



# **Trenton Public Schools**

## **2021-2022**

# **Statewide Assessment Results**

October 17, 2022



**NJSLA**

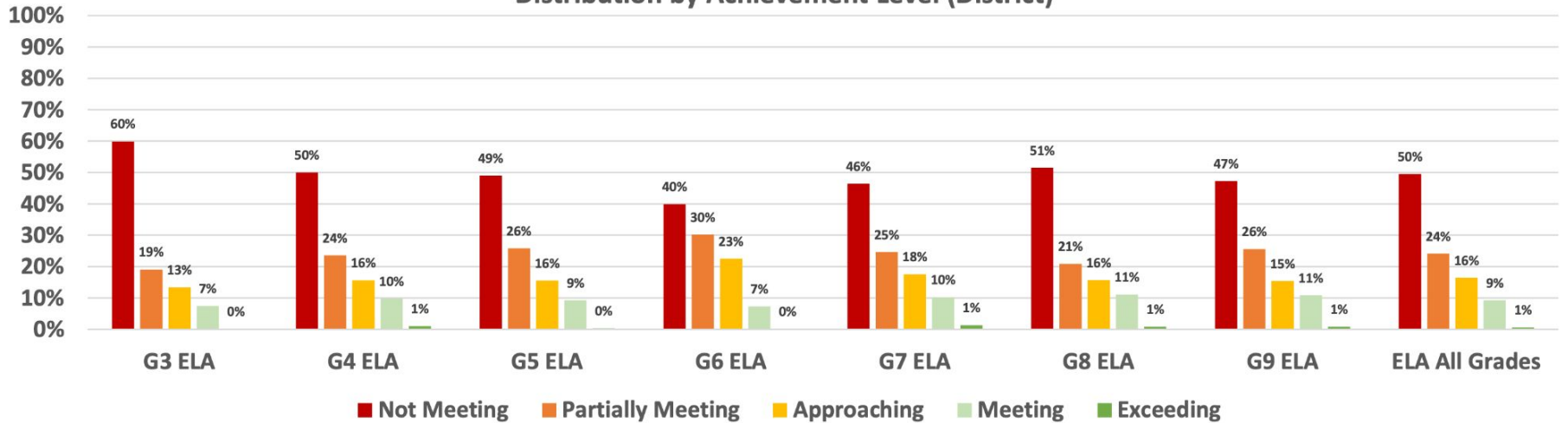


# NJSLA ELA Summary

Grade	Total Tested in District	Achievement Levels									
		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	1,032	60%	20%	19%	16%	13%	22%	7%	36%	0%	6%
4	1,010	50%	14%	24%	14%	16%	22%	10%	35%	1%	14%
5	979	49%	13%	26%	15%	16%	23%	9%	40%	0%	9%
6	839	40%	11%	30%	16%	23%	26%	7%	37%	0%	10%
7	776	46%	12%	25%	13%	18%	21%	10%	31%	1%	21%
8	738	51%	14%	21%	13%	16%	21%	11%	36%	1%	16%
9	708	47%	12%	26%	16%	15%	24%	11%	36%	1%	12%
<b>All Grades</b>	<b>6,082</b>	<b>50%</b>	<b>14%</b>	<b>24%</b>	<b>15%</b>	<b>16%</b>	<b>23%</b>	<b>9%</b>	<b>36%</b>	<b>1%</b>	<b>13%</b>

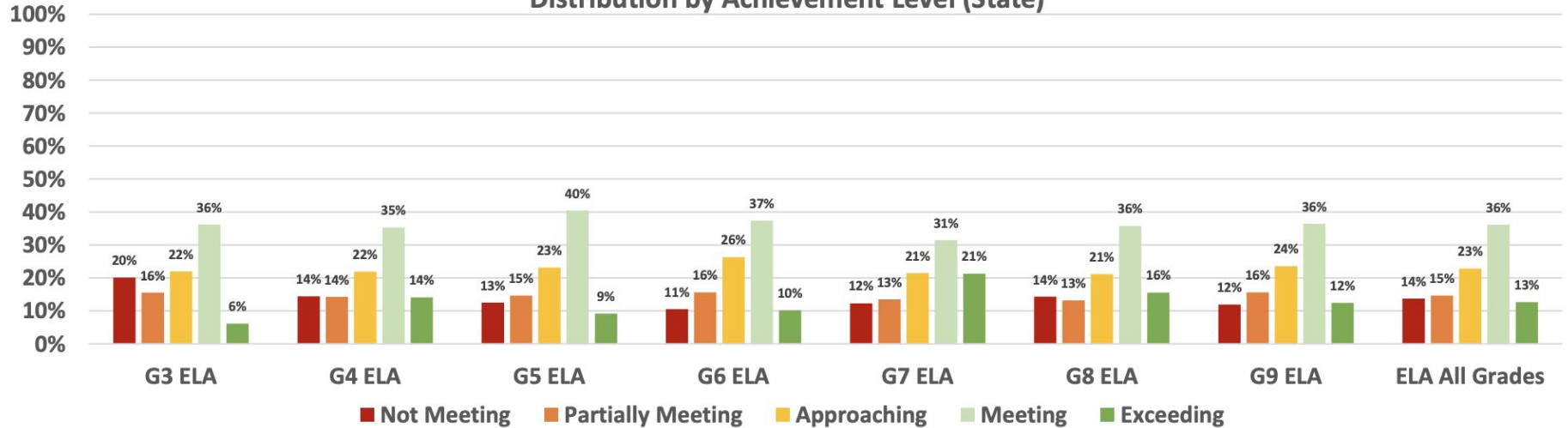
# NJSLS: ELA

Distribution by Achievement Level (District)

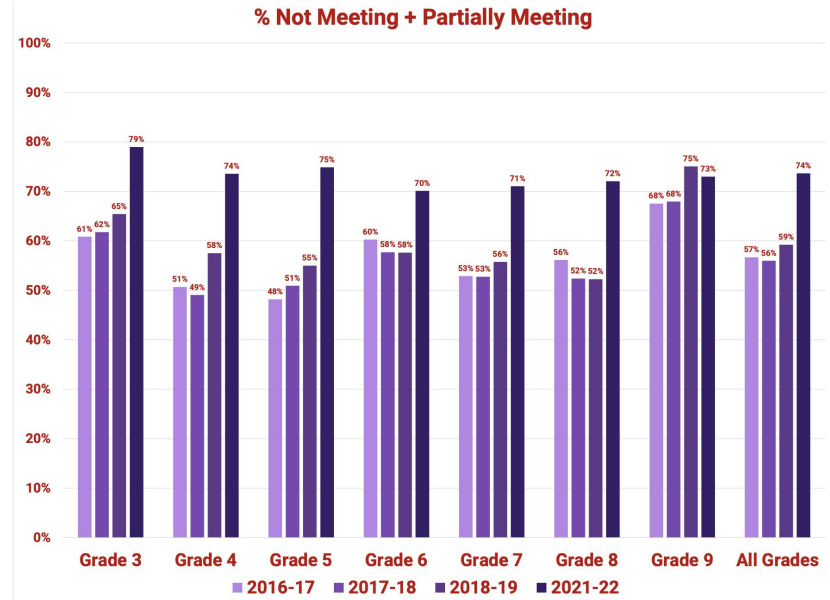
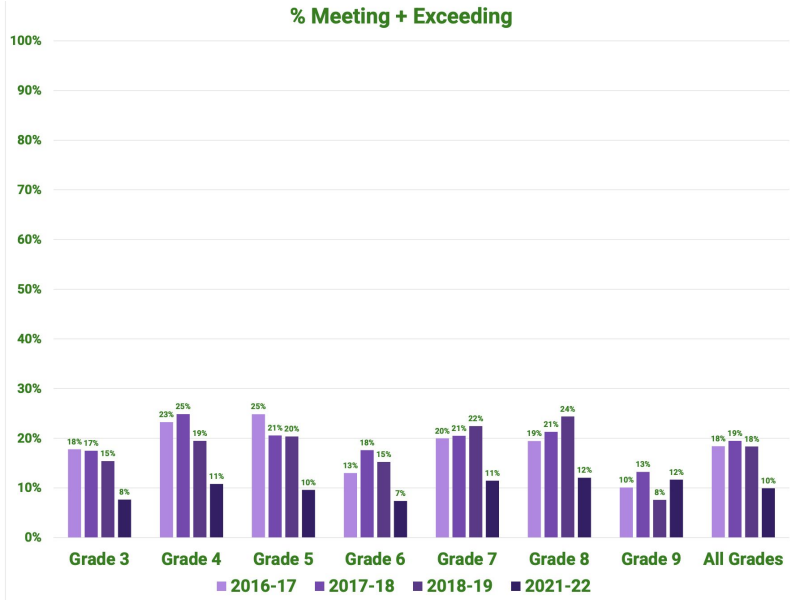


# NJSLA: ELA

Distribution by Achievement Level (State)



# ELA: 4 Year Comparison



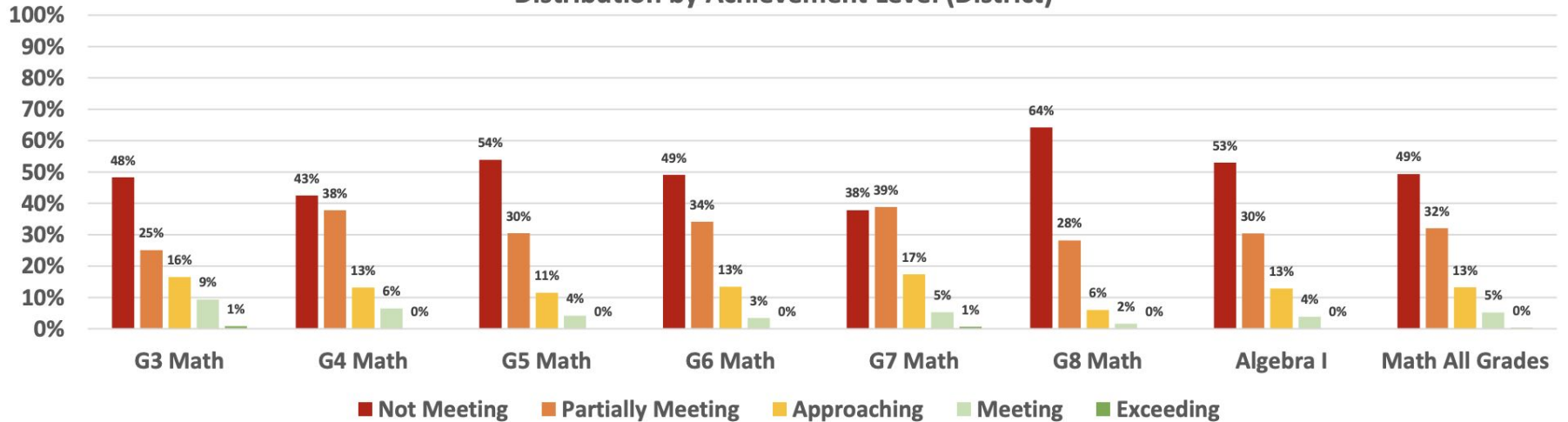


# NJSLA: Math Summary

Grade	Total Tested in District	Achievement Levels									
		Not Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
		District	State	District	State	District	State	District	State	District	State
3	1,073	48%	13%	25%	18%	16%	23%	9%	33%	1%	13%
4	1,037	43%	13%	38%	23%	13%	25%	6%	33%	0%	6%
5	1,010	54%	15%	30%	23%	11%	26%	4%	29%	0%	7%
6	850	49%	15%	34%	25%	13%	28%	3%	26%	0%	5%
7	777	38%	11%	39%	24%	17%	31%	5%	29%	1%	5%
8	668	64%	30%	28%	32%	6%	22%	2%	15%	0%	1%
Algebra I	810	53%	18%	30%	23%	13%	25%	4%	32%	0%	3%
<b>All Grades</b>	<b>6,225</b>	<b>49%</b>	<b>17%</b>	<b>32%</b>	<b>24%</b>	<b>13%</b>	<b>26%</b>	<b>5%</b>	<b>28%</b>	<b>0%</b>	<b>6%</b>

