October 28, 2017

Using SBAC Tools to Support Powerful Instruction

Grades 3 – 12

Presented by Julie Joseph
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www.commoncore.tcoe.org

Tulare County Office of Education
Jim Vidak, County Superintendent of Schools

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Introduce Yourself

- Name
- Grade Level
- Role
- Site
- What do you hope to learn today?

2

Outcomes

- Examine SBAC Expectations for Mathematics
  - Claims
  - DOK
  - Performance Task
  - Resources
- Become Familiar with the Interim Assessments
- Understand the Implications for Planning and Instruction

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A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter Balanced gives educators information and tools **to improve teaching and learning.**

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY
An online collection of thousands of educator-created classroom tools and resources

INTERIM ASSESSMENTS
Optional and flexible tests given throughout the year to help teachers monitor student progress

SUMMATIVE ASSESSMENTS
Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and English

Smarter Balanced Assessments: Terminology

SBAC Claims	These are the ***four things*** the new assessment intends to measure and report on (Concepts and Procedures, Problem Solving/Modeling and Data Analysis, Communicating Reasoning.)
Targets	Under each SBAC Claim are several "targets." In claim 1, targets mirror the content standard clusters. In claims 2, 3, and 4, they read more like mathematical practice standards.
ALDs	Each target has it's own "Achievement Level Descriptors," that is, a scale with ***four levels*** describing levels of student understanding.
DOK	Depth of Knowledge: A classification system with ***four levels*** for the way in which a student might engage with the content.

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SBAC Claims

1. **Concepts and Procedures** — *Content Standards*
2. **Problem Solving** — *Math Practices*
3. **Communicating Reasoning** — *Math Practices*
4. **Modeling and Data Analysis** — *Math Practices*

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TOM TORLAKSON
State Superintendent
of Public Instruction

Summative Assessment Scores

- Overall score on mathematics scale (approximately 2000 – 3000)
- Achievement levels
  - Level 1. Standard not met
  - Level 2. Standard nearly met
  - Level 3. Standard met
  - Level 4. Standard exceeded
- Claims
  - ∆ Below standard
  - ⊖ At or near standard
  - ☑ Above standard

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Achievement Levels

Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	<2381	2381–2435	2436–2500	>2500
4	<2411	2411–2484	2485–2548	>2548
5	<2455	2455–2527	2528–2578	>2578
6	<2473	2473–2551	2552–2609	>2609
7	<2484	2484–2566	2567–2634	>2634
8	<2504	2504–2585	2586–2652	>2652
11	<2543	2543–2627	2628–2717	>2717

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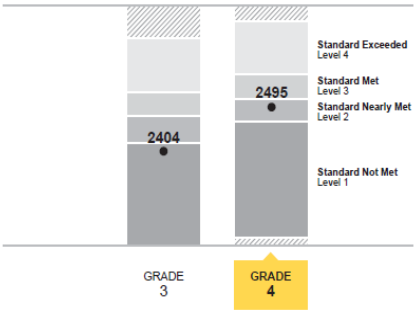
Individual Score Report

MATHEMATICS

Sophia's overall score for 2017: **2495** **Standard Met (Level 3)**

Sophia's score increased from last year, enough to reach a higher level.



2017 AREA PERFORMANCE	Below Standard	Near Standard	Above Standard
Concepts & Procedures: How well does your child use mathematical rules and ideas?			✓
Problem Solving and Modeling & Data Analysis: How well can your child show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can your child think logically and express thoughts in order to solve a problem?		✓	

SOPHIA'S SCORE HISTORY

Achievement Level	Standard Nearly Met	Standard Met
State Average*	2420	2457

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What is Assessed?

