



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 6 English Language Arts Key

| Domain | Cluster | Description |
|---------------------------|----------|------------------------------------|
| Writing | W.6.TTP | Text Types and Purposes |
| | W.6.LW | Language in Writing |
| Reading: Literature | RL.6.KID | Key Ideas and Details |
| | RL.6.CS | Craft and Structure |
| | RL.6.IKI | Integration of Knowledge and Ideas |
| | RL.6.LR | Language in Reading |
| Reading: Informational | RI.6.KID | Key Ideas and Details |
| | RI.6.CS | Craft and Structure |
| | RI.6.IKI | Integration of Knowledge and Ideas |
| | RI.6.LR | Language in Reading |

Grade 6 English Language Arts: Fall

| Item Position | Cluster | Item Description |
|---------------|----------|---|
| 1 | W.6.LW | Know subjective/objective pronouns; choose word sets to complete sentences |
| 2 | W.6.LW | Understand objective pronouns; distractors use incorrect verb tenses |
| 3 | W.6.TTP | Maintain formal style in argumentative writing; clear style break |
| 4 | W.6.TTP | Use sensory details to describe an event; clear context |
| 5 | W.6.TTP | Use precise, domain-specific vocabulary; science stimulus; clear context |
| 6 | W.6.TTP | Know transitions in informational text; clear event sequence in stimulus |
| 7 | W.6.LW | Recognize unclear pronoun reference; distractors use pronoun-antecedent |
| 8 | W.6.TTP | Use precise language for clarity in informational text; clear context |
| 9 | W.6.TTP | Use precise words to describe events; basic vocabulary; edit narratives |
| 10 | RI.6.KID | Determine central idea; explicitly stated purpose in initial paragraph |
| 11 | RI.6.KID | Identify relationship between grouped objects; quoted material provided |
| 12 | RI.6.KID | Identify how author supports claims; some abstract thinking required |
| 13 | RI.6.KID | Determine meaning from use in text; repeated and explicitly stated context |
| 14 | RI.6.LR | Determine the meaning of idiomatic language; quoted material provided |
| 15 | RI.6.IKI | Analyze how sentence helps develop main idea; inference author's motivation |
| 16 | RI.6.KID | Cite evidence to support inference; evidence requires causal connection |
| 17 | RI.6.KID | Cite evidence to support an inference; requires some elaboration of idea |
| 18 | RL.6.LR | Determine meaning from use; context in lengthy compound-complex sentence |
| 19 | RL.6.LR | Distinguish between connotations; question provides quoted material |
| 20 | RL.6.LR | Determine meaning from use; describe characters using nonliteral language |
| 21 | RL.6.KID | Support an inference with evidence; distractors are related actions |
| 22 | RL.6.LR | Determine meaning from use of academic language; quoted material provided |
| 23 | RL.6.LR | Interpret figurative language and what it reveals about characters |
| 24 | RL.6.KID | Cite evidence to support a conclusion; evidence has clear connection |
| 25 | RL.6.LR | Use affixes to determine word meaning; all distractors based on common root |

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 6 English Language Arts: Winter

| Item Position | Cluster | Item Description |
|---------------|----------|---|
| 1 | W.6.TTP | Understand language use; word choice to maintain formal tone |
| 2 | W.6.LW | Use punctuation with nonrestrictive elements; identify correct form |
| 3 | W.6.TTP | Delete details inconsistent with story; editing narratives |
| 4 | W.6.TTP | Use precise, domain-specific language; inform audience; science stimulus |
| 5 | W.6.TTP | Use precise, domain-specific language; inform audience; clear context |
| 6 | W.6.TTP | Understand language use; word choice to maintain formal tone |
| 7 | W.6.LW | Use punctuation with nonrestrictive elements; identify correct form |
| 8 | W.6.TTP | Understand transitions in informational texts; some inferencing required |
| 9 | W.6.LW | Ensure pronouns are in proper case; multiple pronoun cases present |
| 10 | RI.6.KID | Summarize a text; determine author's message; distractors are too specific |
| 11 | RI.6.CS | Analyze text structure; determining purpose for paragraph inclusion |
| 12 | RI.6.KID | Identify how author supports claims; tied to central idea of text |
| 13 | RI.6.LR | Determine meaning from use in text; clear context; quoted material provided |
| 14 | RI.6.CS | Analyze text for author purpose; purpose connected to reader interpretation |
| 15 | RI.6.KID | Cite evidence to support a conclusion; requires some abstract thinking |
| 16 | RI.6.LR | Determine meaning of related words; synonym; academic word |
| 17 | RI.6.CS | Analyze text structure; determine purpose for overall order of information |
| 18 | RL.6.KID | Cite evidence to support a conclusion; character response to change |
| 19 | RL.6.KID | Support a conclusion with evidence; connecting character actions/feelings |
| 20 | RL.6.LR | Determine meaning from use in text; context from strong plot element |
| 21 | RL.6.KID | Describe how a character responds to change; inferencing from part to whole |
| 22 | RL.6.KID | Cite evidence to support a conclusion; clear support tied to key event |
| 23 | RL.6.CS | Determine meaning of figurative language from use; common idiom |
| 24 | RL.6.KID | Describe how a character responds to change; inferencing needed |
| 25 | RL.6.CS | Analyze text structure; reader interpretation of tone in specific lines |

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Grade 6 English Language Arts: Spring

| Item Position | Cluster | Item Description |
|---------------|----------|---|
| 1 | W.6.TTP | Use precise language; maintain formal style; science stimulus |
| 2 | W.6.TTP | Use precise language; maintain formal tone; academic language |
| 3 | W.6.TTP | Establish story setting; introduce description; historical fiction text |
| 4 | W.6.TTP | Support claims with relevant evidence; choose strongest evidence |
| 5 | W.6.TTP | Use precise language; better explain ideas; more concise wording |
| 6 | W.6.LW | Spelling; identify correct spelling; frequently confused words |
| 7 | W.6.LW | Possessive pronouns; distractors cause shifts in pronoun number, person |
| 8 | W.6.TTP | Maintain a formal style; add text to maintain focus; informative text |
| 9 | W.6.LW | Use punctuation with nonrestrictive elements; identify correct placement |
| 10 | RI.6.KID | Determine central idea; identify quote best conveys idea |
| 11 | RI.6.LR | Use roots/affixes to determine meaning; some context from use |
| 12 | RI.6.CS | Analyze text structure; impact of specific paragraph on overall meaning |
| 13 | RI.6.KID | Identify key detail from text; requires synthesis of less explicit evidence |
| 14 | RI.6.KID | Distinguish claims supported by reasons; requires synthesis of text |
| 15 | RI.6.CS | Analyze text structure; author use of text format; purpose stated in text |
| 16 | RI.6.KID | Recount key details; details are explicit and repeated in text |
| 17 | RI.6.CS | Analyze text for author's purpose; requires synthesis of whole text |
| 18 | RL.6.KID | Determine, summarize central idea; implicit moral; requires inferencing |
| 19 | RL.6.LR | Determine meaning from use; academic language; synonyms |
| 20 | RL.6.CS | Analyze impact of word choice; understanding of character feeling |
| 21 | RL.6.KID | Summarize portion of text; quotations as explicit evidence |
| 22 | RL.6.KID | Draw a conclusion; character motivation/action; cause/effect structure |
| 23 | RL.6.KID | Support an inference; best support; detail explicitly stated in text |
| 24 | RL.6.CS | Summarize changes in character's POV over time; synthesis of whole text |
| 25 | RL.6.KID | Make an inference; answer explicitly stated in text |

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