# NJSLA Math

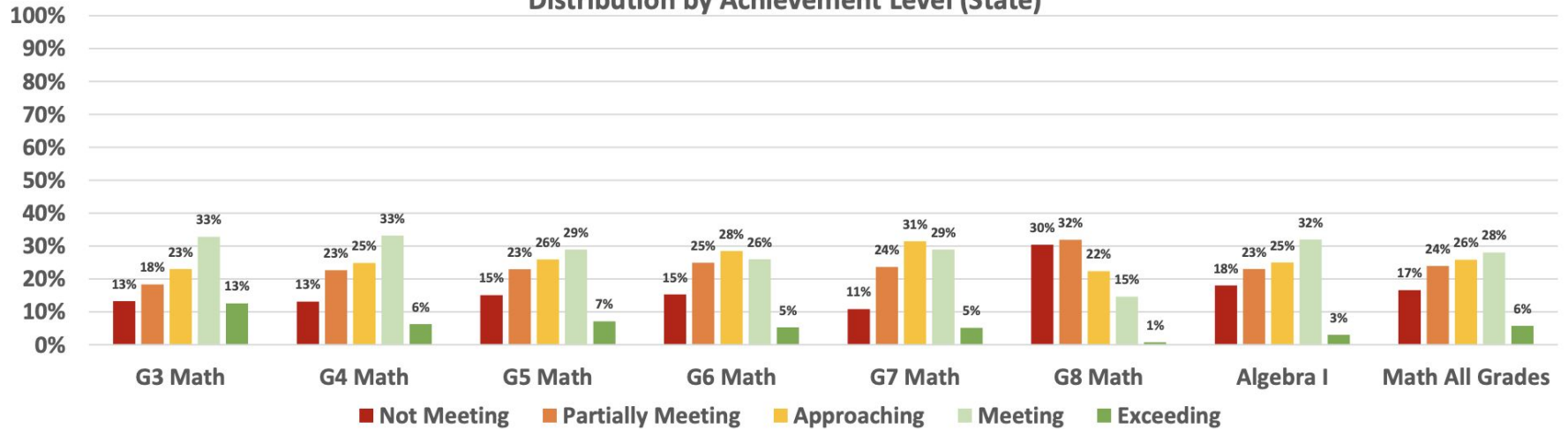
Distribution by Achievement Level (District)



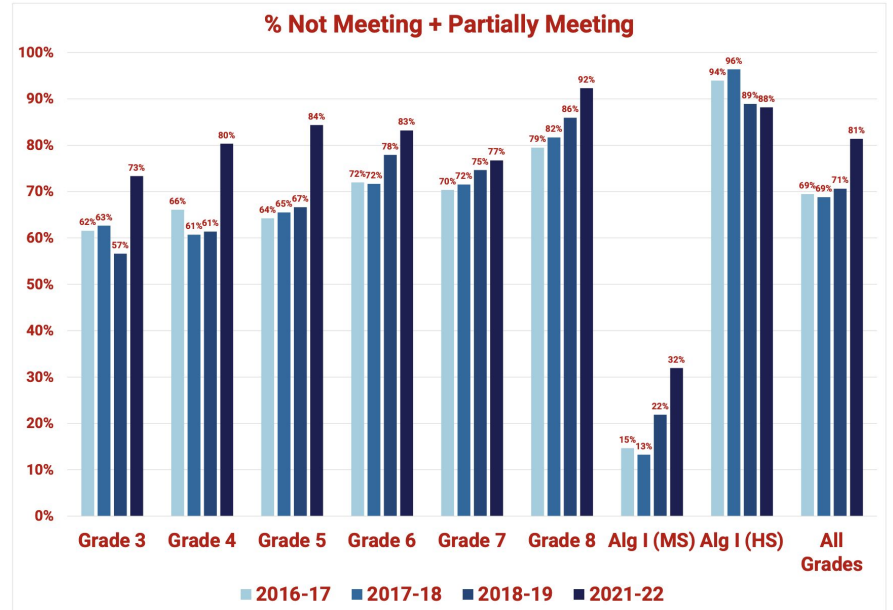
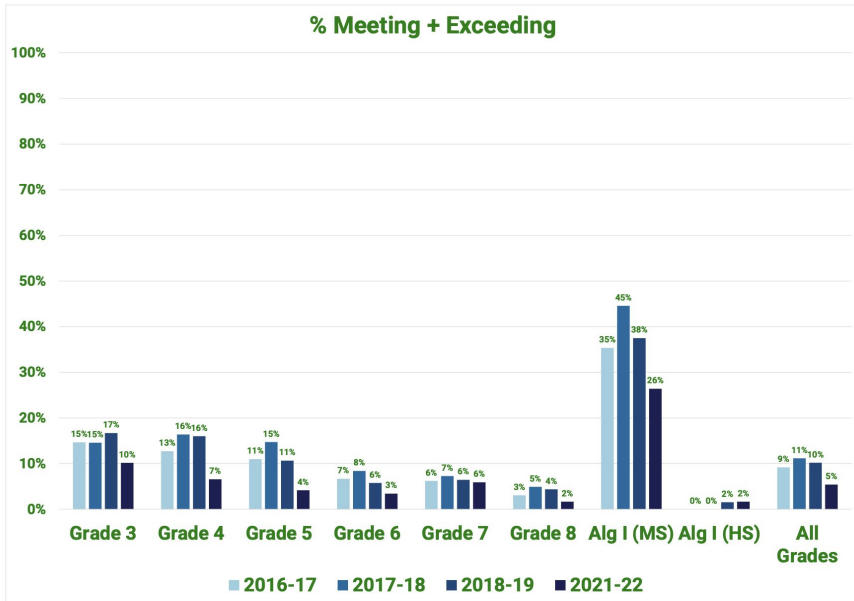


# NJSLA Math

Distribution by Achievement Level (State)



# Math: 4 Year Comparison



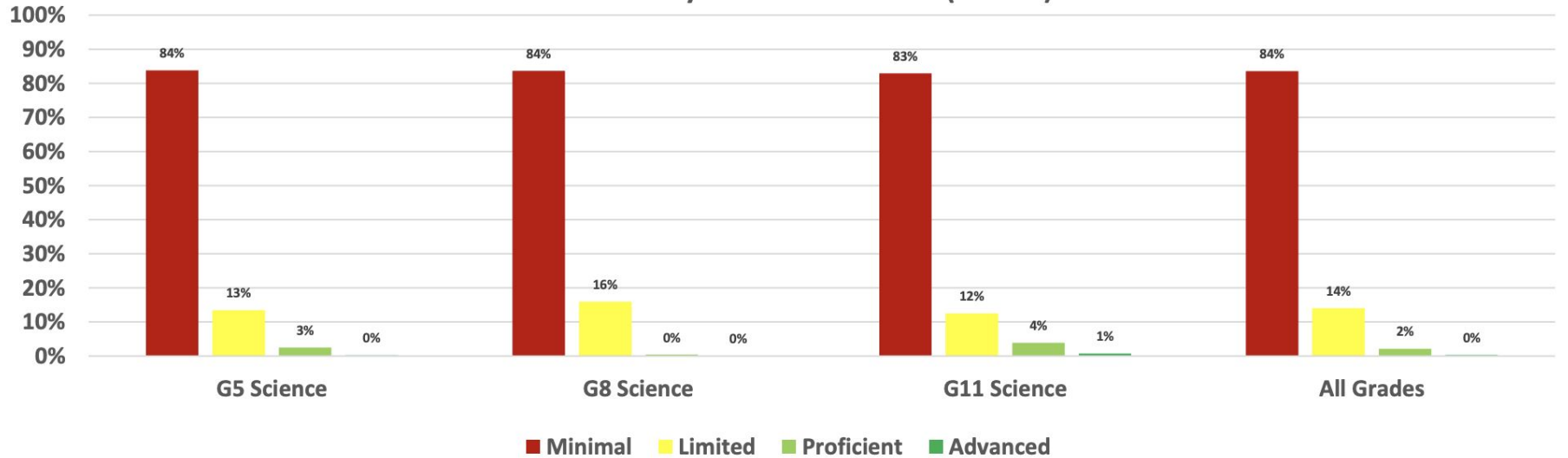


## NJSLA: Science Summary

Grade	Total # students Tested	Achievement Levels							
		Minimal (Level 1)		Limited (Level 2)		Proficient (Level 3)		Advanced (Level 4)	
		District	State	District	State	District	State	District	State
5	996	84%	42%	13%	33%	3%	18%	0%	7%
8	723	84%	41%	16%	43%	0%	12%	0%	4%
11	521	83%	46%	12%	25%	4%	21%	1%	8%
All Grades	2,240	84%	43%	14%	34%	2%	17%	0%	6%

