivalent forms to solve problems.	1	1, 2	0	
		F. Perform arithmetic operations on polynomials.	1	2	0	
		G. Create equations that describe numbers or relationships.	2	1, 2	2	
		I. Solve equations and inequalities in one variable.	2	1, 2	1	
		J. Represent and solve equations and inequalities graphically.	2	1, 2	2	
		K. Understand the concept of a function and use function notation.	1	1, 2	0	
		L. Interpret functions that arise in applications in terms of a context.	2	1, 2	1	
		M. Analyze functions using different representations.	2	1, 2, 3	1	
		N. Build a function that models a relationship between two quantities.	2	2	1	
		Other items that are based on Claims 2, 3, and 4 CCS Standards but do not have a Claim 1 Assessment Target associated with them. (See Table 1.)			See below	
<p>Note: All items in this IAB will be drawn from the A and F targets above and have the Algebra Function Descriptor = Linear, and some of those items may also assess one or more of claims 2, 3, and/or 4 as indicated below.</p>						

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High School – Algebra and Functions (Linear Functions)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2	2, 3	4	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	3	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2	2, 3	2	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas). G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	1, 2, 3		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply.	1	2, 3		

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High School – Algebra and Functions (Quadratic Functions)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	A, F	D. Interpret the structure of expressions.	1	1, 2	0	7
		E. Write expressions in equivalent forms to solve problems.	1	1, 2	0	
		G. Create equations that describe numbers or relationships.	1	1, 2	1	
		I. Solve equations and inequalities in one variable.	2	1, 2	1	
		J. Represent and solve equations and inequalities graphically.	2	1, 2	2	
		K. Understand the concept of a function and use function notation.	2	1, 2	0	
		L. Interpret functions that arise in applications in terms of a context.	1	1, 2	1	
		M. Analyze functions using different representations.	2	1, 2, 3	1	
		N. Build a function that models a relationship between two quantities.	2	2	1	
		Other items that are based on Claims 2, 3, and 4 CCS Standards but do not have a Claim 1 Assessment Target associated with them. (See Table 1.)			See below	
<p>Note: All items in this IAB will be drawn from the A and F targets above and have the Algebra Function Descriptor = Quadratic, and some of those items may also assess one or more of claims 2, 3, and/or 4 as indicated below.</p>						

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High School – Algebra and Functions (Quadratic Functions)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2	2, 3	0	3
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	3	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2	2, 3	3	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	1	2, 3	1	1
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	1	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply.	1	2, 3		

*Specific task models are delineated in the item specifications available in zip files at: <http://www.smarterbalanced.org/smarter-balanced-assessments/>

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High School – Geometry (Right Triangle Ratios in Geometry)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
1. Concepts and Procedures	G	O: Define trigonometric ratios and solve problems involving right triangles. (Max number of items from a single task model: 4)	1, 2		13	13
Note: All items in this IAB will be drawn from the target above, and some of those items may also assess one or more of claims 2, 3, and/or 4 as indicated below.						
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2	2, 3	0	0
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	3	1, 2, 3		
		A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2	2, 3		
	Modeling and Data Analysis	B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	1	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	1	3, 4		

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High School – Geometry (Right Triangle Ratios in Geometry)						
Claim	Content Category	Assessment Targets	Max Number of Items from a Single Task Model*	DOK	Number of Items	Total Items per Reporting Category
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.		2, 3	0	0
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.		2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)		2, 3		

*specific task models are delineated in the item specifications available in zip files at: <http://www.smarterbalanced.org/smarter-balanced-assessments/>

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High School – Interim Assessment Block – Performance Task					
Claim	Content Category	Assessment Targets	DOK	Items per Claim	Total Items in PT
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	1	6
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
	Modeling and Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	3	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4		
3. Communicating Reasoning	Communicating Reasoning	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	2	
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	2, 3, 4		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3		