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.9-10.TTP	Text Types and Purposes
	W.9-10.LW	Language in Writing
Reading: Literature	RL.9-10.KID	Key Ideas and Details
	RL.9-10.CS	Craft and Structure
	RL.9-10.IKI	Integration of Knowledge and Ideas
	RL.9-10.LR	Language in Reading
Reading: Informational	RI.9-10.KID	Key Ideas and Details
	RI.9-10.CS	Craft and Structure
	RI.9-10.IKI	Integration of Knowledge and Ideas
	RI.9-10.LR	Language in Reading

Grade 10 English Language Arts: Fall

Item Position	Cluster	Item Description
1	W.9-10.LW	Understand parallel structure; revise to correct error in structure
2	W.9-10.TTP	Establish point of view and effect of point of view on story
3	W.9-10.TTP	Know transitions in argumentative text; revise to connect paragraphs
4	W.9-10.TTP	Use precise language for clarity; clear writing context for word choice
5	W.9-10.TTP	Know logical idea sequence in informational text; science-related stimulus
6	W.9-10.LW	Know parallel structure in informational text with technical instructions
7	W.9-10.TTP	Use language to convey vivid details; revise generic language
8	W.9-10.TTP	Use precise language for clarity; distractors do not fit audience/purpose
9	W.9-10.LW	Identify correct spelling in a social studies context
10	RI.9-10.KID	Determine two central ideas; some distractors include minor details
11	RI.9-10.CS	Analyze text structure; understand how a paragraph relates to whole text
12	RI.9-10.KID	Summarize key points; explicitly stated in text but requires synthesis
13	RI.9-10.CS	Determine meaning from use; domain-specific word defined in text
14	RI.9-10.IKI	Analyze author's argument; identify weak support for claim
15	RI.9-10.KID	Draw a conclusion about intended audience; direct support in text
16	RI.9-10.LR	Determine meaning from use; general academic vocabulary; familiar context
17	RI.9-10.KID	Analyze connection between text and real-world example
18	RL.9-10.KID	Identify multiple themes that are the explicit focus in text
19	RL.9-10.CS	Analyze text structure; know author's purpose in including detail
20	RL.9-10.LR	Interpret idiomatic language in context; quoted material provided
21	RL.9-10.LR	Analyze nuances in meaning; distractors have similar connotations
22	RL.9-10.KID	Make an inference about speaker's thoughts based on theme
23	RL.9-10.KID	Cite evidence to support an inference; interpret connotative effect
24	RL.9-10.LR	Determine the meaning of metaphorical language from use
25	RL.9-10.CS	Determine meaning of onomatopoeias from use; know connotative difference

Keep in mind that clusters measured by only a few items are less informative than clusters measured by more items. For the clusters measured by few items, inferences are better suited at the domain level..

Grade 10 English Language Arts: Winter

Item Position	Cluster	Item Description
1	W.9-10.TTP	Introduce a topic; uncommon topic sentence placement; informational text
2	W.9-10.TTP	Maintain formal style; revise word choice; editing informational texts
3	W.9-10.LW	Use colons to introduce list; identify correct form; informational text
4	W.9-10.LW	Use precise language; preserving parallel structure; combining sentences
5	W.9-10.LW	Spell correctly; commonly confused words; academic vocabulary
6	W.9-10.TTP	Use precise language; domain-specific vocabulary; science stimulus
7	W.9-10.TTP	Use precise language; appropriate language audience/purpose; science prompt
8	W.9-10.TTP	Use details and sensory language to convey experience; editing narratives
9	W.9-10.TTP	Delete details that do not support argument; detail breaks flow of argument
10	RI.9-10.KID	Determine central ideas; two ideas identified
11	RI.9-10.CS	Analyze text for author's purpose; reason for word choices
12	RI.9-10.KID	Recount key detail; explain character action; clear topic sentence
13	RI.9-10.KID	Support conclusion with evidence; synthesis of section
14	RI.9-10.LR	Determine meaning from use; academic vocabulary; quoted material provided
15	RI.9-10.KID	Cite evidence to support a conclusion; clear connection with answer
16	RI.9-10.KID	Analyze text; cause-effect action; requires synonym knowledge
17	RI.9-10.KID	Analyze text; connecting ideas and actions; summary of key event
18	RL.9-10.KID	Analyze text; identify character trait; synthesis of complex paragraph
19	RL.9-10.LR	Determine meaning from use; figurative language; imagery
20	RL.9-10.KID	Analyze text; understanding a complex character; abstract character trait
21	RL-.9-10.KID	Analyze text; analyzing author's message to reveal character traits
22	RL.9-10.CS	Determining meaning from use; figurative language; idiom
23	RL.9-10.LR	Determine meaning of related words; synonym; academic vocabulary
24	RL.9-10.KID	Cite evidence to support inference; character perceptions; indirect support
25	RL.9-10.CS	Determining meaning from use; context clues within paragraph

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 10 English Language Arts: Spring

Item Position	Cluster	Item Description
1	W.9-10.TTP	Use precise language; use details to convey event; editing narratives
2	W.9-10.LW	Recognize misplaced modifiers; punctuation and nonrestrictive elements
3	W.9-10.TTP	Use details to convey setting; multiple details; editing narratives
4	W.9-10.LW	Recognize inappropriate shifts in verb tense, pronoun number/person
5	W.9-10.LW	Use colons to introduce quotations; identify correct punctuation
6	W.9-10.TTP	Use precise language; imprecise phrase identified; best for purpose
7	W.9-10.TTP	Understand transitions in informative texts; transitions between sentences
8	W.9-10.TTP	Use language to convey vivid details; details about setting; adding imagery
9	W.9-10.TTP	Provide a conclusion; paragraph-level; distractors proved further details
10	RI.9-10.KID	Summarize key events; arrange events chronologically as presented in text
11	RI.9-10.LR	Determine meaning from use; antonyms; context clues in sentence
12	RI.9-10.KID	Cite evidence to support a conclusion; distractors only loosely connected
13	RI.9-10.KID	Cite evidence to support an inference; answer clearly connected
14	RI.9-10.CS	Analyze text structure; determine purpose for section inclusion
15	RI.9-10.KID	Identify central idea; cite supporting evidence; two-part question
16	RI.9-10.CS	Analyze text for author's point of view; synthesize description
17	RI.9-10.KID	Analyze process order; arrange sequential steps based on text
18	RL.9-10.CS	Analyze text structure; determine purpose of author choices
19	RL.9-10.LR	Determine meaning of related words; synonyms; context clues
20	RL.9-10.KID	Analyze character traits; analysis of dialogue; quoted material provided
21	RL-.9-10.CS	Determine meaning from use; interpreting word choice; author's intention
22	RL.9-10.KID	Cite evidence to support a conclusion, identifying character traits
23	RL.9-10.CS	Determine meaning from use; context in text; distractors are antonyms
24	RL.9-10.CS	Analyze text; contribution of specific part to overall meaning
25	RL.9-10.CS	Analyze impact of word choice on reader understanding; character's language

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.