



KAP Predictive Interim Cluster Map

- The predictive interim assessments provide an estimate of a student’s future performance on Kansas summative assessments. The assessments also allow educators to evaluate students’ knowledge and skills in a subject and are designed to inform decisions both at the classroom level and beyond (e.g., at the school or district level). To keep the assessment length short, the total number of items that students respond to are limited. The predictive interim assessments do not support any inferences about performance at standard level because measurement best practice would require substantially more items per standard in order to provide an accurate measure of whether the student knows the content of each standard. However, the predictive interim assessments support the inferences made about clusters at the classroom level and beyond because student responses are aggregated and thus more reliable.
- The cluster map resource documents include the clusters embedded in the 2017 Kansas standards and a table mapping each item on the predictive interim assessments to the cluster and item description. In a cluster map resource document, there are two parts: a cluster key table and a cluster mapping table. The cluster key table includes the cluster code and cluster description as well as its domain, and the cluster mapping table links each item with the cluster it is measuring.
- Teachers could use this resource to identify items measuring the same cluster or domain. Combining this resource with information from the school or district report, teacher also could make inferences about school or district performances on clusters or domains. If the whole school performed better than the state average on the majority of items measuring the same cluster or domain, then the teacher could infer that the students in the school likely understood the knowledge and skills of this cluster or domain. If the whole school performed worse than the state average on the majority of items measuring the same cluster or domain, then the teacher might want to spend more instruction time on this cluster or domain.
- Although there are more items measuring one cluster or domain than one standard, the predictive interim assessment still do not support any inferences made about clusters or domains at student level because the number of items per cluster or domain is still not large enough to provide an accurate measure of whether the student understands the content of each cluster or domain.

KAP Predictive Interim Cluster Map

English Language Arts Key

Domain	Cluster	Description
Writing	W.4.TTP	Text Types and Purposes
	W.4.LW	Language in Writing
Reading: Literature	RL.4.KID	Key Ideas and Details
	RL.4.CS	Craft and Structure
	RL.4.IKI	Integration of Knowledge and Ideas
	RL.4.LR	Language in Reading
Reading: Informational	RI.4.KID	Key Ideas and Details
	RI.4.CS	Craft and Structure
	RI.4.IKI	Integration of Knowledge and Ideas
	RI.4.LR	Language in Reading

Grade 4 English Language Arts: Fall

Item Position	Cluster	Item Description
1	W.4.LW	Know present progressive verbs; subject-verb agreement in distractors
2	W.4.LW	Understand language use; clearest meaning; science stimulus
3	W.4.LW	Understand relative adverbs; distractors include complementary word sets
4	W.4.TTP	Establish the situation; explicitly stated context; distractors are details
5	W.4.TTP	Use precise, domain-specific vocabulary; social studies stimulus
6	W.4.TTP	Use linking words correctly; edit informative texts; clear sequence
7	W.4.LW	Identify complete sentence among clear sentence fragments
8	W.4.TTP	Use sensory details to describe setting; edit narrative texts
9	W.4.TTP	State a clear opinion; identify best summary sentence; explicit context
10	RI.4.KID	Identify detail to support main idea; determine main idea
11	RI.4.KID	Draw connections between scientific details; support an inference
12	RI.4.LR	Determine meaning; domain-specific word explicitly defined in text
13	RI.4.IKI	Identify how author uses reasons to support point; explicit details
14	RI.4.KID	Identify first step of process described in text through inferencing
15	RI.4.KID	Recount explicitly stated details from the text
16	RI.4.LR	Determine the meaning of a metaphor in context; quoted material provided
17	RI.4.IKI	Determine the purpose of a graphic in the text through inferencing
18	RL.4.CS	Determine meaning from use in text; clear context
19	RL.4.LR	Determine the meaning of idiomatic language; quoted material provided
20	RL.4.KID	Describe how the central character responds to events in the text
21	RL.4.KID	Analyze how central character changes in story; make inferences from text
22	RL.4.KID	Make inference about character feelings based on explicitly stated text
23	RL.4.KID	Support a conclusion with explicit evidence; requires causal connection
24	RL.4.KID	Make inference about character actions; question provides quoted material
25	RL.4.KID	Support a conclusion with explicit evidence; describe character traits

Be cautious about any inferences made about a cluster measured by less than 4 items. In this case, inferences are better suited at the domain level.