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Smarter Balanced Assessment Consortium

Mathematics Summative Assessment Blueprint
As of 11/10/16

Target Sampling Mathematics Grade 4						
Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	A. Use the four operations with whole numbers to solve problems.	1, 2	8-9	0	17-20
		E. Use place value understanding and properties of operations to perform multi-digit arithmetic.	1, 2			
		F. Extend understanding of fraction equivalence and ordering.	1, 2			
		G. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	1, 2	2-3		
		D. Generalize place value understanding for multi-digit whole numbers.	1, 2	1-2		
		H. Understand decimal notation for fractions, and compare decimal fractions.	1, 2	1		
	Supporting Cluster	I. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	1, 2	2-3		
		K. Geometric measurement: understand concepts of angle and measure angles.	1, 2			
		B. Gain familiarity with factors and multiples.	1, 2	1		
		C. Generate and analyze patterns.	2, 3			
		J. Represent and interpret data.	1, 2			
		L. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	1, 2	1		

- DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.
- The CAT algorithm will be configured to ensure the following:
  - For Claim 1, each student will receive at least 7 CAT items at DOK 2 or higher.
  - For combined Claims 2 and 4, each student will receive at least 2 CAT items at DOK 3 or higher.
  - For Claim 3, each student will receive at least 2 CAT items at DOK 3 or higher.

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Smarter Balanced Assessment Consortium

Mathematics Summative Assessment Blueprint
As of 11/10/16

Target Sampling Mathematics Grade 4						
Claim	Content Category	Assessment Targets	DOK	Items		Total Items
				CAT	PT	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	2	1–2	8-10
		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	1		
	Modeling and Data Analysis (drawn across content domains)	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	1	1–3	
		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	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, 2, 3	1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	3	0-2	8-10
		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	3		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	2, 3	2		

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Smarter Balanced Assessments: Terminology

SBAC Claims	These are the ***four things*** the new assessment intends to measure and report on (Concepts and Procedures, Problem Solving/Modeling and Data Analysis, Communicating Reasoning.)
Targets	Under each SBAC Claim are several "targets." In claim 1, targets mirror the content standard clusters. In claims 2, 3, and 4, they read more like mathematical practice standards.
ALDs	Each target has it's own "Achievement Level Descriptors," that is, a scale with ***four levels*** describing levels of student understanding.
DOK	Depth of Knowledge: A classification system with ***four levels*** for the way in which a student might engage with the content.

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SBAC Snapshot

What do you notice?

What do you wonder?

Grade 4 SBAC Math Assessment Snapshot

Unit	Claim 1: Concepts and Procedures 17-20 Total Questions -At least 7 CAT items will be DOK 2 or higher		Claim 2: Problem Solving 8-10 Total Questions -At least 2 CAT items will be DOK 3 or higher -80% of Claim 2 & 4 come from Standards below	Claim 4: Modeling and Data Analysis	Claim 3: Communicating Reasoning 8-10 Questions -At least 2 CAT items will be DOK 3 or higher. -80% of Claim 3 comes from standards below.
	Target A (Priority) **4.OA.A –** Use the four operations with whole numbers to solve problems. 4.OA.1, 2, 3	8-9	4.OA.A	4.OA.A	4.OA.3
	Target E (Priority) **4.NBT.B –** Use place value understanding and properties of operations to perform multi-digit arithmetic 4.NBT.4, 5, 6		4.NBT.B		4.NBT.5 4.NBT.6
	Target F (Priority) **4.NF.A –** Extend understanding of fraction equivalence and ordering 4.NF.1, 2		4.NF.A		4.NF.A 4.NF.1 4.NF.2
	Target G (Priority) **4.NF.B –** Build fractions from unit fractions by applying and extending previous under-standings of operations on whole numbers. 4.NF.3, 4	2-3	4.NF.B	4.NF.B	4.NF.3a, b, c 4.NF.4a, b
	Target D (Priority) **4.NBT.A –** Generalize place value understanding for multi-digit whole numbers. 4.NBT.1, 2, 3	1-2			4.NBT.A
	Target H (Priority) **4.NF.C –** Understand decimal notation for fractions, and compare decimal fractions. 4.NF.5, 6, 7	1	4.NF.C		(4.NF.C) 4.NF.7
	Target I (Supporting) **4.MD.A –** Solve problems involving measure-ment and conversion of measurements from a larger unit to a smaller unit. 4.MD.1, 2, 3	2-3	4.MD.A	4.MD.A	
	Target K (Supporting) **4.MD.C –** Geometric measurement: under-stand concepts of angle and measure angles. 4.MD.5, 6, 7		4.MD.C	4.MD.C	
	Target B (Supporting) **4.OA.B –** Gain familiarity with factors and multiples. 4.OA.4	1			
	Target C (Supporting) **4.OA.C –** Generate and analyze patterns. 4.OA.5				
	Target J (Supporting) **4.MD.B –** Represent and interpret data. 4.MD.4			4.MD.B	
	Target L (Supporting) **4.G.A –** Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 4.G.1, 2, 3	1			