# NJSLA: Science

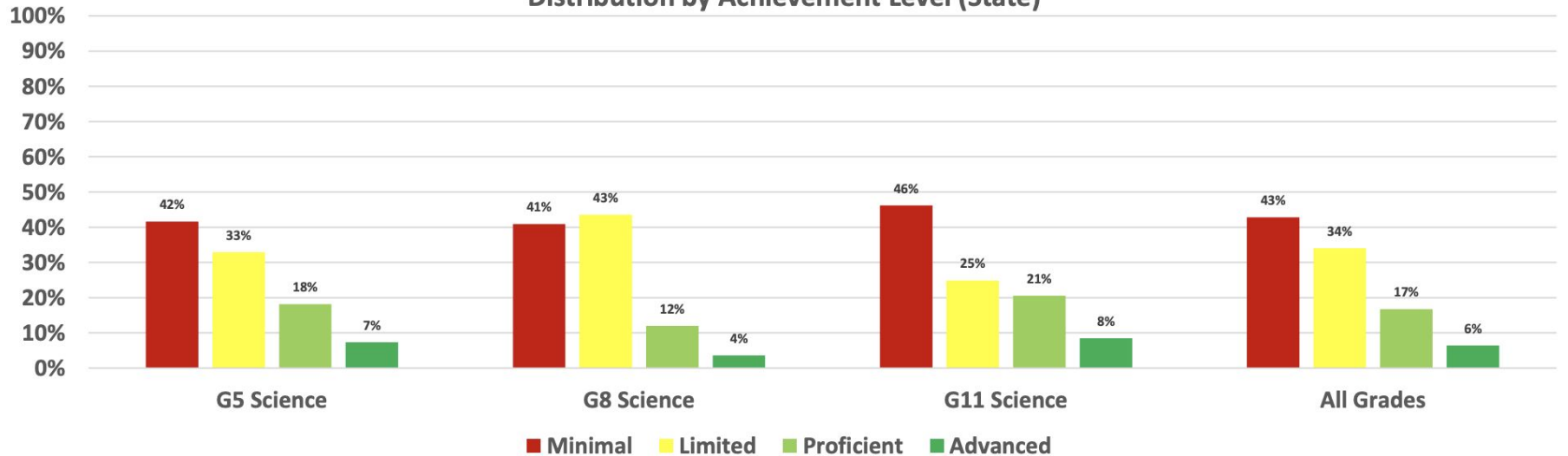
Distribution by Achievement Level (District)





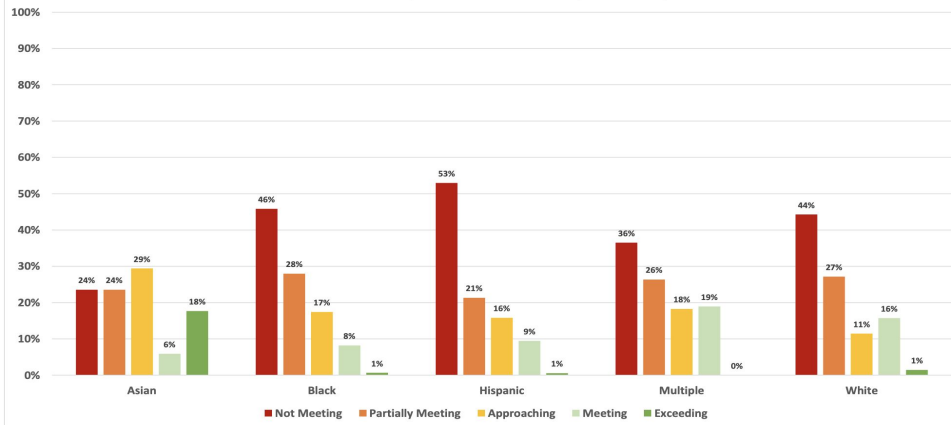
# NJSLA: Science

Distribution by Achievement Level (State)

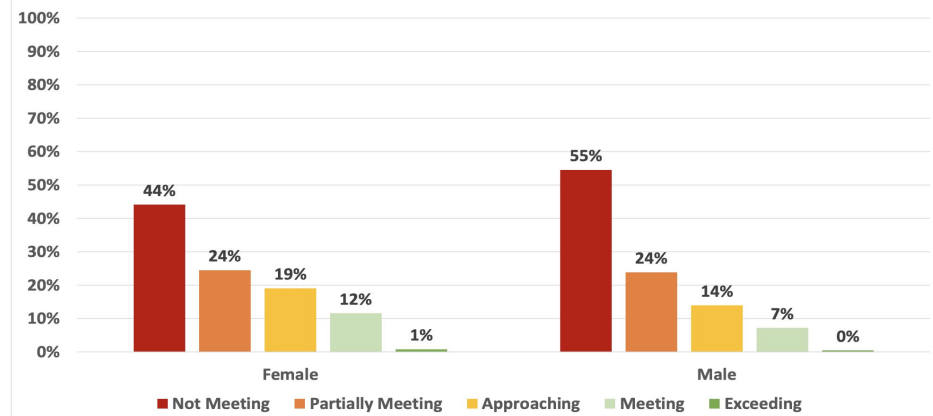


# NJSLA: ELA Student Demographic Data

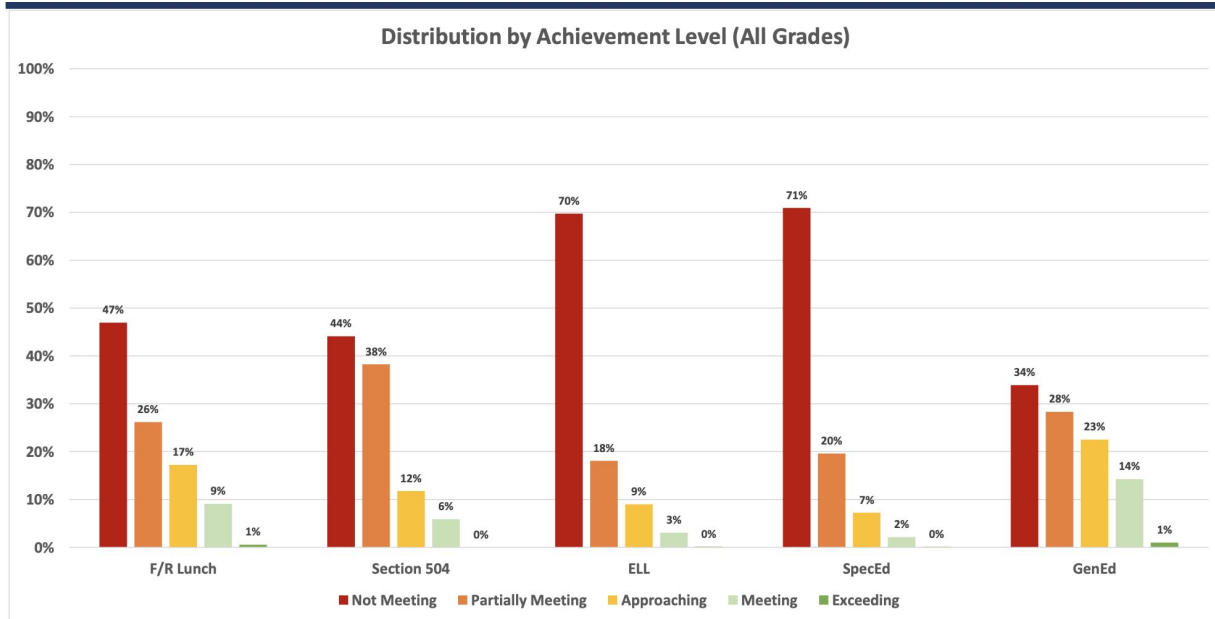
Distribution by Achievement Level (All Grades)



Distribution by Achievement Level (All Grades)

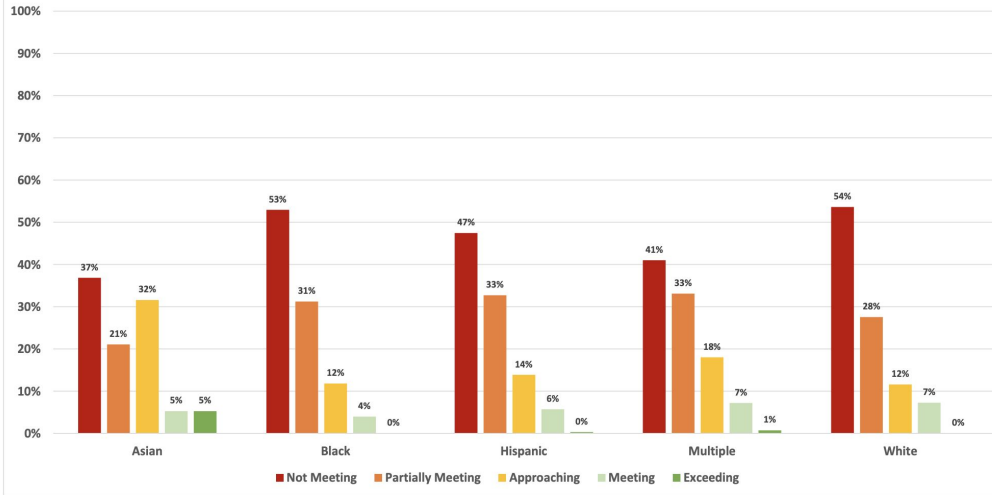


# NJSLA: ELA Student Demographic Data

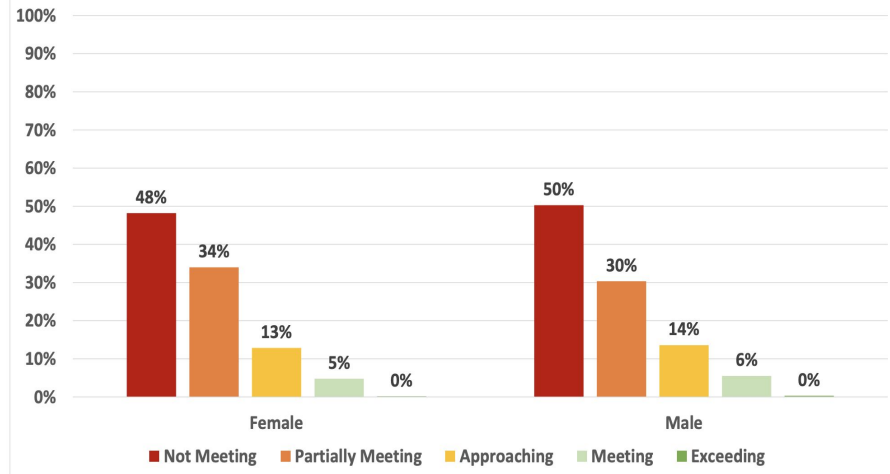


# NJSLA: Math Student Demographic Data

Distribution by Achievement Level (All Grades)

