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.7.TTP	Text Types and Purposes
	W.7.LW	Language in Writing
Reading: Literature	RL.7.KID	Key Ideas and Details
	RL.7.CS	Craft and Structure
	RL.7.IKI	Integration of Knowledge and Ideas
	RL.7.LR	Language in Reading
Reading: Informational	RI.7.KID	Key Ideas and Details
	RI.7.CS	Craft and Structure
	RI.7.IKI	Integration of Knowledge and Ideas
	RI.7.LR	Language in Reading

Grade 7 English Language Arts: Fall

Item Position	Cluster	Item Description
1	W.7.TTP	Provide a conclusion; distractors do not logically follow from paragraph
2	W.7.LW	Understand misplaced modifiers; identify correct adverb placement
3	W.7.TTP	Use precise, domain-specific language for clarity in informational text
4	W.7.TTP	Know transitions in informational text and cohesion between paragraphs
5	W.7.TTP	Maintain formal style; revise for audience and purpose
6	W.7.TTP	Delete details that do not support argument; shift tone and focus
7	W.7.LW	Know commas and coordinate adjectives; two modifiers sets, one with comma
8	W.7.LW	Use precise, general academic vocabulary; edit informative texts
9	W.7.LW	Know commas and coordinate adjectives; edit a narrative for punctuation
10	RI.7.KID	Determine central idea; distractors rely on subsections or key details
11	RI.7.KID	Analyze the interaction of ideas and events explicitly stated in text
12	RI.7.LR	Use root words to determine meaning; question provides quoted material
13	RI.7.LR	Interpret figurative language and what it reveals about characters
14	RI.7.KID	Analyze how events influence an individual's portrayal; some inferencing
15	RI.7.KID	Cite evidence to support a conclusion; evidence uses causal connection
16	RI.7.CS	Determine author's opinion; requires inferencing; reflects focus of text
17	RI.7.KID	Make an inference; apply description of idea to other examples
18	RL.7.KID	Determine a theme; lesson of story is explicitly stated by character
19	RL.7.KID	Cite evidence to support a conclusion; evidence central to problem in text
20	RL.7.LR	Use affixes to determine meaning; word has additional context in text
21	RL.7.KID	Analyze how one element affects the plot; element is key to story
22	RL.7.KID	Make inference on character's feelings; cause/effect influences inference
23	RL.7.LR	Determine the meaning of idiomatic language from use; context within text
24	RL.7.KID	Cite evidence to support a conclusion; evidence provides clear support
25	RL.7.KID	Analyze how setting shapes development of plot

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 7 English Language Arts: Winter

Item Position	Cluster	Item Description
1	W.7.LW	Recognize misplaced modifiers; multiple options for adverb placement
2	W.7.TTP	Delete unnecessary details; detail affects plot development
3	W.7.LW	Use commas and coordinate adjectives; identify correct form
4	W.7.TTP	Use precise language; informative text; distractors are similar definitions
5	W.7.LW	Recognize misplaced modifiers; phrases set off by commas
6	W.7.TTP	Provide a conclusion; paragraph-level; science stimulus
7	W.7.TTP	Develop topic with details; precise language; editing informative texts
8	W.7.TTP	Use precise language; informative text; distractors are informal, imprecise
9	W.7.TTP	Delete details that do not support argument; claim identified
10	RI.7.KID	Analyze interactions; cause-effect relationship; recalling details
11	RI.7.KID	Support claim with evidence; clear relationship between evidence and claim
12	RI.7.KID	Assess relevancy of evidence to claim; analyzing for weakest support
13	RI.7.KID	Draw a conclusion; synthesis of details from specific section of text
14	RI.7.LR	Determine meaning of figurative language; idiom; context location specified
15	RI.7.KID	Determine central idea of text section; recognizing cause-effect structure
16	RI.7.LR	Determine meaning from use; choosing best definition of multi-meaning word
17	RI.7.CS	Analyze text structure; impact of organization on overall text
18	RL.7.CS	Determine meaning from use; impact of word choice on meaning
19	RL.7.KID	Support a conclusion with evidence; some inferencing from poem
20	RL.7.KID	Recount key details; clear details; meaning of object within poem
21	RL.7.KID	Summarize key events; single poem stanza; location of context identified
22	RL.7.LR	Determine meaning of related words; synonym; multi-meaning word
23	RL.7.KID	Support a conclusion with evidence; speaker personality from single stanza
24	RL.7.LR	Use word relationships to better understand each word; antonyms
25	RL.7.CS	Analyze text structure; contrasting poem stanzas for better understanding

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Grade 7 English Language Arts: Spring

Item Position	Cluster	Item Description
1	W.7.LW	Spelling; identify correct spelling; frequently confused words
2	W.7.TTP	Use descriptive details; improving word choice; best of multiple pairs
3	W.7.TTP	Provide a conclusion; only answer supports information and maintains form
4	W.7.TTP	Use precise language; domain-specific language; science stimulus
5	W.7.LW	Recognize misplaced modifiers; identify errors in multiple sentences
6	W.7.TTP	Determine best word choice for audience/purpose; editing narratives
7	W.7.TTP	Use precise language; improving word choice; science stimulus
8	W.7.TTP	Use description to develop event; precise language; editing narratives
9	W.7.LW	Use comma with coordinating adjectives; identify correct forms
10	RI.7.KID	Summarize a text; analyze central idea to include; distractors are details
11	RI.7.KID	Cite evidence to support conclusion; distractors do not address conclusion
12	RI.7.KID	Cite evidence to support a conclusion; evidence provides clear support
13	RI.7.IKI	Make an inference; using text features to find evidence
14	RI.7.KID	Cite evidence to support a conclusion; explicit support; multiple details
15	RI.7.LR	Determine meaning from use; identify context clues; contrasting words
16	RI.7.KID	Draw a conclusion; children's story recounted in text; clear support
17	RI.7.CS	Analyze text structure; determine author reason for overall structure
18	RL.7.KID	Analyze character interaction; details from specific point in story
19	RL.7.KID	Identify central idea; development through character interaction
20	RL.7.CS	Analyze character point of view; analyzing differences between characters
21	RL.7.KID	Identify theme from text; clear support; quoted material provided
22	RL.7.LR	Determine meaning from use; inferencing required; indirect context clues
23	RL.7.LR	Determine meaning from use; figurative language; common idiom
24	RL.7.KID	Support an inference; implicit details; quoted material provided
25	RL.7.LR	Determine meaning from use; figurative language; clearly stated analogy

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