



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

Grade 8 English Language Arts Key

Domain	Cluster	Description
Writing	W.8.TTP	Text Types and Purposes
	W.8.LW	Language in Writing
Reading: Literature	RL.8.KID	Key Ideas and Details
	RL.8.CS	Craft and Structure
	RL.8.IKI	Integration of Knowledge and Ideas
	RL.8.LR	Language in Reading
Reading: Informational	RI.8.KID	Key Ideas and Details
	RI.8.CS	Craft and Structure
	RI.8.IKI	Integration of Knowledge and Ideas
	RI.8.LR	Language in Reading

Grade 8 English Language Arts: Fall

Item Position	Cluster	Item Description
1	W.8.TTP	Use precise language for clarity in informational text; clear context
2	W.8.TTP	Maintain formal style; revise for audience and purpose
3	W.8.TTP	Maintain formal style; revise for purpose; informal distractors
4	W.8.TTP	Use relevant support; edit for clarity so text has strong sequence
5	W.8.LW	Use conditional mood; combine simple sentences
6	W.8.TTP	Understand transitions in narratives; indicate sequence of events
7	W.8.LW	Identify two misspelled words; all words are possible answers
8	W.8.LW	Use ellipses to indicate pause and interrupting flow of thought
9	W.8.TTP	Maintain formal style in argumentative writing; revise for audience
10	RI.8.KID	Determine a central idea; clearly stated in text; synthesis of whole text
11	RI.8.CS	Analyze author's purpose for using particular text device
12	RI.8.KID	Cite evidence related to central idea of text to support a conclusion
13	RI.8.LR	Determine meaning of metaphoric language from use; clear in-text context
14	RI.8.LR	Determine meaning from use; clear context in designated paragraph
15	RI.8.KID	Draw a conclusion; distractors relate to conclusion but do not support it
16	RI.8.KID	Analyze common elements related to a key detail; explicitly stated in text
17	RI.8.KID	Cite evidence to support conclusion; requires synthesis of paragraphs
18	RL.8.KID	Draw a conclusion about character emotions; event is central to the plot
19	RL.8.LR	Determine meaning of idiomatic language; question provides quoted material
20	RL.8.CS	Determine meaning from use; academic word; distractors do not fit context
21	RL.8.KID	Cite evidence to support an inference on relationship of setting to event
22	RL.8.KID	Cite evidence to support an inference; evidence is direct support
23	RL.8.KID	Make an inference on character emotions with explicitly stated details
24	RL.8.KID	Analyze relationship between plot development and character; stated in text
25	RL.8.KID	Make an inference about character; explicitly stated with repeated 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.

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Grade 8 English Language Arts: Winter

Item Position	Cluster	Item Description
1	W.8.TTP	Use relevant descriptive details; editing narrative text; revising sentence
2	W.8.TTP	Clearly state main idea; delete inconsistent details; informational text
3	W.8.LW	Use verbs in subjunctive mood; conditional statement; identify correct form
4	W.8.TTP	Provide a conclusion; paragraph-level; distractors confuse text-type
5	W.8.LW	Use punctuation to indicate pause or break; identify incorrect form
6	W.8.LW	Understand comma use; editing narrative text; multiple errors
7	W.8.TTP	Build logical argument; organizing support in argumentative texts
8	W.8.TTP	Use precise language to clearly convey experience; revising sentence
9	W.8.TTP	Use precise language; domain-specific vocabulary; science stimulus
10	RI.8.KID	Determine main idea; distractors are biographical details
11	RI.8.CS	Analyze text for author's purpose; reason for literary device use
12	RI.8.KID	Make an inference; connection between idea and individual's actions
13	RI.8.KID	Make an inference; synthesis of text section; requires indirect reasoning
14	RI.8.LR	Determine meaning of figurative language; imagery; quoted material provided
15	RI.8.CS	Analyze text structure; reason for organization in specific text section
16	RI.8.LR	Determine meaning from use; context in specific section of text
17	RI.8.KID	Analyze text; contrasting connected events; direct evidence in text
18	RL.8.LR	Determine meaning from use; clear, explicit context clues in text
19	RL.8.LR	Determine meaning of related words; synonyms; slight inferencing required
20	RL.8.KID	Analyze narrative action to reveal character; clear, thorough support
21	RL.8.KID	Analyze narrative action to reveal character; abundant evidence in text
22	RL.8.KID	Cite evidence to support a conclusion; connecting character traits, actions
23	RL.8.KID	Cite evidence to support a conclusion; requires inferencing from actions
24	RL.8.KID	Draw a conclusion; character trait connected to resolve plot
25	RL.8.CS	Analyze text; connecting plot development and tone; evidence from text

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Grade 8 English Language Arts: Spring

Item Position	Cluster	Item Description
1	W.8.TTP	Use precise language; maintain meaning; editing informative texts
2	W.8.TTP	Maintain point of view; identify shift in viewpoint; editing narratives
3	W.8.LW	Use ellipses to indicate omission; editing quotation; identify correct form
4	W.8.TTP	Delete details that weaken focus; editing informational texts
5	W.8.LW	Maintain consistency in verb moods; indicative and imperative moods
6	W.8.TTP	Support claims with relevant evidence; claim identified; multiple details
7	W.8.LW	Spelling; identify correct spelling; requires sentence-level analysis
8	W.8.TTP	Use descriptive details; improving word choice; text replacing identified
9	W.8.TTP	Use descriptive details; improving word choice; editing narrative texts
10	RI.8.KID	Determine and summarize a text's central ideas; synthesize whole text
11	RI.8.KID	Make an inference; synthesis of introduction; connected to central idea
12	RI.8.LR	Determine meaning of related words; synonym; quoted material provided
13	RI.8.KID	Support an inference; implicit evidence; requires section-level analysis
14	RI.8.LR	Determine meaning; author's purpose for use; impact on reader understanding
15	RI.8.LR	Determine meaning from use; academic language; implicit context clues
16	RI.8.CS	Determine meaning from use; academic word; implicit context from paragraph
17	RI.8.CS	Analyze text structure; determine purpose of specific text features
18	RL.8.KID	Determine central theme; requires ability to interpret figurative language
19	RL.8.CS	Analyze impact of word choice; impact on reader; implicit context clues
20	RL.8.KID	Cite evidence to support an inference; interpreting poetic language
21	RL.8.LR	Determine meaning of related words; synonym; antonym provided; rare word
22	RL.8.LR	Distinguish between connotations; implicit context clues
23	RL.8.LR	Distinguish between connotations; figurative language; requires inferencing
24	RL.8.KID	Analyze dialogue to reveal aspects of speaker; speaker point of view
25	RL.8.CS	Analyze impact of word choice on tone; figurative language; implicit clues

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