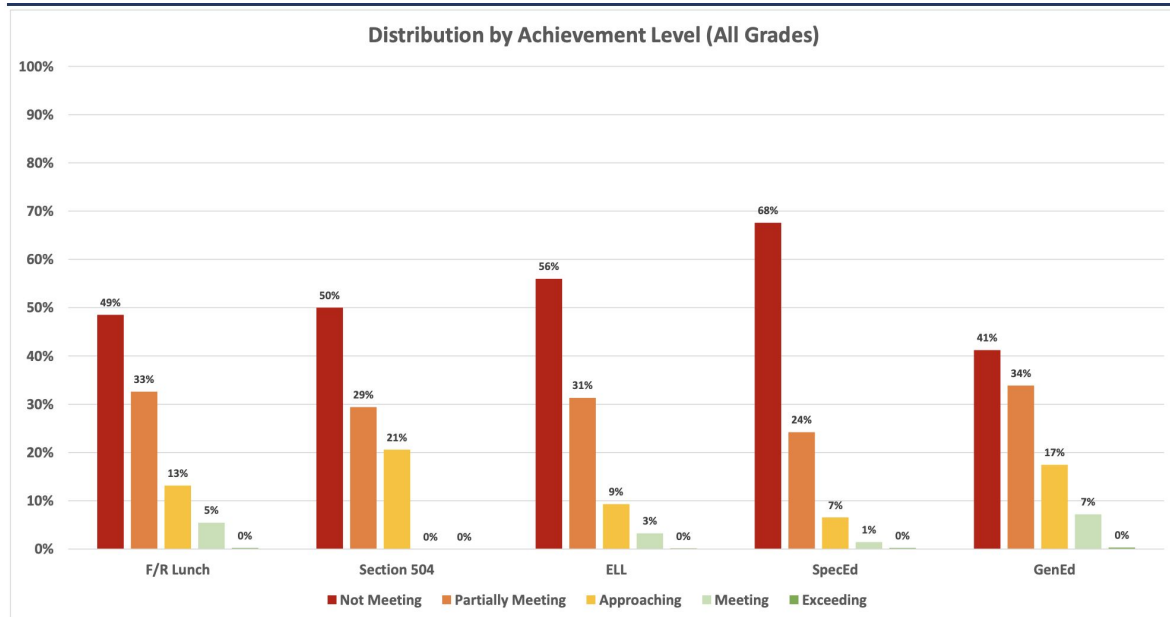


Distribution by Achievement Level (All Grades)





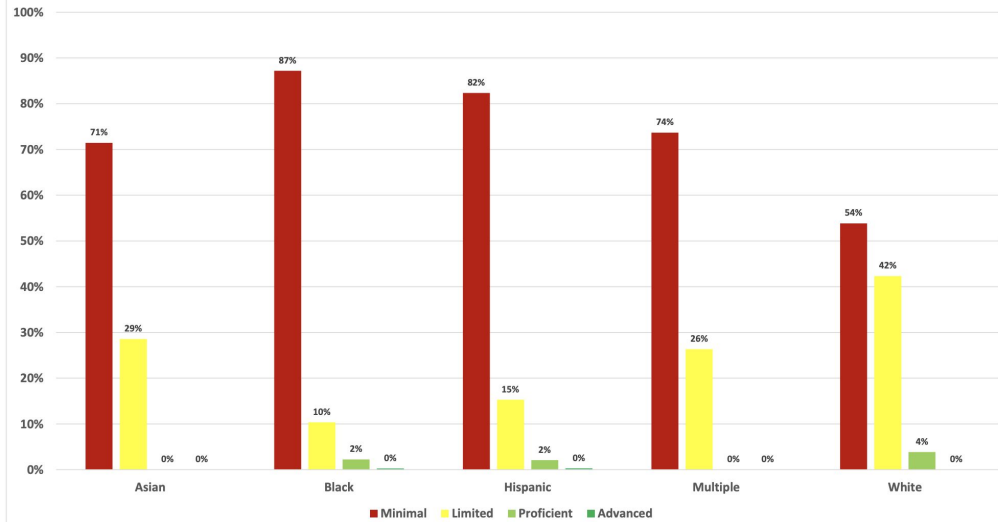
# NJSLA: Math Student Demographic Data



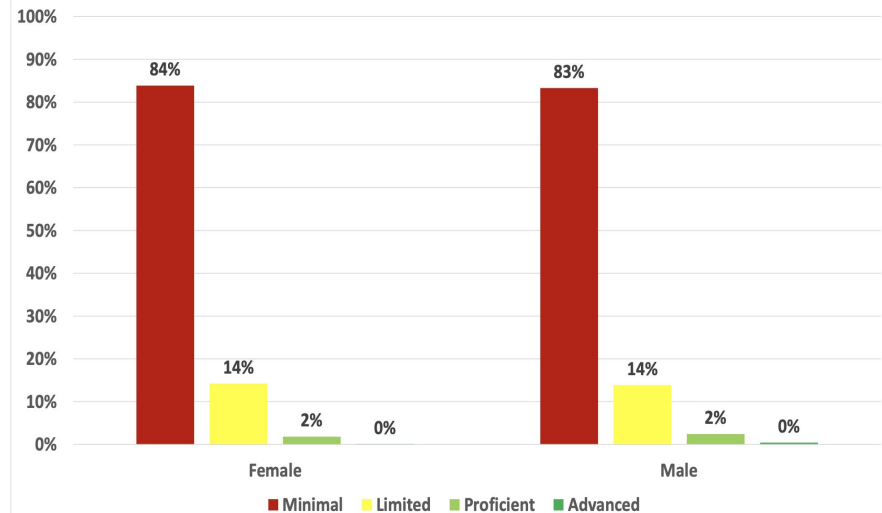


# NJSLA: Science Student Demographic Data

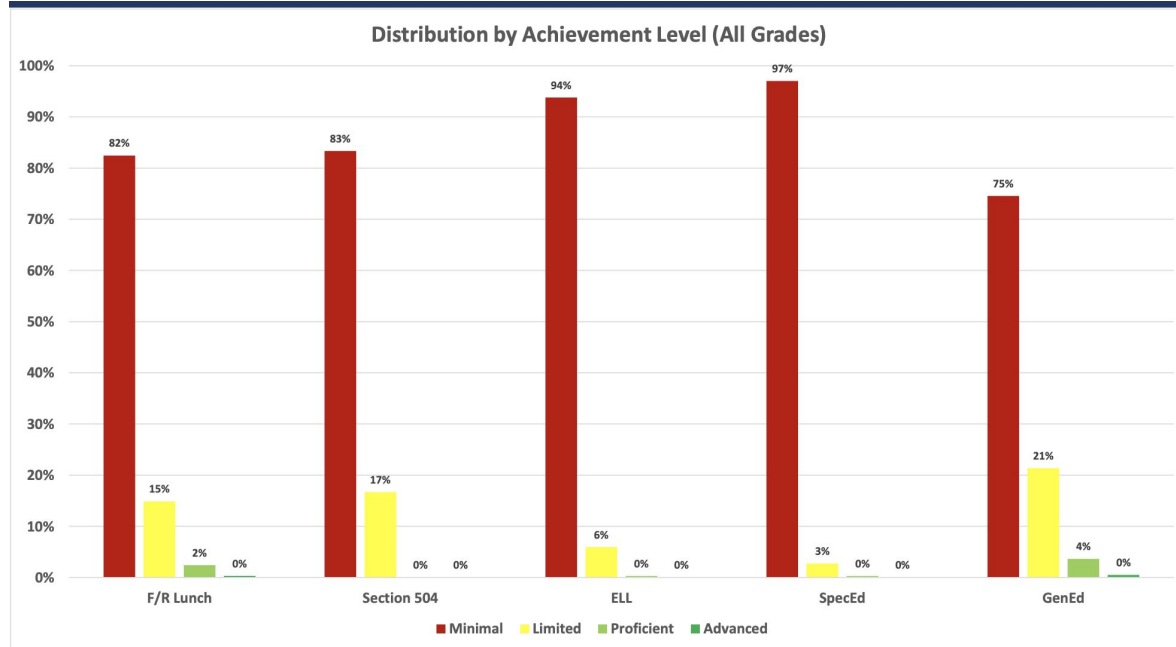
Distribution by Achievement Level (All Grades)



Distribution by Achievement Level (All Grades)




# NJSLA: Science Student Demographic Data






# Intervention & Programs



Grade Level	Intervention/Program	Progress
K-8 ELA	<ul style="list-style-type: none"> <li>• Consistent ELA resource: reading &amp; writing</li> <li>• Consistent approach to instruction: workshop model, intervention/small group lessons</li> <li>• Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li> <li>• Learning Loss program (1-5) - usage of Leveled Literacy Intervention kits - monitoring student progress through data</li> <li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot expansion - all 7-8 schools using pilot reading &amp; writing curriculum, 13 elementary schools (7 K-3, 6 4-6)participating in the pilot program</li> <li>• Regular visitation to the classrooms to ensure workshop approach to instruction</li> <li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li> <li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li> <li>• Review of LinkIt data and analysis</li> <li>• Participation of data analysis discussion to inform instruction</li> <li>• Decisions being made based on data</li> </ul>
9-12 ELA	<ul style="list-style-type: none"> <li>• Audit of current literacy program, resources, instructional delivery and available data</li> <li>• Establishment of consistent expectation &amp; structure</li> <li>• Establishment of consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li> <li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental participation on LinkIt data analysis and discussion</li> <li>• Participation in PLC groups</li> <li>• Regular visitation to the classrooms to ensure workshop approach to instruction</li> <li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li> <li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li> <li>• Review of LinkIt data and analysis</li> <li>• Participation of data analysis discussion to inform instruction</li> <li>• Decisions being made based on data</li> </ul>



Grade Level	Intervention/Program	Progress
K-12 Math	<ul style="list-style-type: none"><li>● K-6 pilot math programs: The Bridges, EnVision, Illustrative</li><li>● Consistent approach to instruction: workshop model, intervention/small group lessons</li><li>● Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li><li>● 7-8 math core resource adoption for the 22-23 SY - EnVision math</li><li>● 9-12 math core resource adoption for the 22-23 SY - ReVeal math</li><li>● Consistent delivery of professional development, purposefully designed to address specific areas of priority</li></ul>	<ul style="list-style-type: none"><li>● Pilot math programs across all K-6 schools</li><li>● Eureka Math support that continues</li><li>● Regular visitation to the classrooms to ensure workshop approach to instruction</li><li>● Check in's with building leaders and teachers to provide feedback to the instructional delivery</li><li>● Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li><li>● Review of LinkIt data and analysis</li><li>● Participation of data analysis discussion to inform instruction</li><li>● Decisions being made based on data</li></ul>



