



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

Grade 3 English Language Arts Key

| Domain | Cluster | Description |
|---------------------------|----------|------------------------------------|
| Writing | W.3.TTP | Text Types and Purposes |
| | W.3.LW | Language in Writing |
| Reading: Literature | RL.3.KID | Key Ideas and Details |
| | RL.3.CS | Craft and Structure |
| | RL.3.IKI | Integration of Knowledge and Ideas |
| | RL.3.LR | Language in Reading |
| Reading: Informational | RI.3.KID | Key Ideas and Details |
| | RI.3.CS | Craft and Structure |
| | RI.3.IKI | Integration of Knowledge and Ideas |
| | RI.3.LR | Language in Reading |

Grade 3 English Language Arts: Fall

| Item Position | Cluster | Item Description |
|---------------|----------|--|
| 1 | W.3.TTP | Establish situation; context stated explicitly; distractors are details |
| 2 | W.3.LW | Understand superlative adverbs; choose between adjectives/adverbs |
| 3 | W.3.LW | Know simple verb tense; provide future verb; context stated explicitly |
| 4 | W.3.LW | Understand apostrophes; choose correct form of singular possessive |
| 5 | W.3.LW | Understand language use; clearest meaning; science stimulus; clear context |
| 6 | W.3.LW | Understand language use; clearest meaning; science domain; clear context |
| 7 | W.3.LW | Understand language use; clearest meaning; academic word; explicit context |
| 8 | W.3.TTP | Delete details that do not support main idea; explicit main idea |
| 9 | W.3.TTP | State a clear opinion; explicitly state context; comparative text structure |
| 10 | RI.3.KID | Identify main idea of text; distractors are minor details |
| 11 | RI.3.KID | Recount explicitly stated details from the text |
| 12 | RI.3.KID | Support a conclusion with explicit evidence; provide causal connection |
| 13 | RI.3.IKI | Use text features along with text to determine when events occurred |
| 14 | RI.3.LR | Determine meaning of related words; question provides quoted material |
| 15 | RI.3.KID | Make inference best supported by text; distractors from throughout text |
| 16 | RI.3.KID | Make an inference; understand use of cause/effect in determining motivation |
| 17 | RI.3.KID | Make inference best supported by text; understand academic language |
| 18 | RL.3.KID | Find a story's moral; know that moral is implicit but has explicit support |
| 19 | RL.3.KID | Draw conclusions; make causal connections between adjacent details |
| 20 | RL.3.KID | Make inferences about character traits based on quoted material |
| 21 | RL.3.CS | Determine the meaning of nonliteral (figurative) language |
| 22 | RL.3.KID | Make an inference about a character's feelings |
| 23 | RL.3.CS | Analyze nonliteral/connotative meaning of word on reader interpretation |
| 24 | RL.3.LR | Determine meaning from sentence-level context clues |
| 25 | RL.3.CS | Find author's reason for using scene; implicit purpose from explicit details |

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.

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Grade 3 English Language Arts: Winter

| Item Position | Cluster | Item Description |
|---------------|----------|---|
| 1 | W.3.LW | Understand language use; clearest meaning; informative text |
| 2 | W.3.LW | Understand irregular plural verbs; identifying error |
| 3 | W.3.LW | Using commas in addresses; identifying where to add missing punctuation |
| 4 | W.3.TTP | Introduce a topic; science text; some inferencing required |
| 5 | W.3.TTP | Support an opinion; identifying sentences not providing support |
| 6 | W.3.LW | Identify spelling errors; adding suffixes to everyday words |
| 7 | W.3.TTP | Provide a conclusion; narrative with clear problem-solution structure |
| 8 | W.3.LW | Understand language use; clearest meaning; concise use in narrative text |
| 9 | W.3.LW | Understand language use; clearest meaning; synonym usage |
| 10 | RI.3.KID | Determine main idea; distractors include minor details |
| 11 | RI.3.KID | Recount details from text; detail explicitly stated in text |
| 12 | RI.3.KID | Recall details from text; detail explicitly stated in text |
| 13 | RI.3.CS | Analyze text structure; determining purpose of specific text features |
| 14 | RI.3.KID | Describe a cause/effect relationship; connecting indirectly linked elements |
| 15 | RI.3.KID | Recall details from text; contrasting details to determine differences |
| 16 | RI.3.LR | Determine meaning from sentence-level context clues; requires inferencing |
| 17 | RI.3.IKI | Analyze text structure; determining connections between text sections |
| 18 | RL.3.KID | Identify central message; moderately complex poem; requires inferencing |
| 19 | RL.3.KID | Support a conclusion with evidence; evidence clearly related to question |
| 20 | RL.3.CS | Analyze text structure; determining how part of poem affects the whole |
| 21 | RL.3.KID | Support an inference with evidence; distractors unrelated to inference |
| 22 | RL.3.KID | Determine main idea; distractors are details within poem |
| 23 | RL.3.KID | Make and support a conclusion with evidence; abstract concepts |
| 24 | RL.3.LR | Determine meaning using provided reference entry; multi-meaning word |
| 25 | RL.3.CS | Determine meaning of nonliteral language; clear context clues |

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Grade 3 English Language Arts: Spring

| Item Position | Cluster | Item Description |
|---------------|----------|--|
| 1 | W.3.TTP | Delete details that do not support main idea; main idea identified |
| 2 | W.3.TTP | Organize natural event sequence; minor sequencing cues; narrative text |
| 3 | W.3.LW | Use words for effect; clear writing; edit informative texts |
| 4 | W.3.LW | Use words for effect; edit informational text; academic word |
| 5 | W.3.LW | Use words for effect; clear writing; academic vocabulary; science stimulus |
| 6 | W.3.LW | Use abstract nouns; distractors are concrete nouns; sentence context given |
| 7 | W.3.TTP | Provide a conclusion; directly related to topic sentence; opinion writing |
| 8 | W.3.LW | Use commas, quotation marks with dialogue; identify correct form |
| 9 | W.3.LW | Understand word capitalization in titles; identify correct form |
| 10 | RI.3.KID | Determine main idea; distractors focus on sections, not whole text |
| 11 | RI.3.CS | Analyze text structure; determine reason for author's inclusion of section |
| 12 | RI.3.LR | Determine meaning of figurative language; quoted material provided |
| 13 | RI.3.KID | Demonstrate understanding; explicit support for conclusion |
| 14 | RI.3.LR | Determine meaning; academic vocabulary; quoted material provided |
| 15 | RI.3.KID | Describe steps in scientific procedure; distractors focus on steps |
| 16 | RI.3.CS | Support a conclusion with evidence; implicitly tied to main idea; two-part |
| 17 | RI.3.KID | Support a conclusion; support based on text; requires some abstract thinking |
| 18 | RL.3.KID | Determine main idea; requires some inferencing about speaker |
| 19 | RL.3.KID | Recount poem; sequencing key events without transitional clues |
| 20 | RL.3.CS | Analyze text structure; determine reason for author's use; word repetition |
| 21 | RL.3.KID | Support a conclusion; details based on poem; speaker characteristic |
| 22 | RL.3.KID | Support a conclusion with evidence; requires synthesis of poem; two-part |
| 23 | RL.3.LR | Determine meaning from use; academic vocabulary; quoted material provided |
| 24 | RL.3.KID | Analyze speaker feelings; drawing a conclusion; requires synthesis of poem |
| 25 | RL.3.CS | Analyze text structure; determine reason author's choice; minor inferencing |

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