Grade 4 English Language Arts: Winter

Item Position	Cluster	Item Description
1	W.4.TTP	Use precise language; multi-meaning word; science stimulus
2	W.4.TTP	Use precise, academic language; clear context clues
3	W.4.TTP	Use linking words correctly; link contrasting ideas; edit informative text
4	W.4.TTP	Introduce a topic; stating a clear opinion; distractors are also opinions
5	W.4.LW	Understand language use; clearest meaning; informative text
6	W.4.LW	Understand relative pronouns; unique sentences; identify correct use
7	W.4.LW	Understand capitalization; identify errors; informative text
8	W.4.LW	Understand modal auxiliaries; informational text; clear context
9	W.4.TTP	Provide a conclusion; distractors do not fit logical narrative action flow
10	RI.4.KID	Recall detail from text; detail explicitly stated in text
11	RI.4.KID	Recall detail from text; detail explicitly stated in text
12	RI.4.CS	Determine meaning; domain-specific word; uses causal/connection
13	RI.4.KID	Support a conclusion with evidence; explicitly stated in text
14	RI.4.KID	Identify evidence to support author's claim; analyze author's point of view
15	RI.4.KID	Draw a conclusion; explicit support in text; causal connection
16	RI.4.LR	Determine meaning from use in text; clear context; academic word
17	RI.4.IKI	Describe how visual information contributes to understanding of text
18	RL.4.KID	Determine theme; distractors are minor details in poem
19	RL.4.KID	Recount key detail; related to main idea of poem; explicit context clues
20	RL.4.LR	Determine meaning of academic word; contextual support
21	RL.4.KID	Describe setting of poem; draw conclusion based on context clues
22	RL.4.KID	Support a conclusion with evidence; evidence uses synonym
23	RL.4.KID	Draw a conclusion based on explicit evidence from text
24	RL.4.LR	Determining meaning of metaphor; analyze context clues
25	RL.4.CS	Explain structural elements of poem compared to prose or drama

Be cautious about any inferences made about a cluster measured by less than 4 items. In this case, inferences are better suited at the domain level.

Grade 4 English Language Arts: Spring

Item Position	Cluster	Item Description
1	W.4.LW	Understand frequently confused words; choose from pairs; clear context
2	W.4.TTP	Delete details that do not support main idea; main idea unidentified
3	W.4.TTP	Understand transitions; clarify ideas; editing opinion texts
4	W.4.TTP	Use sensory details; precisely convey event; editing narratives
5	W.4.TTP	Use sensory details; replace general detail with specific wording
6	W.4.LW	Use commas, quotation marks with direct quotes; identify correct form
7	W.4.LW	Use commas; compound sentence; coordinating conjunctions
8	W.4.TTP	Use precise language; better inform about topic; science stimulus
9	W.4.TTP	Organize natural event sequence; narrative introduction; unfamiliar context
10	RI.4.KID	Determine main idea; problem clearly stated in introduction
11	RI.4.CS	Analyze text for author's point of view; related to main idea of text
12	RI.4.LR	Determine meaning of figurative language; impact of word choice on meaning
13	RI.4.LR	Determine meaning from use; academic vocabulary; quoted material provided
14	RI.4.KID	Support a conclusion with evidence; requires slight abstract thinking
15	RI.4.KID	Draw and support a conclusion with evidence; implicit evidence; two-part
16	RI.4.KID	Support a conclusion; clear context; connection to explicit statement
17	RI.4.KID	Summarize a text; analyze which key details to include
18	RL.4.KID	Determine lesson of story; implicit moral; requires some analysis of whole
19	RL.4.KID	Support a conclusion; character traits/behavior; implicit detail
20	RL.4.LR	Determine meaning from use; academic vocabulary; quoted material provided
21	RL.4.KID	Identify character trait; cite supporting evidence; two-part question
22	RL.4.LR	Determine meaning from use; academic vocabulary; quoted material provided
23	RL.4.KID	Draw and support a conclusion with evidence; implicit character attitude
24	RL.4.KID	Analyze text; use of dialogue to reveal character relationship
25	RL.4.KID	Analyze text; changing character relationship throughout story

Be cautious about any inferences made about a cluster measured by less than 4 items. In this case, inferences are better suited at the domain level.