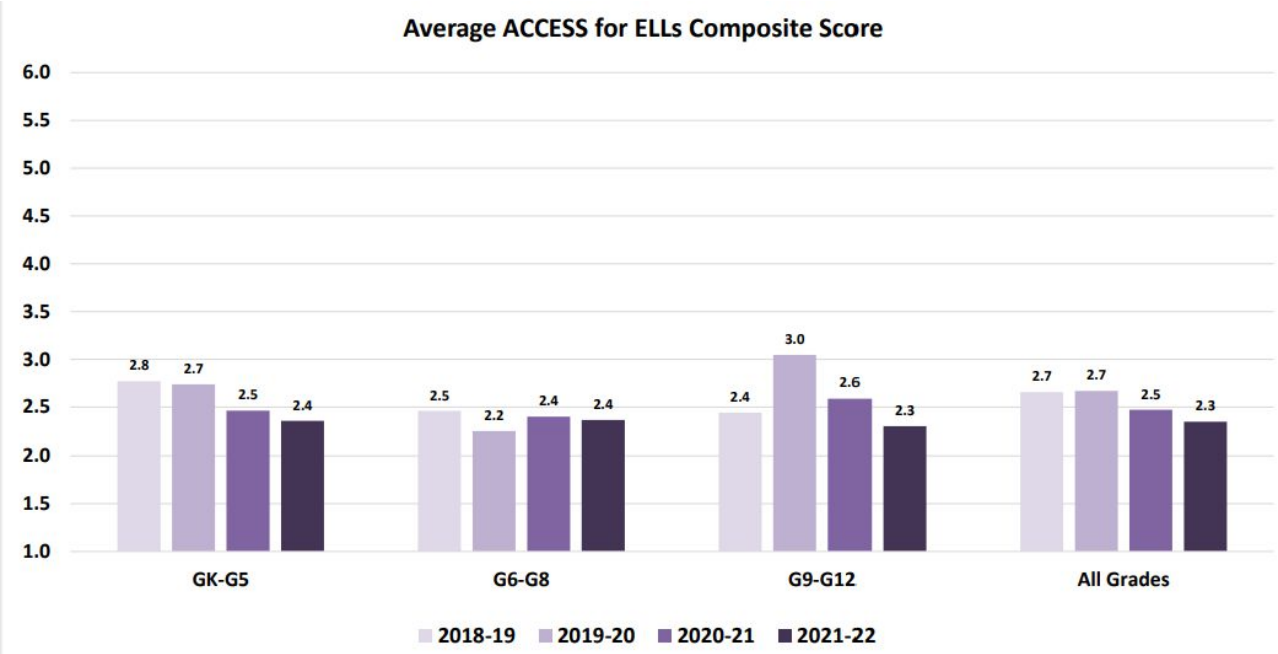
Grade Level	Intervention/Program	Progress
K-6 Science	<ul style="list-style-type: none"> <li>● Audit of core and supplemental resources with the goal of establishing a consistent resource across the grade levels</li> <li>● Audit of current expectation of Science instruction &amp; structures that support instructional time</li> <li>● Establishment of consistent approach to instruction with the focus on phenomenon-driven instruction</li> <li>● Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li> <li>● Consistent delivery of professional development, purposefully designed to address specific areas of priority</li> </ul>	<ul style="list-style-type: none"> <li>● Core group of teachers reviewing potential pilot instructional resource with the supervisor</li> <li>● Regular visitation to the classrooms to ensure workshop approach to instruction</li> <li>● Check in's with building leaders and teachers to provide feedback to the instructional delivery</li> <li>● Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li> <li>● Review of LinkIt data and analysis</li> <li>● Participation of data analysis discussion to inform instruction</li> <li>● Decisions being made based on data</li> </ul>



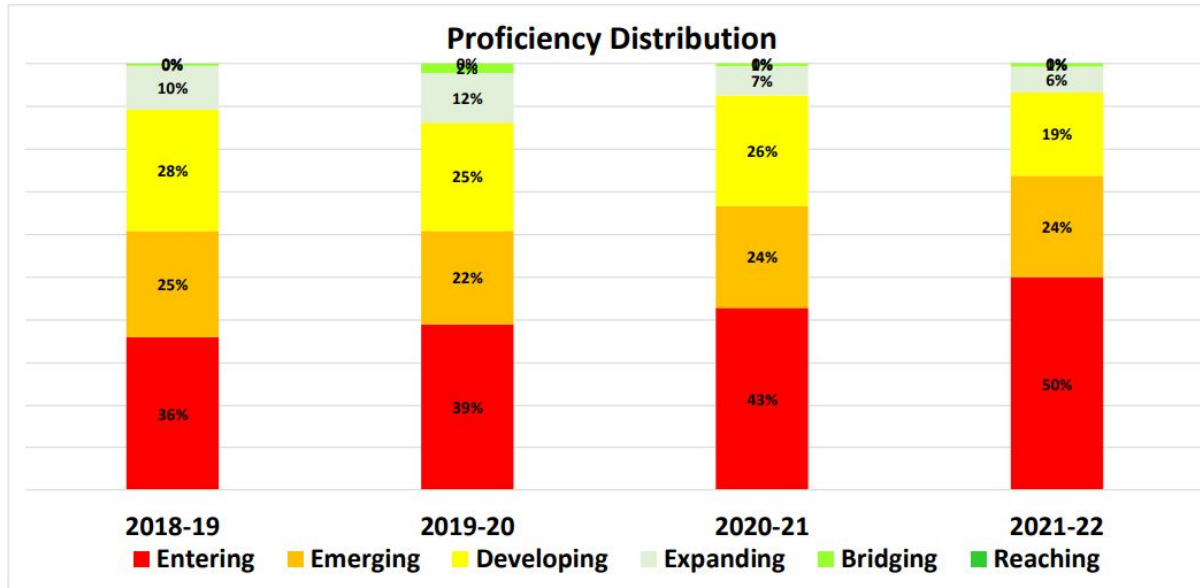
# **ACCESS for ELLs 4 Year Analysis**



# ACCESS for ELLs Composite Score (All Grades)



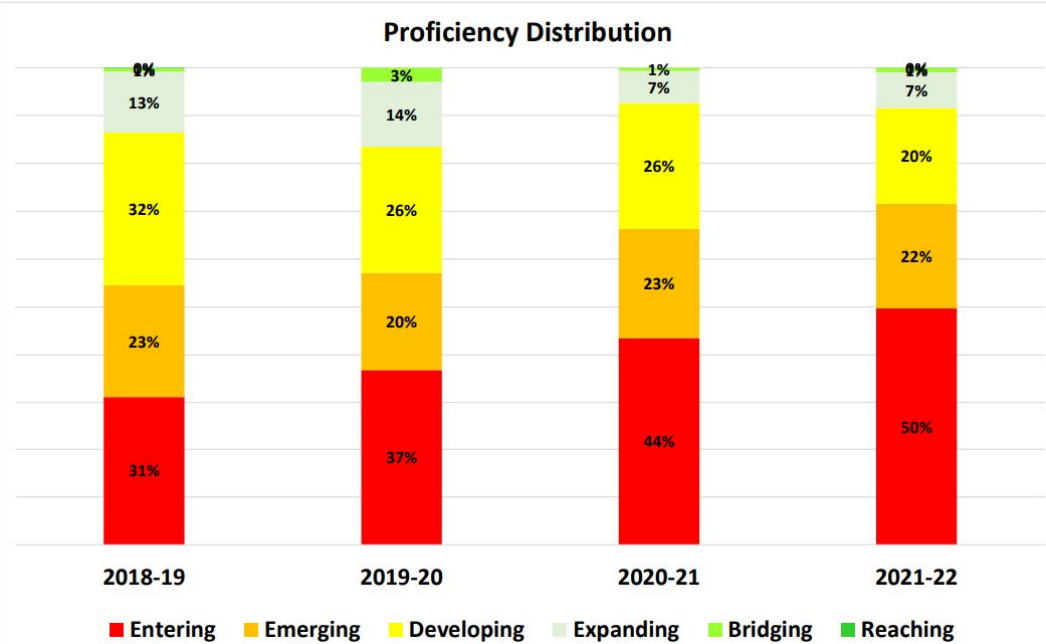
# ACCESS for ELLs Composite Score (All Grades)



Entering	Emerging	Developing	Expanding	Bridging	Reaching
1.0 - 1.9	2.0 - 2.9	3.0 - 3.9	4.0 - 4.9	5.0 - 5.9	6.0

