



KAP Predictive Interim Cluster Map Introduction Video Transcript

Slide 1. Welcome to the Kansas Assessment Program (KAP), predictive interim, cluster map, introduction video. In this video, we will describe the cluster map and the ways to use it.

Slide 2. The purposes of KAP predictive interim assessments include 1) providing an estimate of a student's future performance on Kansas summative assessments, 2) allowing educators to evaluate students' knowledge and skills in a subject, and 3) informing decisions at the classroom, school, and district levels. To keep the assessment length short, the total number of items that students respond to are limited. Therefore, the predictive interim assessments do not support teachers in making decisions from performance on specific standards because measurement best practice would require substantially more items per standard to provide an accurate measure of whether the student knows the content of each standard. However, the predictive interim assessments do support teachers and others in making decisions from performance on clusters of standards at the classroom level and beyond because student responses are aggregated and thus more reliable.

Slide 3. All predictive interim assessments align to the 2017 Kansas standards. According to 2017 Kansas standards, a cluster is a grouping of several standards measuring similar content. We produced cluster map resources to link each item on the predictive interim assessments with a cluster. The cluster map indicates the cluster each item measures, which helps teachers make inferences about aggregated performance.

Slide 4. Cluster map resource documents include two parts: a cluster key table and a cluster mapping table. An example of the first part of the resource, i.e., the cluster key table, is presented on the left side of the screen. [The animation of the image on the left comes up at this time and the image on the right does not appear.] The cluster key table includes the cluster code and cluster description. The same cluster code is used in the 2017 Kansas standards. The domain information for each cluster is also included in the description. An example of the cluster mapping table, ~~the~~ the second part of the resource file, is presented on the right side of the screen. [The animation of the image on the right comes up at this time.] This example is for the grade 3 mathematics spring predictive interim assessment, which has 23 items ~~on the test~~. This table has three columns and 23 rows, one row per item. The first column indicates the item's position on the test. This column corresponds to the first column of the table on the school report, providing a quick way to identify the same item between this resource and the school report. The second column includes the cluster code, indicating the cluster the item is measuring. The description of the cluster code is in the cluster key table. The last column is the



item description, corresponding to the “Question Description” column of the table on the school or district report. Both the map resource and school or district reports have the same description for each item.

Slide 5. Teachers can use the map resource document to identify ~~the~~ items measuring the same cluster. Combined with information from the school or district report, teachers can also use this resource to make inferences about school or district performance on clusters. If, across students, the school performed better than the state average on the majority of items measuring the same cluster, then the teacher could say ~~the students in the school~~ have likely understood the knowledge and skills of this cluster. If the school performed worse than the state average on ~~the~~ items measuring the same cluster, then the teacher might want to spend more instruction time on this cluster. If a cluster has fewer than 4 items measuring it, teachers should be cautious about any inferences made about this cluster. In this case, teachers could move one level up and make ~~the~~ inferences about the domain.

Slide 6. We next provide an example to illustrate how to use a cluster map. On the screen, there is a mock-up school report for ~~the~~ grade 3 mathematics spring predictive interim assessment. This assessment has four items measuring the cluster 3.MD.A: items 7–10. [The animation of the yellow block comes up at this time.] If the students’ performance for all four items is higher than the state average, the teacher could say ~~the~~ students in the school likely understood the knowledge and skills of cluster 3.MD.A. On the same test, there are only two items measuring the cluster 3.STAR.PSM: items 19 and 22. [The animation of two green blocks comes up at this time.] Here, we advise the teacher to be cautious about making an inference about performance on 3.STAR.PSM because the number of items measuring this cluster is too small. Instead, the teacher could make inferences about the domain, “strategic thinking and reasoning”, by including both cluster 3.STAR.PSM and 3.STAR.CR, which is measured by 5 items, items 19–23. [The animation of the blue block comes up at this time.] Although there are more items measuring one cluster than one standard, the predictive interim assessment still does not support making any inferences about performance on clusters at the student level because the number of items per cluster is still not large enough to provide an accurate measure of whether the student understands the content of each cluster.

Slide 7. Here are some takeaways of this video. 1) The cluster map resources help teachers identify the items measuring the same cluster or domain. 2) Predictive interim assessments support decisions made from performance on clusters or domains at the school level. 3) Predictive interim assessments do not support decisions made from performance on clusters or domains at student level.

Slide 8. Thank you, you can find additional information about the KAP predictive interim assessment at <https://ksassessments.org/>