**PRIORITY TOPICS CONSENSUS MAP**

The new APPR requires that student performance on assessments be included in the calculation of the composite score. These assessments are developed at the district level, and require that all educators teaching the course use the same assessment scheme. The Priority Topics Consensus Map will provide the district with an assessment scope and sequence that includes the priority topics aligned to national and/or state standards.

**STEP #1:** Using instructional documents ,such as class syllabus, curriculum maps, and professional judgment, identify between 8 - 10 priority topics that students must master in order to successfully complete the course. These topics should encompass a large portion of the curriculum, not necessarily the entire curriculum.

*Here is an example of priority topics for 3rd grade math that were based on the CCSS priority clusters:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PRIORITY TOPICS CONSENSUS MAP - 3rd grade math** | | | | |
| **TOPCIS** | **PERFORMANCE INDICATORS** | **E** | **R** | **L** |
| **Operations and Algebraic Thinking** |  |  |  |  |
|  |  |  |  |
| **Number and Operations - Fractions** |  |  |  |  |
|  |  |  |  |
| **Measurement and Data** |  |  |  |  |
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**STEP #2:** For each priority topic, brainstorm between 3 - 5 performance indicators that students must master to not only succeed in the course, but college and career. These performance indicators can be based on national and/or NYS Learning Standards were available. These are statements of what students should know and be able to do by the end of the course.

**STEP #3:** Teachers may also want to review **Item Trend Maps** to determine which performance indicators are tested the most and to determine **endurance, readiness,** and **leverage.**

**Endurance**: Life-long knowledge and skills that stand the test of time

**Readiness for the next level of learning**: Ready for success at the next grade level of instruction

**Leverage**: Knowledge and skills necessary for success in multiple content areas and grade levels

**STEP #4:** Identify the best question types (M = multiple choice, C = constructed response, E = extended response, P = performance task) to assess the performance indicator.

*Here is an example of performance indicators for 3rd grade math that were based on the CCSS priority clusters:*

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| **PRIORITY TOPICS CONSENSUS MAP - 3rd grade math** | | | | |
| **TOPCIS** | **PERFORMANCE INDICATORS** | **M** | **C** | **E** |
| **Operations and Algebraic Thinking** | Represent and solve problems involving multiplication/division | x | x |  |
| Solve problems involving the four operations, and identify and explain patters in arithmetic | x | x |  |
| **Number and Operations - Fractions** | Develop understanding of fractions as numbers | x | x | X |
|  |  |  |  |
| **Measurement and Data** | Solve problems involving measurement and estimation of intervals of time, liquid volume, and masses of objects | x | x |  |
| Geometric measurement: understanding the concept of area and relate area to multiplication and addition | x | x |  |

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| **PRIORITY TOPICS CONSENSUS MAP: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **TOPICS** | **PERFORMANCE INDICATORS** | **M** | **C** | **E** | **P** |
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| **TOPICS** | **PERFORMANCE INDICATORS** | **M** | **C** | **E** | **P** |
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Assessment Construct:

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| **CRITERIA** | **PRE-ASSESSMENT** | **POST-ASSESSMENT** |
| **Number of questions on the assessment** | **Multiple Choice** | **Multiple Choice** |
| **Constructed Response** | **Constructed Response** |
| **Extended Response** | **Extended Response** |
| **Performance Task** | **Performance Task** |
| **Length of time** |  |  |
| **Resources needed** (i.e. technologies, reading passages, diagrams) |  |  |
| **Administration and proctoring needs**  (i.e. test must be read to students) |  |  |
| **Scoring needs**  (i.e. scanner) |  |  |
| **Modifications and Accommodations** |  |  |