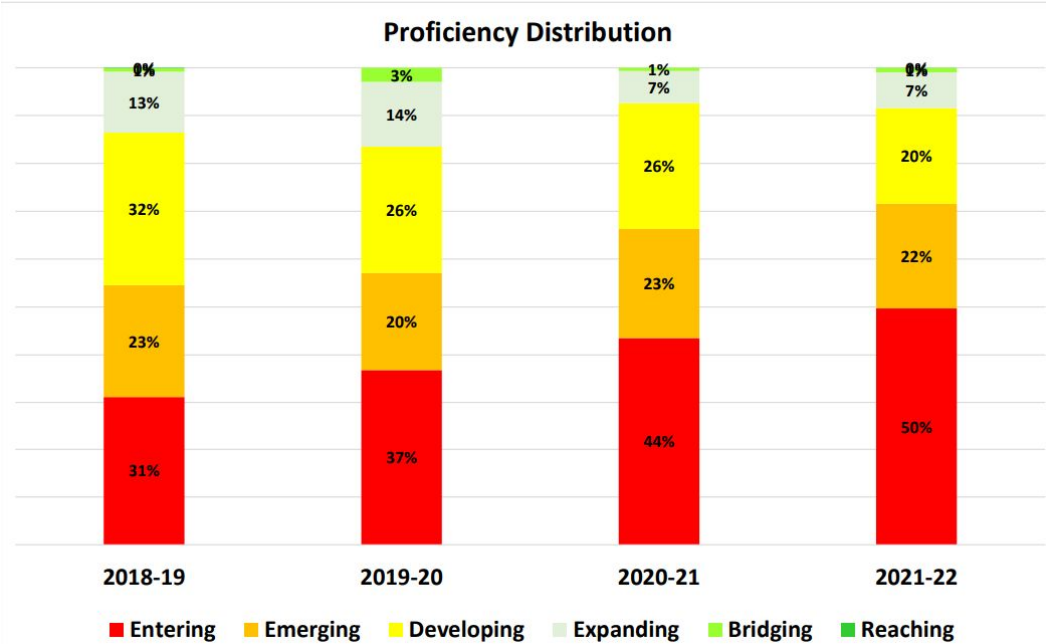


# ACCESS for ELLs Composite Score K-5

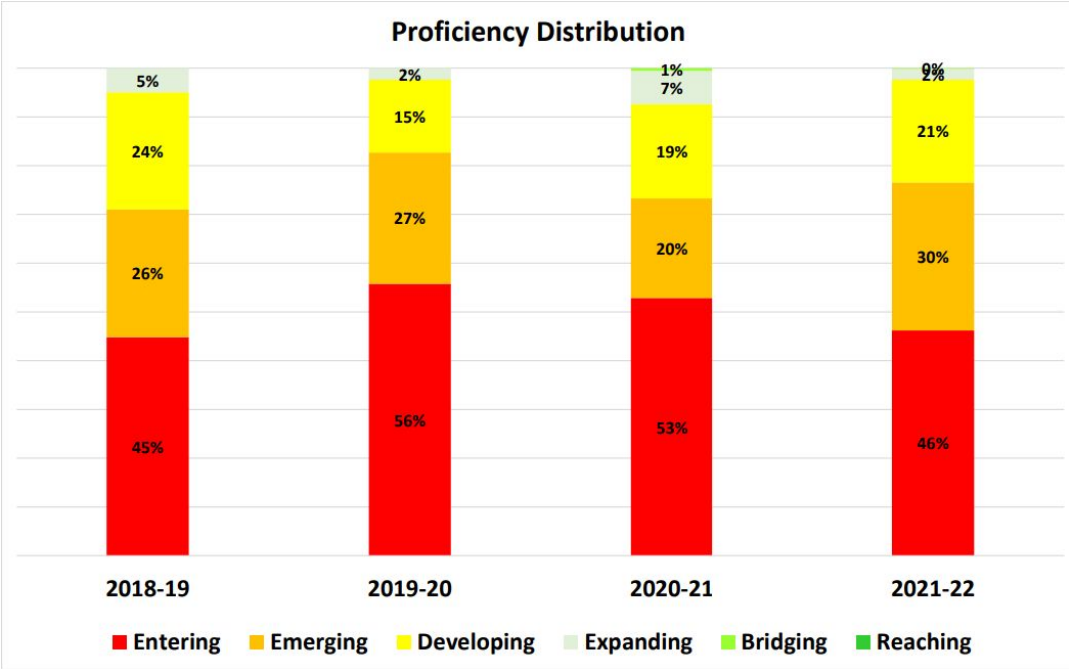




# ACCESS for ELLs Composite Score K-5

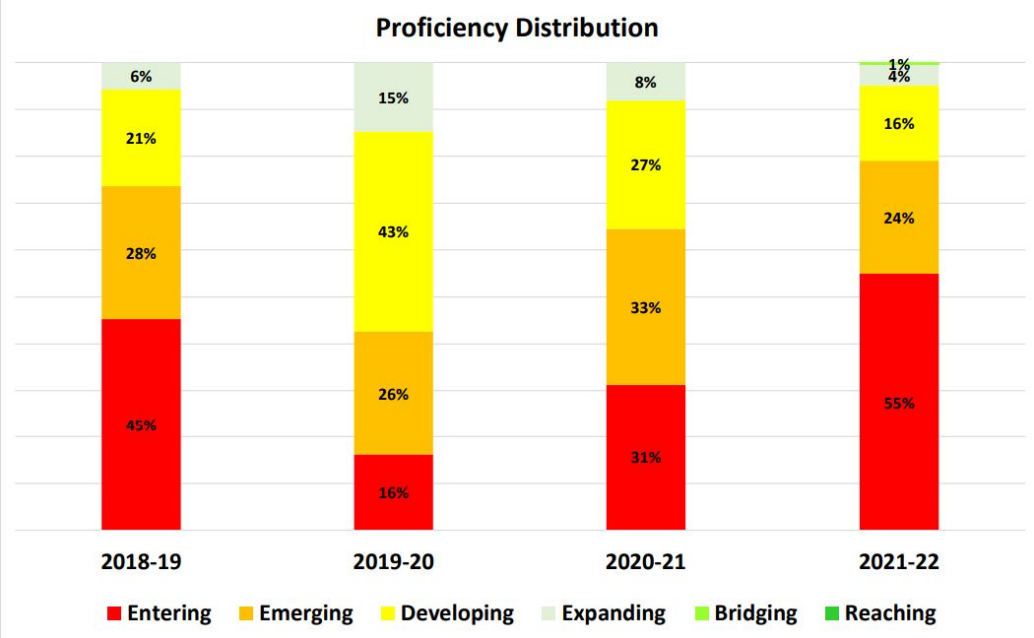


# ACCESS for ELLs Composite Score 6-8





# ACCESS for ELLs Composite Score (9-12)

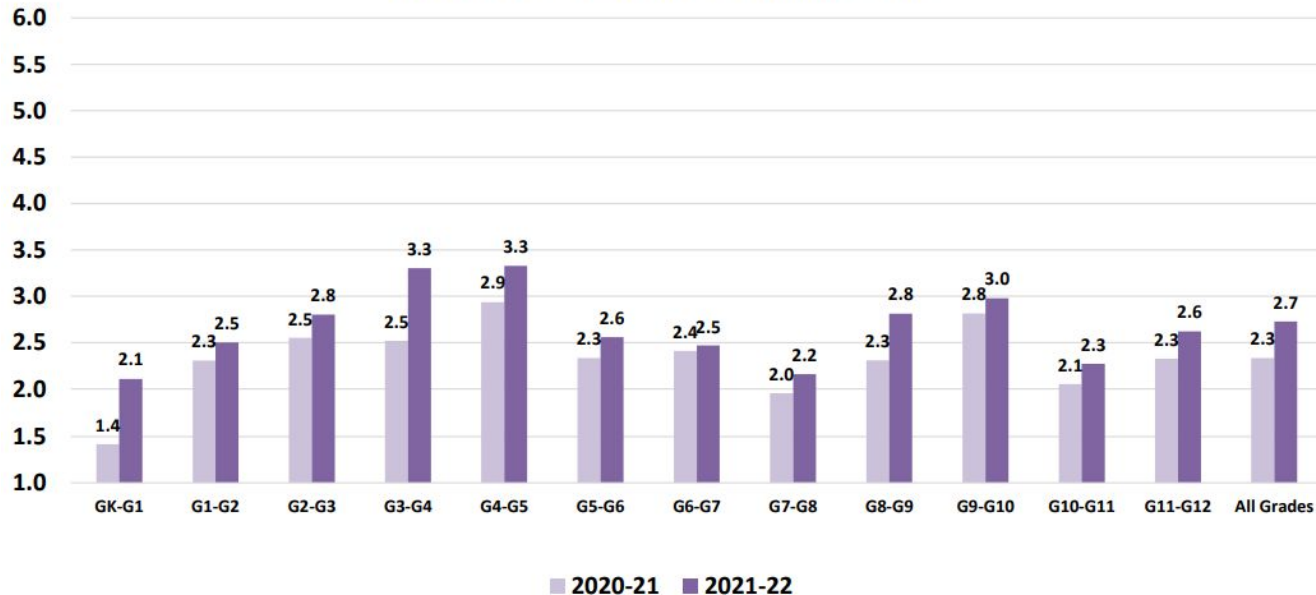




**ACCESS for ELLs  
2 Year Analysis  
2020-21 to 2021-22**

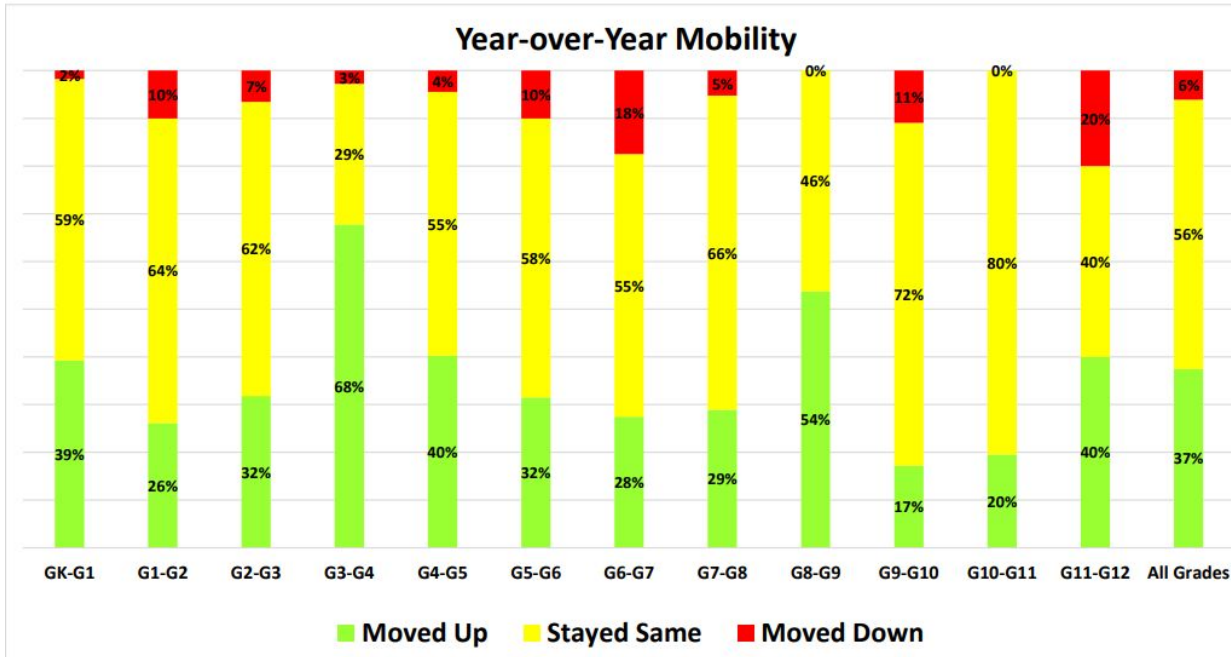
# ACCESS for ELLs (All Grades)

Average ACCESS for ELLs Composite Score

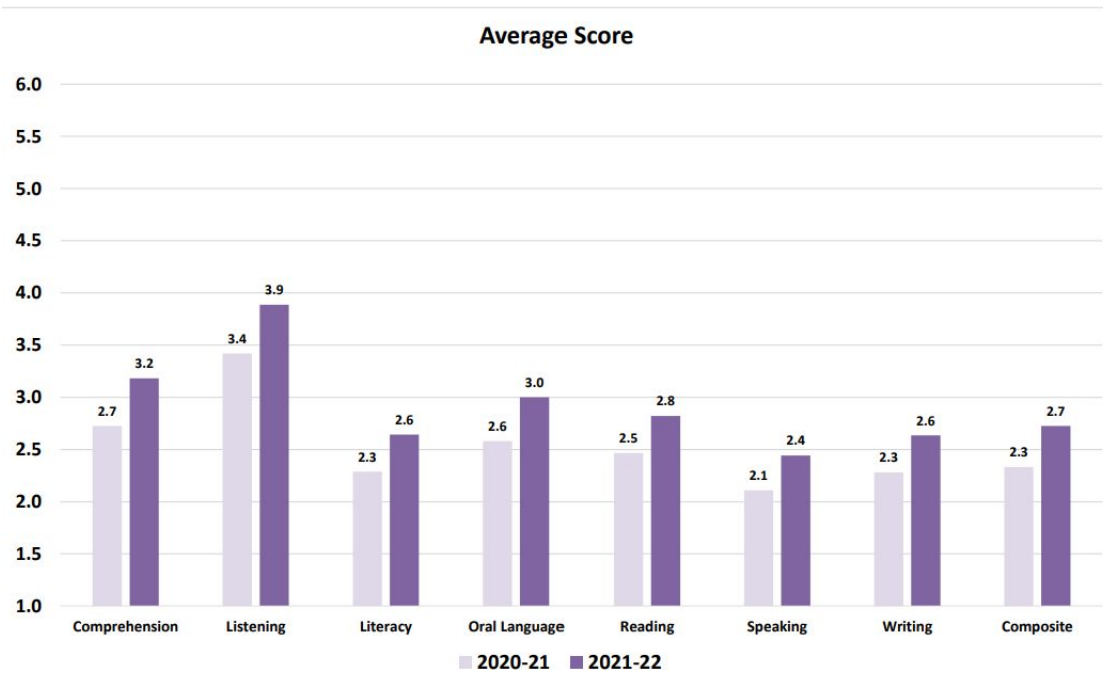




## 2-Year Achievement Mobility



# Subscore Summary (All Grades)



1

## SILENT OR RECEPTIVE PHASE

In this first stage, second language learners dedicate time to learning vocabulary of the new language. They may also practice saying new terms.