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SBAC Target A

SBAC Target B

SBAC Target C

SBAC Target D

4 Grade 4

Grade 4 Standards

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[7]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[8] 4.NBT

Generalize place-value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*

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SBAC Snapshot *High School*

Tulare County Office of Education
Jim Vidak, County Superintendent of Schools

High School SBAC Assessment

Course 1	Course 2	Course 3	Suggested Course	Claim 1: Concepts and Procedures (19-22 Total Questions; -At least 7 CAT items will be DOK 2 or higher)		Claim 2: Problem Solving (8-10 Total Questions; -At least 2 CAT items will be DOK 3 or higher; -80% of Claim 2 & 4 comes from Standards below)	Claim 4: Modeling and Data Analysis	Claim 3: Communicating Reasoning (8-10 Questions; -At least 2 CAT items will be DOK 3 or higher. -80% of Claim 3 comes from standards below.)
			2	***Target A (Supporting)*** ***N-RN.A*** *Extend the properties of exponents to rational exponents* *N-RN.1, 2*	1			N-RN.A
			2	***Target B (Supporting)*** ***N-RN.B*** *Use properties of rational and irrational numbers* *N-RN.3*				N-RN.B N-RN.3
			1	***Target C (Supporting)*** ***N-Q.A*** *Reason quantitatively and use units to solve problems.* *N-Q.1*	1	N-Q.A	N-Q.A	
			2, 3	**Target D (Priority)** **A-SSE.A** Interpret the structure of expressions A-SSE.2	**2**	A-SSE.A		A-SSE.2
			2	**Target E (Priority)** **A-SSE.B** Write expressions in equivalent forms to solve problems. A-SSE.3a,b,c		A-SSE.B	A-SSE.B	
			2, 3	**Target F (Priority)** **A-APR.A** Perform arithmetic operations on polynomials A-APR.1	**1**			A-APR.1
			3					A-APR.B (2-3)
			3					A-APR.C.4
			3					A-APR.D.6
			1, 2, 3	**Target G (Priority)** **A-CED.A** Create equations that describe numbers or relationships. A-CED.1,2	**4-5**	A-CED.A	A-CED.A	
			1, 3	**Target H (Priority)** **A-REI.A** Understand solving equations as a process of reasoning and explain the reasoning. A-REI.2		A-REI.2	A-REI.A	A-REI.A A-REI.1 A-REI.2
			1, 2	**Target I (Priority)** **A-REI.B** Solve equations and inequalities in one variable A-REI.3, 4a,b		A-REI.B	A-REI.B	
			1, 2			A-REI.C (5-9)	A-REI.C (5-9)	A-REI.C (5-9)

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Claims and DOK

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Claim 1, 2, 3, or 4?

- Solve each of the sample SBAC Items.
- Decide which claim you think the item is assessing.
- Share why you chose that claim.

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Item	Claim
A	Claim 4 – Modeling and Data Analysis
B	Claim 1 – Concepts and Procedures
C	Claim 2 – Problem Solving
D	Claim 3 – Communicating Reasoning

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Depth of Knowledge (1997)

Level 1 Recall

- Recall of a fact, information, or procedure.

Level 2 Skill/Concept

- Use information or conceptual knowledge, two or more steps, etc.

Level 3 Strategic Thinking

- Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.

Level 4 Extended Thinking

- Requires an investigation, time to think and process multiple conditions of the problem.

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From presentation in St. Petersburg, Florida, December 6, 2012 by Norman L. Webb: Content Complexity for mathematics and Science Instructional Planning http://facstaff.wcer.wisc.edu/normw/AERA%20Page1.htm

Identifying DOK

Work with your table to identify the level of DOK for each of the assessment items.

