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.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.

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

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 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

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.