2

## EARLY PRODUCTION

This second phase involves the second language user beginning to “collect” new words. During this time they may also start to say some terms and may even begin forming short phrases of early word combinations.

3

## SPEECH EMERGENCE OR PRODUCTION

By the time second language learners enter into this third stage, they have collected several thousand words. This is an exciting phase as they begin to communicate by combining these learned words into short phrases and sentences - their second language is truly becoming “connected”.

4

## INTERMEDIATE FLUENCY

The fourth level is said to occur when speakers begin communicating in complex sentences (that is, sentences will include conjunctions to sequence and connect related clauses).

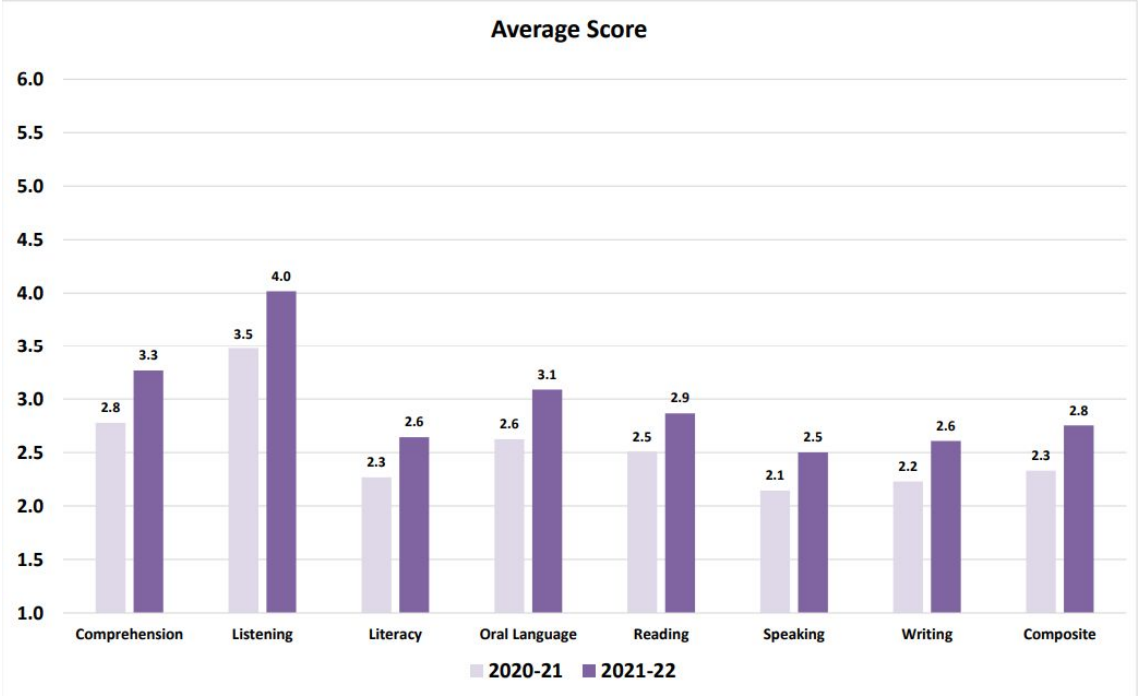
This is a critical stage for allowing even more connected language and true conversations to emerge. Second language learners may also begin to think in their second language at this time, again reflecting the significant progress that has been made.

5

## CONTINUED LANGUAGE DEVELOPMENT OR FLUENCY

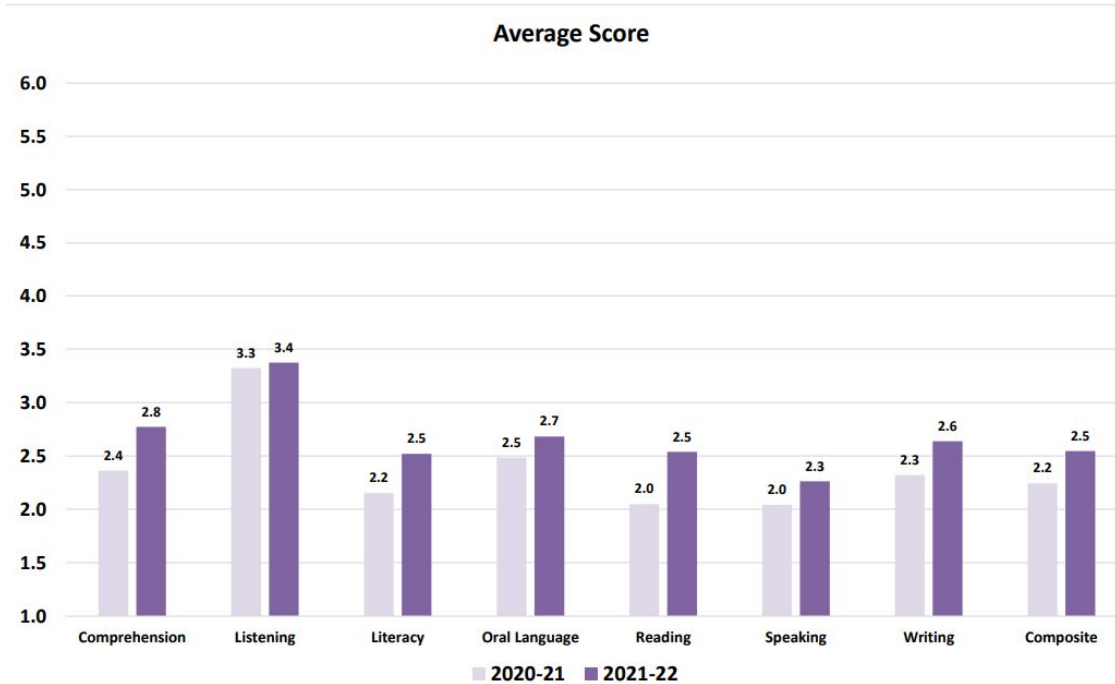
This stage may last for an extended time. Here, second language learners will continue to develop their new language and to achieve accuracy with increasing complexity and with social pragmatics.

# Subscore Cohort Summary (GK-G5)





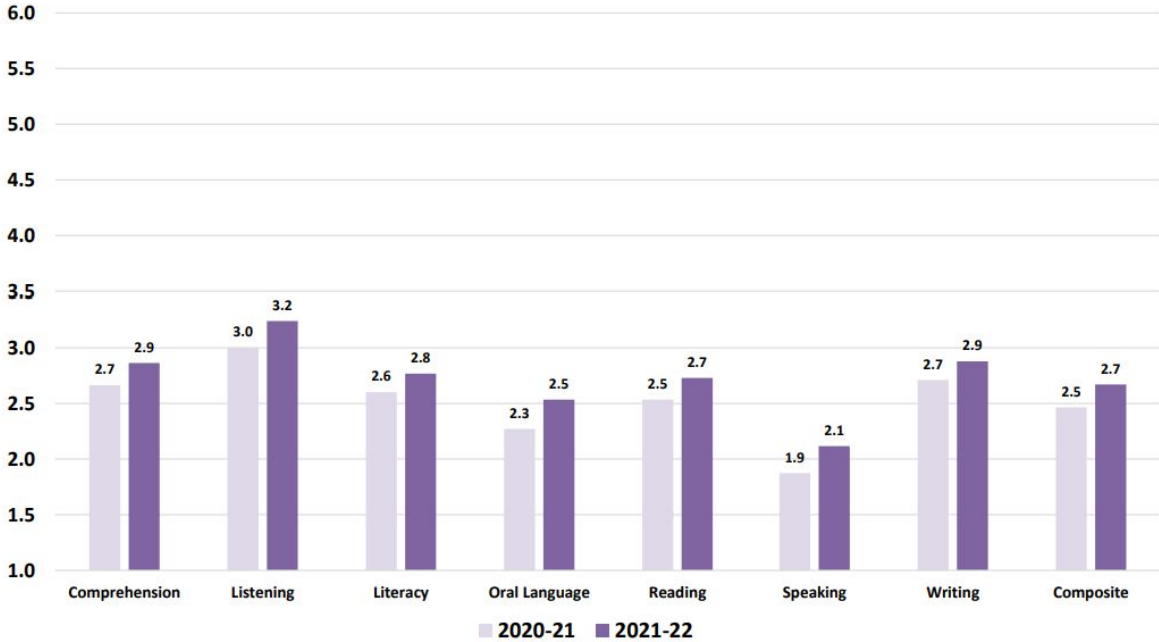
# Subscore Cohort Summary (G6-G8)





# Subscore Cohort Summary (G9-G12)

Average Score





# Intervention & Programs



# Bilingual Education

Grade Level	Intervention/Program	Progress
K-12	<ul style="list-style-type: none"><li>• Goal: bilingualism</li><li>• Establishment of lesson structure, expectation</li><li>• Audit of resources &amp; current expectations</li><li>• Consistent instructional resource: reading, writing, math, science, social studies</li><li>• Consistent approach to instruction: workshop model, intervention/small group lessons</li><li>• Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li><li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li></ul>	<ul style="list-style-type: none"><li>• Pilot programs: ELA, Math, Science (forthcoming)</li><li>• K-5 - securing classroom library (authentic texts in Spanish &amp; English)</li><li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li><li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li><li>• Review of Linkt data and analysis</li><li>• Participation of data analysis discussion to inform instruction</li><li>• Decisions being made based on data</li></ul>