Mathematics

Item #	DOK Level
1	2
2	2
3	3
4	1
5	1
6	2
7	1
8	3

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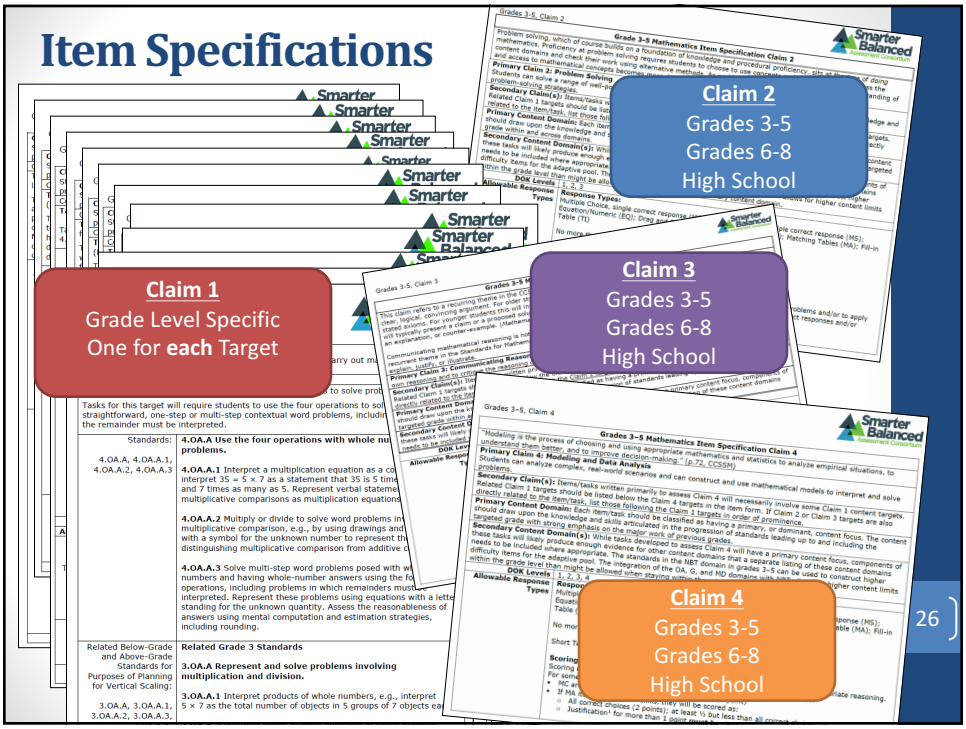
Item Specifications



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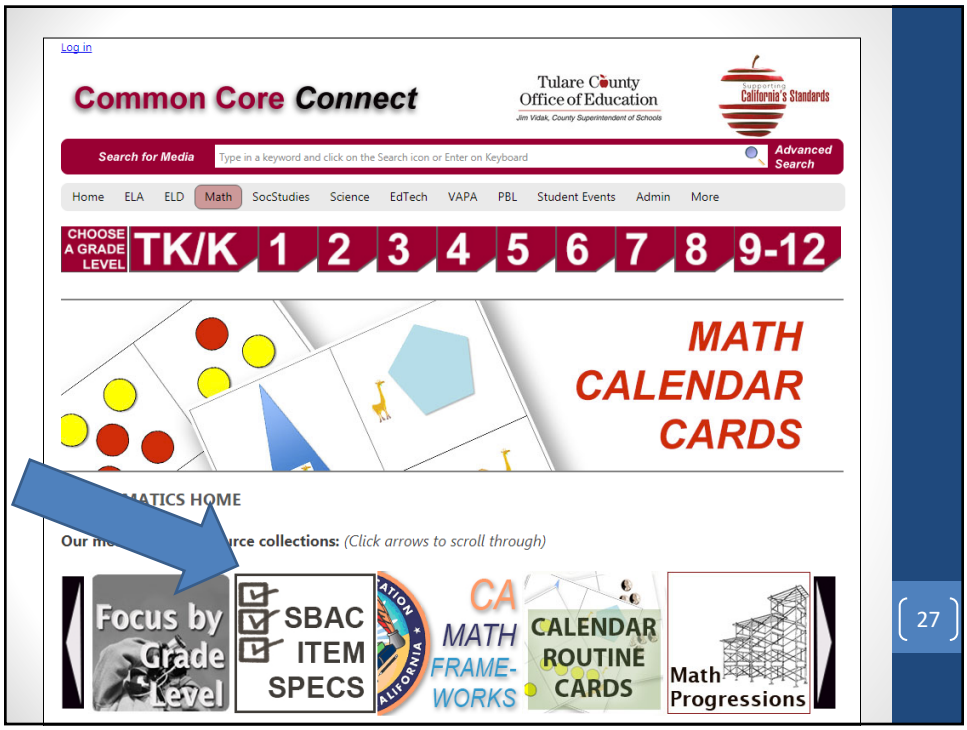
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Home ELA ELD Math SocStudies Science EdTech VAPA PBL Student Events Admin More
CHOOSE A GRADE LEVEL
TK/K 1 2 3 4 5 6 7 8 9-12
MATH CALENDAR CARDS
Focus by Grade Level
SBAC ITEM SPECS
CA MATH FRAME-WORKS
CALENDAR ROUTINE CARDS
Math Progressions

