



## 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.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.*

## 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

*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.*