# Dual Language Immersion (DLI)

Grade Level	Intervention/Program	Progress
K-1	<ul style="list-style-type: none"> <li>• DLI pilot at 4 locations: Franklin, PJ Hill, Robbins, Rivera</li> <li>• Consistent ELA resource: reading &amp; writing</li> <li>• Consistent delivery of DLI instructional strategies: 50/50, environment, visuals...</li> <li>• Consistent small group instructional materials in Spanish</li> <li>• Creation and implementation of Spanish specific reading &amp; writing homegrown units</li> <li>• Spanish Language Arts phonics program</li> <li>• Secure classroom library with authentic Spanish &amp; English texts</li> <li>• Consistent approach to instruction: workshop model, intervention/small group lessons</li> <li>• Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li> <li>• Learning Loss program (1-5) - usage of Leveled Literacy Intervention kits - monitoring student progress through data</li> <li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li> </ul>	<ul style="list-style-type: none"> <li>• Acquisition of small group instructional materials in Spanish</li> <li>• Plans to create Spanish specific reading &amp; writing homegrown units</li> <li>• Plans to onboard Spanish Language Arts phonics program</li> <li>• Pilot - reading, writing, science (forthcoming)</li> <li>• Regular visitation to the classrooms to ensure workshop approach to instruction</li> <li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li> <li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li> <li>• Review of LinkIt data and analysis</li> <li>• Participation of data analysis discussion to inform instruction</li> <li>• Decisions being made based on data</li> </ul>





# Sheltered Instruction

Grade Level	Intervention/Program	Progress
K-12	<ul style="list-style-type: none"><li>• Consistent instructional resources in English</li><li>• Secure classroom library with authentic Spanish &amp; English texts</li><li>• Consistent approach to instruction: workshop model, intervention/small group lessons</li><li>• Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li><li>• Learning Loss program (1-5) - usage of Leveled Literacy Intervention kits - monitoring student progress through data</li><li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li></ul>	<ul style="list-style-type: none"><li>• Pilot - reading, writing, k-6 science (forthcoming)</li><li>• Regular visitation to the classrooms to ensure workshop approach to instruction</li><li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li><li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li><li>• Review of LinkIt data and analysis</li><li>• Participation of data analysis discussion to inform instruction</li><li>• Decisions being made based on data</li></ul>



# English as Second Language & SLIFE

Grade Level	Intervention/Program	Progress
K-12	<ul style="list-style-type: none"><li>• Consistent instructional resources to support student needs</li><li>• Consistency in the delivery of instruction (follow the core)</li><li>• Secure classroom library with authentic Spanish &amp; English texts</li><li>• Consistent approach to instruction: workshop model, intervention/small group lessons</li><li>• Consistent benchmark assessment, warehouse and collection of data: analysis of data to inform instruction, all student participation of data collection process</li><li>• Learning Loss program (1-5) - usage of Leveled Literacy Intervention kits - monitoring student progress through data</li><li>• Consistent delivery of professional development, purposefully designed to address specific areas of priority</li></ul>	<ul style="list-style-type: none"><li>• Pilot - reading, writing, k-6 science (forthcoming)</li><li>• Regular visitation to the classrooms to ensure workshop approach to instruction</li><li>• Check in's with building leaders and teachers to provide feedback to the instructional delivery</li><li>• Support instruction through consultation, modeling, co-teaching, co-planning, and informal walkthrough visitations</li><li>• Review of LinkIt data and analysis</li><li>• Participation of data analysis discussion to inform instruction</li><li>• Decisions being made based on data</li></ul>



# **DLM for Special Education Students**

**Dynamic Learning Maps® Alternative Assessment**

**(formally APA - Alternate Proficiency Assessment)**



## **NJSLA vs. DLM for Students with IEPs**

Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.



## **A More Modified Approach to Standardized Assessments for those with Significant Needs**

DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.



# Interpreting the Results

## Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

# End of Year (EOY) Report for 2020-2021



The 2020-2021 academic year was significantly impacted by the COVID-19 pandemic. Results may reflect the unusual circumstances for instruction and assessment this year. Use results with caution.

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	8	3	2	2	1	38%
	Mathematics	8	3	2	2	1	38%
4	English Language Arts	5	2	1	1	1	40%
	Mathematics	5	1	1	0	3	60%
5	English Language Arts	8	1	3	2	2	50%
	Mathematics	8	0	2	3	3	75%
	Science	8	4	3	1	0	13%
6	English Language Arts	5	2	1	0	2	40%
	Mathematics	5	1	2	0	2	40%
7	English Language Arts	2	1	0	1	0	50%
	Mathematics	2	0	1	0	1	50%
8	English Language Arts	6	4	0	2	0	33%
	Mathematics	6	3	3	0	0	0%
	Science	2	2	0	0	0	0%

# End of Year (EOY) Report for 2018-2019

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	19	12	3	4	0	21%
	Mathematics	19	7	5	7	0	37%
4	English Language Arts	21	4	7	8	2	48%
	Mathematics	21	6	5	9	1	48%
5	English Language Arts	12	1	5	6	0	50%
	Mathematics	12	6	1	5	0	42%
	Science	7	4	0	3	0	43%
6	English Language Arts	17	4	9	2	2	24%
	Mathematics	17	5	8	4	0	24%
7	English Language Arts	8	1	4	1	2	38%
	Mathematics	8	5	2	1	0	13%
8	English Language Arts	11	2	2	5	2	64%
	Mathematics	11	4	5	2	0	18%
11	English Language Arts	3	0	0	3	0	100%
	Mathematics	3	0	1	2	0	67%



# End of Year (EOY) Report for 2017-2018

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	13	7	1	4	1	38%
	Mathematics	13	6	1	5	1	46%
4	English Language Arts	10	3	4	1	2	30%
	Mathematics	10	3	4	3	0	30%
5	English Language Arts	11	4	3	4	0	36%
	Mathematics	11	6	5	0	0	0%
	Science	11	9	1	1	0	9%
6	English Language Arts	6	2	2	2	0	33%
	Mathematics	6	3	2	1	0	17%
7	English Language Arts	11	0	6	4	1	45%
	Mathematics	11	6	2	1	2	27%
8	English Language Arts	8	0	5	3	0	38%
	Mathematics	8	2	5	1	0	13%
	Science	8	1	3	4	0	50%
9	English Language Arts	1	0	0	0	1	100%
	Mathematics	1	0	0	0	1	100%
10	English Language Arts	4	0	1	3	0	75%
	Mathematics	4	0	0	3	1	100%
	Science	1	0	1	0	0	0%
11	English Language Arts	1	0	0	1	0	100%
	Mathematics	1	0	1	0	0	0%

# End of Year (EOY) Report for 2016-2017

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	11	8	2	1	0	9%
	Mathematics	9	4	2	3	0	33%
4	English Language Arts	17	4	7	6	0	35%
	Mathematics	17	6	7	4	0	24%
5	English Language Arts	10	3	3	3	1	40%
	Mathematics	9	3	4	1	1	22%
6	English Language Arts	10	2	2	5	1	60%
	Mathematics	11	3	5	1	2	27%
7	English Language Arts	6	0	3	3	0	50%
	Mathematics	6	4	2	0	0	0%
8	English Language Arts	5	1	2	0	2	40%
	Mathematics	5	1	4	0	0	0%
11	English Language Arts	2	0	1	1	0	50%
	Mathematics	2	1	0	1	0	50%



**Pockets of  
Good**

**Room to  
Improve**

		<b>16-17SY</b>	<b>17-18SY</b>	<b>18-19SY</b>	<b>20-21SY</b>
3rd	ELA	9	38	21	38
	Math	33	46	37	38
	Science				
4th	ELA	35	30	48	40
	Math	24	30	48	60
	Science				
5th	ELA	40	36	50	50
	Math	22	0	42	75
	Science		9	43	13
6th	ELA	60	33	24	40
	Math	27	17	24	40
	Science				
7th	ELA	50	45	38	50
	Math	0	27	13	50
	Science				
8th	ELA	40	38	64	33
	Math	9	13	18	0
	Science		50		0
9th	ELA		100		
	Math		100		
	Science				
10th	ELA		75		
	Math		100		
	Science		0		
11th	ELA	50	100	100	
	Math	50	0	67	
	Science				



## Intervention & Strategies...

- 100% Participation... in all areas and in all specified grade levels.
- NJSLA & DLM Determination at Annual IEP Meeting.
- Students who take DLM assessments will be instructed and assessed on *Essential Elements*.
  - Essential Elements are grade-specific expectations about what students with the most significant cognitive disabilities should know and be able to do.
  - The Essential Elements relate to college and career readiness standards for students in the general population.

# “Mapping” NJSLS to DLM “Essential Elements”

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR THIRD GRADE

### Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>ELA.EE.RL.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.
<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>ELA.EE.RL.3.2</b> Associate details with events in stories from diverse cultures.
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>ELA.EE.RL.3.3</b> Identify the feelings of characters in a story.
<b>Craft and Structure.</b>	
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>ELA.EE.RL.3.4</b> Determine words and phrases that complete literal sentences in a text.
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>ELA.EE.RL.3.5</b> Determine the beginning, middle, and end of a familiar story with a logical order.
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>ELA.EE.RL.3.6</b> Identify personal point of view about a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>ELA.EE.RL.3.7</b> Identify parts of illustrations or factual information that depict a particular setting, or event.
<b>RL.3.8</b> (Not applicable to literature)	<b>ELA.EE.RL.3.8</b> (Not applicable to literature)

# “Mapping” NJSLs to DLM “Essential Elements”

## High School Mathematics Domain: Algebra—Seeing Structure in Expressions

CCSS Grade-Level Standards	DLM Essential Elements
<b>CLUSTER: Interpret the structure of expressions.</b>	
<b>A.SSE.1.</b> Interpret expressions that represent a quantity in terms of its context.*	<b>M.EE.A.SSE.1.</b> Identify an algebraic expression involving one arithmetic operation to represent a real-world problem.
<b>A.SSE.1.a.</b> Interpret parts of an expression, such as terms, factors, and coefficients.	
<b>A.SSE.1.b.</b> Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i>	
<b>A.SSE.2.</b> Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i>	Not applicable.
<b>CLUSTER: Write expressions in equivalent forms to solve problems.</b>	
<b>A.SSE.3.</b> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*	<b>M.EE.A.SSE.3.</b> Solve simple algebraic equations with one variable using multiplication and division.
<b>A.SSE.3.a.</b> Factor a quadratic expression to reveal the zeros of the function it defines.	
<b>A.SSE.3.b.</b> Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	
<b>A.SSE.3.c.</b> Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i>	
<b>A.SSE.4.</b> Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i>	<b>M.EE.A.SSE.4.</b> Determine the successive term in a geometric sequence given the common ratio.