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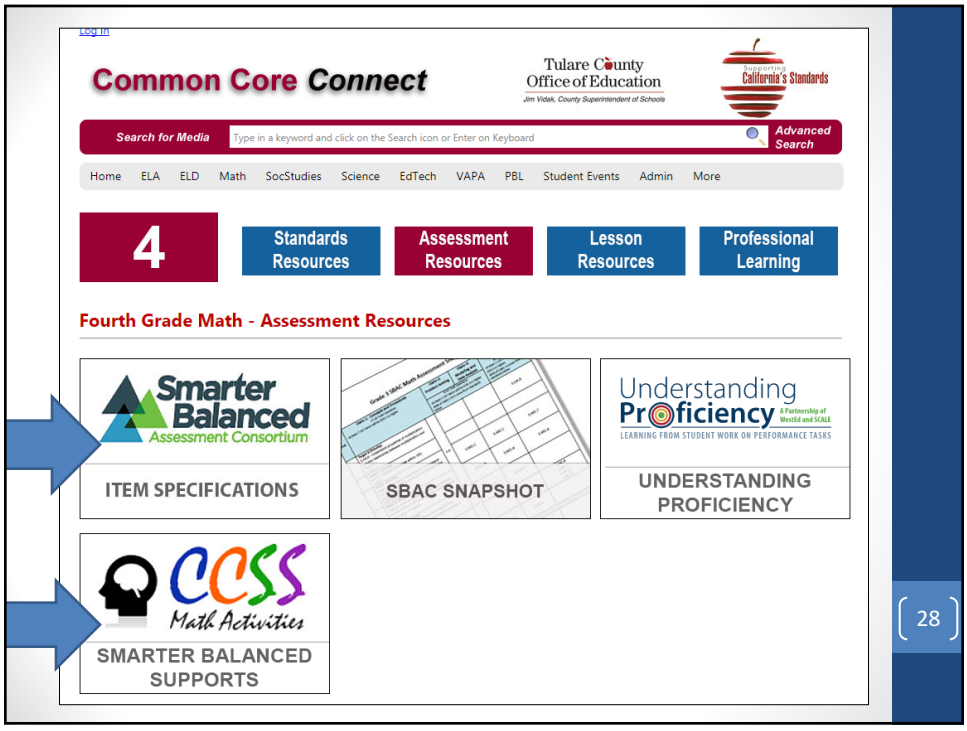
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4
Standards Resources
Assessment Resources
Lesson Resources
Professional Learning
Fourth Grade Math - Assessment Resources
Smarter Balanced Assessment Consortium
ITEM SPECIFICATIONS
SBAC SNAPSHOT
Understanding Proficiency
LEARNING FROM STUDENT WORK ON PERFORMANCE TASKS
UNDERSTANDING PROFICIENCY
CCSS Math Activities
SMARTER BALANCED SUPPORTS

