



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.5.TTP	Text Types and Purposes
	W.5.LW	Language in Writing
Reading: Literature	RL.5.KID	Key Ideas and Details
	RL.5.CS	Craft and Structure
	RL.5.IKI	Integration of Knowledge and Ideas
	RL.5.LR	Language in Reading
Reading: Informational	RI.5.KID	Key Ideas and Details
	RI.5.CS	Craft and Structure
	RI.5.IKI	Integration of Knowledge and Ideas
	RI.5.LR	Language in Reading

Grade 5 English Language Arts: Fall

Item Position	Cluster	Item Description
1	W.5.TTP	Know transition words in opinion writing; distractors do not fit tone or purpose
2	W.5.LW	Understand correlative conjunctions; clear context for correct answer
3	W.5.LW	Identify correct usage of commas in tag questions; distractors have errors
4	W.5.LW	Understand perfect verb tense; tense sequence used for describing actions
5	W.5.TTP	Use precise language; clear context for answer; general grade-level word
6	W.5.TTP	Use precise, general academic vocabulary; clear context; edit narratives
7	W.5.TTP	Understand language use; use concrete details; edit narrative texts
8	W.5.TTP	Use sensory details to describe character; distractors use abstract words
9	W.5.TTP	Provide an introduction; make inferences of author's purpose
10	RI.5.KID	Determine main idea; distractors use minor details from the text
11	RI.5.LR	Determine meaning of general academic phrases; inference from context clues
12	RI.5.LR	Use root words to determine word meaning; slight inference required
13	RI.5.KID	Identify key details; detail is topic sentence of subsection in text
14	RI.5.KID	Identify key details in a text; understand synonyms
15	RI.5.KID	Use quotations to support inference; evidence requires causal connection
16	RI.5.KID	Use quotations to support inference; understand explicit evidence
17	RI.5.CS	Determine purpose of graphic in text; graphic title reflects purpose
18	RL.5.KID	Use quotations to support inference; evidence requires causal connection
19	RL.5.KID	Identify key details; explicitly stated in text as topic sentence
20	RL.5.KID	Draw conclusions based on the text making inferences from story details
21	RL.5.LR	Determine meaning of academic word; clear context; quoted material provided
22	RL.5.KID	Compare two characters; know motivation; requires some synthesis of text
23	RL.5.KID	Contrast two characters; character traits; use details to support contrast
24	RL.5.CS	Draw inferences from explicit text details; interaction of characters
25	RL.5.LR	Determine the meaning of a simile in context

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 5 English Language Arts: Winter

Item Position	Cluster	Item Description
1	W.5.LW	Use commas and introductory elements; punctuation to separate a series list
2	W.5.TTP	Use precise, domain-specific language; inform audience; clear context
3	W.5.TTP	Delete details that do not support main idea; science stimulus
4	W.5.TTP	Provide a conclusion; requires some inferencing; narrative text
5	W.5.TTP	Clearly state an opinion; identify best option; requires some inferencing
6	W.5.LW	Understand perfect verb tense; verb use to convey time/conditions
7	W.5.TTP	Use sensory details; identify phrase to be edited; editing narrative texts
8	W.5.TTP	Use precise language; appropriate for purpose; social studies stimulus
9	W.5.LW	Understand correlative conjunctions; clear context for correct answer
10	RI.5.KID	Determine main idea; distractors based on less relevant details
11	RI.5.KID	Summarize a text; main idea of section; distractors are paragraph-specific
12	RI.5.LR	Determining meaning of related words; synonyms; clear context clues
13	RI.5.KID	Support an inference with evidence; evidence is clear support
14	RI.5.IKI	Support a conclusion with evidence; related to main idea, author's purpose
15	RI.5.CS	Analyze text for author point of view; related to whole text main idea
16	RI.5.CS	Analyze text structure; determining purpose of section inclusion
17	RL.5.KID	Determine main idea; distractors are stated as advice
18	RL.5.CS	Analyze text structure; determining purpose for details inclusion
19	RL.5.KID	Quote evidence to support conclusion; two-part question; character feelings
20	RL.5.KID	Quote evidence to support inference; two-part question; character trait
21	RL.5.KID	Quote evidence to support conclusion; quotation provides explicit evidence
22	RL.5.KID	Make an inference based on text; interaction between characters
23	RL.5.LR	Determine meaning; effect of word choice on meaning
24	RL.5.CS	Determine meaning from use; inferencing from provided quoted context
25	RL.5.KID	Summarize a text; arranging events in narrative order

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 5 English Language Arts: Spring

Item Position	Cluster	Item Description
1	W.5.TTP	Use dialogue in narratives; replacing description to develop event
2	W.5.TTP	Use sensory details; convey experience; distractors use abstract language
3	W.5.TTP	Use sensory details to develop topic; editing informative texts
4	W.5.LW	Understand title formatting; distractors formatted for different media
5	W.5.LW	Understand perfect verb tenses; using verbs to convey time
6	W.5.LW	Use commas to set off yes/no, indicate direct address
7	W.5.TTP	Use precise language; academic language; inform audience about topic
8	W.5.TTP	Use precise language; better inform about topic; science stimulus
9	W.5.TTP	Use precise language; better inform about topic; science stimulus
10	RI.5.KID	Recount details; answer choices based on information from throughout text
11	RI.5.KID	Quote evidence to support inference; explicit evidence, clear support
12	RI.5.CS	Analyze text structure; impact of specific paragraph on overall meaning
13	RI.5.KID	Determine main idea; base on specific quote; connect part of text to whole
14	RI.5.KID	Quote evidence to support conclusion; explicit evidence, clear support
15	RI.5.LR	Determine meaning using provided reference; familiar multi-meaning word
16	RI.5.LR	Analyze text for author's purpose; use of simile; impact on understanding
17	RI.5.KID	Determine main idea of specific section; distractors are details
18	RL.5.KID	Determine theme of story; distractors are minor details from story
19	RL.5.KID	Analyze text; character attitude; single word; specific moment in story
20	RL.5.KID	Analyze character motive; direct support from story
21	RL.5.KID	Contrast two characters; context from specific details provided about each
22	RL.5.LR	Determine meaning from use; figurative language; clear context
23	RL.5.LR	Use roots/affixes to determine meaning; some context from use
24	RL.5.LR	Determine meaning of figurative language; common idiom
25	RL.5.CS	Analyze text structure; impact of specific scenes on structure shape

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