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SBAC Item Specifications

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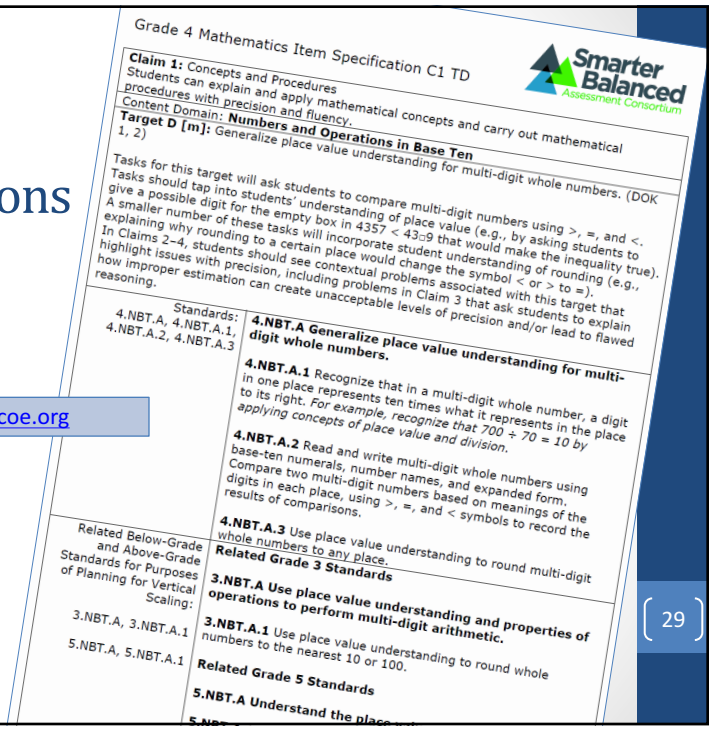

Grade 4 Mathematics Item Specification C1 TD

Smarter Balanced Assessment Consortium

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Numbers and Operations in Base Ten**

Target D [m]: Generalize place value understanding for multi-digit whole numbers. (DOK 1, 2)

Tasks for this target will ask students to compare multi-digit numbers using >, =, and <. Tasks should tap into students' understanding of place value (e.g., by asking students to give a possible digit for the empty box in 4357 < 43□9 that would make the inequality true). A smaller number of these tasks will incorporate student understanding of rounding (e.g., explaining why rounding to a certain place would change the symbol < or > to =). In Claims 2–4, students should see contextual problems associated with this target that highlight issues with precision, including problems in Claim 3 that ask students to explain how improper estimation can create unacceptable levels of precision and/or lead to flawed reasoning.

Standards: 4.NBT.A, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3	**4.NBT.A Generalize place value understanding for multi-digit whole numbers.** **4.NBT.A.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **4.NBT.A.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **4.NBT.A.3** Use place value understanding to round multi-digit whole numbers to any place.
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 3.NBT.A, 3.NBT.A.1 5.NBT.A, 5.NBT.A.1	**Related Grade 3 Standards** **3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.** **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **Related Grade 5 Standards** **5.NBT.A Understand the place**

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Achievement Level Descriptors

Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target A: Use the four operations with whole numbers to solve problems.	**Level 1** Students should be able to use the four operations (add, subtract, multiply, and divide) to solve one-step problems involving equal groups and arrays.
	Level 2 Students should be able to use the four operations to solve one-step problems involving an unknown number. They should be able to realize that it is appropriate to multiply or divide in order to solve familiar multiplicative comparison problems.
	Level 3 Students should be able to use the four operations (add, subtract, multiply, and divide) to solve one-step problems involving equal groups and arrays, including problems where the remainder must be interpreted. They should be able to find an unknown number and represent problems using equations with a symbol representing the unknown quantity.
	Level 4 Students should be able to assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

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Evidence Required

Evidence Required:	1. The student solves contextual problems involving multiplicative comparisons, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 2. The student solves straightforward, contextual problems using the four operations.

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How can the Item Specifications support you in planning instruction?

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SBAC Performance Task

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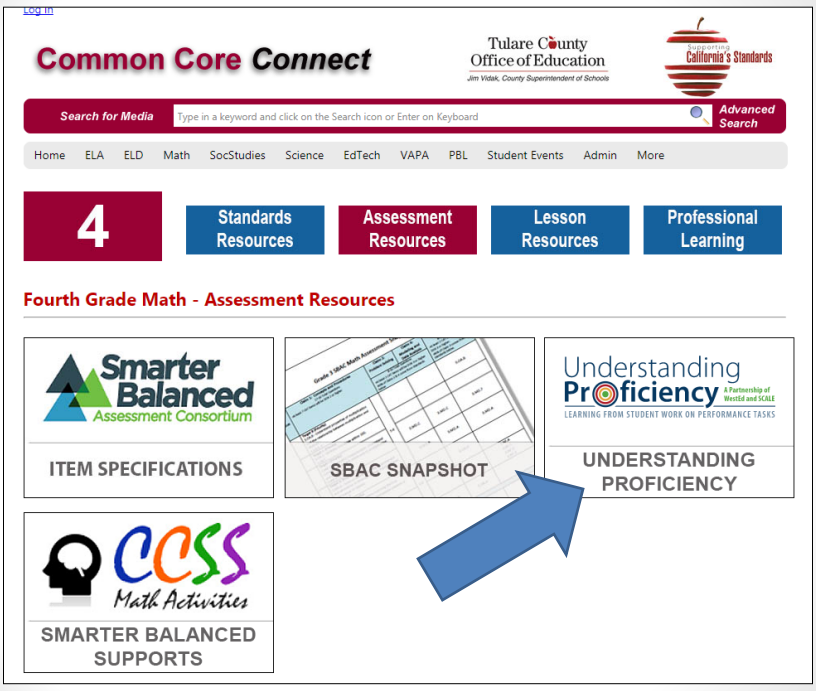

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Understanding Proficiency
A Partnership of WestEd and SCALE
LEARNING FROM STUDENT WORK ON PERFORMANCE TASKS

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Math

Understanding Proficiency provides resources that guide educators in analyzing student work on performance tasks in order to develop a deeper understanding of the Common Core State Standards in mathematics.

What you'll find:

- Examples of student responses to Smarter Balanced mathematics performance tasks* — administered, scored and annotated by teachers — for all score levels and for all tested grades (grades 3–8 and high school)
- Case studies that provide analysis of individual students' work across all of the questions in the performance tasks, including samples from English learners (EL)
- Professional development activities to support educators in leveraging these resources for their own learning

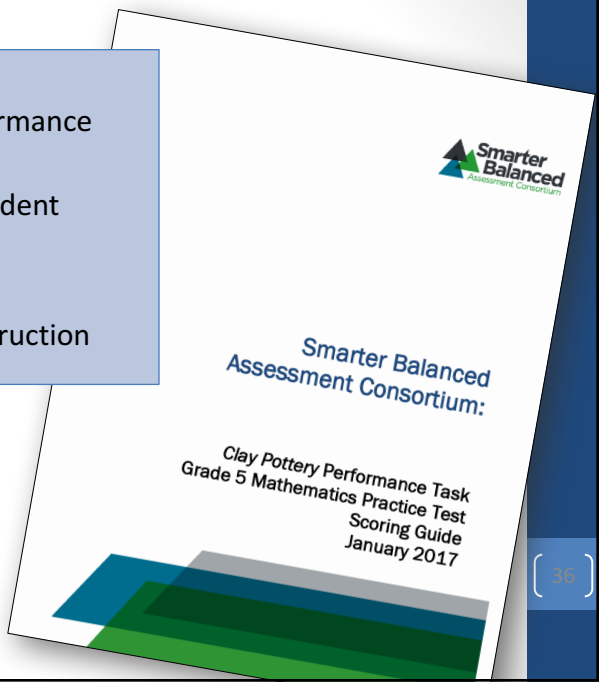
*All mathematics performance tasks come from the Smarter Balanced Practice Test released in February 2017.

Select a grade level
to explore grade-specific resources

GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | HIGH SCHOOL

Understand the…

- Structure of a Performance Task
- Expectations for Student Understanding
- Scoring Criteria
- Implications for Instruction



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Grade 5 Mathematics
Clay Pottery Performance Task

Clay Pottery

Lizzie and Zela are interested in making pottery. The following chart shows how much clay is needed to make different projects.

Project	Pounds of Clay Needed
 Small Plate	$2\frac{1}{2}$
 Small Bowl	$1\frac{1}{2}$
 Large Bowl	$3\frac{1}{4}$
 Dinner Plate	$4\frac{1}{2}$
 Mug	$\frac{3}{4}$

Independently Do the Task

Smarter Balanced Assessment Consortium

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Scoring the Task

Using the packet on your table:

- Review the Rubric for each Item
- Review the Sample Responses for each Item

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Reflect on the Process

- What was difficult about the task?
- What did you notice about your own responses to the items?
- What will you take away from this experience? Did you have any "aha" moments?

What implications does this have for instruction?

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A Balanced Assessment System

With online assessments that measure students' progress toward college and career readiness, Smarter Balanced gives educators information and tools **to improve teaching and learning.**

Smarter Balanced Assessment Consortium

DIGITAL LIBRARY
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SBAC Interim Assessments

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Caaspp.org

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ICAs vs. IABs

ICA - Interim Comprehensive Assessment

- Mirrors the Summative
- Takes 3 – 4 hours
- Includes Performance Task
- Requires hand scoring
- Provides overall and claim scores

IAB – Interim Assessment Block

- Focuses on Specific topics
- 4 – 18 items
- May require hand scoring
- Provides scores “Above Standard”, “Near Standard” or “Below Standard”

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Smarter Balanced

Mathematics Interim Assessment Blocks
2017-18 Blueprint
V.07.12.2017

Mathematics Interim Assessment Blocks

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Number and Operations – Fractions	Number and Operations – Fractions	Number and Operations – Fractions
Measurement and Data	Measurement and Data	Measurement and Data
Number and Operations in Base Ten	Number and Operations in Base Ten	Number and Operations in Base Ten
Geometry*	Geometry	Geometry
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	Ratio and Proportional Relationships	Expressions & Equations I
The Number System	The Number System	Expressions & Equations II (with Prob/Stat)
Expressions and Equations	Expressions and Equations	The Number System*
Geometry	Geometry	Functions
Statistics and Probability	Statistics and Probability	Geometry
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

High School	
Algebra and Functions I - Linear Functions, Equations, and Inequalities	Geometry Congruence*
Algebra and Functions II - Quadratic Functions, Equations, and Inequalities	Geometry Measurement and Modeling*
Geometry and Right Triangle Trigonometry	Interpreting Functions*
Statistics and Probability	Number and Quantity*
Seeing Structure in Expressions/Polynomial Expressions*	Mathematics Performance Task

* IAB is new for 2017–18

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New Interim Reports

What's New

The new Interim Assessment Reporting System allows users to

- create and manage student groups,
- view aggregate results by student group,
- compare test results by student group,
- use advanced filtering options,
- view student responses to test items,
- view detailed item information,
- view test-item results within a group, and
- access links to related Digital Library resources.

In addition to the features just listed, interim assessment results are now generally available within 20 minutes after all scoring, including hand scoring, has been completed.

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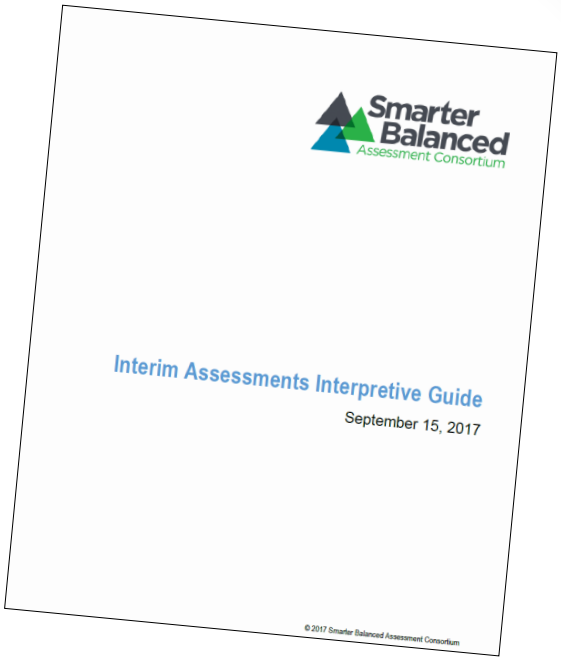
http://www.caaspp.org/rsc/pdfs/CAASPP.interim-assessment-guide.2017-18.pdf



https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf

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Reflection

What impact will this have on your planning and instruction?

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Outcomes

- Examine SBAC Expectations for Mathematics
  - Claims
  - DOK
  - Performance Task
  - Resources
- Become Familiar with the Interim Assessments
- Understand the Implications for Planning and Instruction

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TCOE Common Core Connect, http://ccss.tcoe.org/