

Kentucky Summative Assessments



Grade 6 Reading Released Items 2023

Directions: Read the excerpt from “What Makes a Dog?” Then answer the questions.

from “What Makes a Dog?”

by Emily Sohn

Originally published on www.sciencenewsforstudents.org, April 27, 2004

- 1 Dogs are like ice cream flavors: There’s one to satisfy nearly every taste.
- 2 Choose a size, say. A St. Bernard can weigh 100 times more than a Chihuahua. Or pick the type of coat. Poodles have long, curly hair; pugs have smooth, short coats. Or select just about any other quality. . . .
- 3 Two dogs can look and act so differently that you might think that they belong to separate species—that they’re as distinct as, say, a rat and a kangaroo. . . .
- 4 To explain how and why dogs can differ in so many ways yet still belong to the same species, scientists are going straight to the source: dog DNA.

Instruction manual

- 5 DNA is like an instruction manual for life. Every cell contains DNA molecules, and these molecules include genes, which tell cells what to do. Genes control many aspects of an animal’s looks and behavior.
- 6 This spring, researchers from the Whitehead Institute for Biomedical Research in Cambridge, Mass., expect to complete a detailed scan of the entire set of DNA in a boxer named Tasha. They’ll be able to compare the boxer’s DNA to that of a poodle. A different group of scientists analyzed a poodle’s DNA last fall. Others are starting to work on DNA belonging to each of three other dogs: a mastiff, a bloodhound, and a greyhound.
- 7 A wealth of important information lies within the genes of dogs. Already, analyses of dog DNA are helping to explain when and how wolves first left the wild and became pets. In the future, pinpointing which genes do what may help breeders create calmer, cuter, or healthier dogs.
- 8 The health of people may be at stake, too. Dogs and people suffer from about 400 of the same diseases, including heart disease and epilepsy, says Norine Noonan of the College of Charleston in South Carolina.



- 9 Dogs may be helpful for studying a variety of human diseases. It's not even necessary to keep dogs in the lab, says geneticist Gordon Lark of the University of Utah in Salt Lake City. A simple blood test or saliva sample is enough for researchers to extract DNA for analysis. . . .

Best friend

- 10 Studying dog genes may also help explain when and how dogs became “man’s best friend.”
- 11 No one knows for sure how it happened, but one popular story goes like this: About 15,000 years ago in central Russia, our ancestors were sitting around a fire. A particularly brave wolf crept closer and closer, drawn by the smell of food. Feeling sympathetic, someone threw a leftover bone or scrap of food to the animal.
- 12 Eager for more food, the wolf and its pals began to follow human hunters from place to place, flushing out game for them. As a reward, people took care of the animals and fed them. Eventually, wolves moved into the human community, and a relationship began. Tamelessness was the first trait people selected for. Different shapes, sizes, colors, and temperaments came later. The modern dog was born.
- 13 Recent genetic analyses suggest that domestication probably happened independently in six places in Asia, says Deborah Lynch of the Canine Studies Institute in Aurora, Ohio.
- 14 Some researchers speculate that wolves may have tamed themselves simply by hanging around Stone Age garbage dumps. Wolves that weren’t scared off by people had a better chance of getting food and surviving.
- 15 There’s also genetic evidence suggesting that tameness itself goes together with changes in body chemistry that allow for a greater variety of body shape, coat color, and other traits among dogs.

From “What Makes a Dog?” by Emily Sohn, from *Science News for Students*, April 27, 2004. © 2004 Society for Science & the Public.



1

RE921438196_3

Read the sentence from paragraph 1.

Dogs are like ice cream flavors:
There's one to satisfy nearly
every taste.

How does this simile impact the meaning of paragraph 1 in the passage?

- A** It suggests that dogs are pleasant pets.
- B** It suggests that many dogs behave similarly.
- C** It suggests that there are many kinds of dogs.
- D** It suggests that dogs act differently from other animals.



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921438196

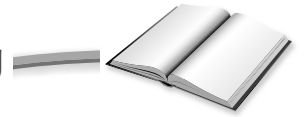
Book Question Number: 1

Standard: RI.6, RI.6.4

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,245	78%	0.78	10%	6%	78%	6%
Gender							
Female	22,507	82%	0.82	8%	5%	82%	5%
Male	23,738	75%	0.75	13%	6%	75%	6%
Ethnicity							
African American	5,022	66%	0.66	13%	10%	66%	10%
American Indian or Alaska Native	55	85%	0.85	5%	5%	85%	4%
Asian	919	79%	0.79	10%	5%	79%	7%
Hispanic or Latino	4,086	72%	0.72	13%	8%	72%	7%
Native Hawaiian or Pacific Islander	93	72%	0.72	9%	9%	72%	11%
White (non-Hispanic)	33,699	81%	0.81	10%	4%	81%	5%
Two or more races	2,371	77%	0.77	10%	6%	77%	6%
Migrant							
Migrant	213	64%	0.64	19%	8%	64%	9%
English Learner							
English Learner	2,142	58%	0.58	16%	13%	58%	13%
Economically Disadvantaged							
Economically Disadvantaged	27,962	75%	0.75	11%	7%	75%	7%
Students with Disabilities							
Students with Disabilities	6,284	65%	0.65	14%	10%	65%	11%



2

RE921438674_4

How does paragraph 6 **best** fit into the overall structure of the text?

- A** It compares and contrasts different breeds of dogs.
- B** It describes the physical appearance of a variety of dogs.
- C** It explains some of the challenges in scanning dog DNA.
- D** It introduces research intended to understand dog DNA.



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921438674

Book Question Number: 2

Standard: RI.6, RI.6.5

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,237	58%	0.58	25%	7%	10%	58%
Gender							
Female	22,504	59%	0.59	24%	7%	10%	59%
Male	23,733	56%	0.56	26%	8%	10%	56%
Ethnicity							
African American	5,021	47%	0.47	27%	11%	16%	47%
American Indian or Alaska Native	55	44%	0.44	29%	16%	11%	44%
Asian	919	64%	0.64	21%	8%	7%	64%
Hispanic or Latino	4,085	51%	0.51	25%	10%	13%	51%
Native Hawaiian or Pacific Islander	93	51%	0.51	28%	6%	15%	51%
White (non-Hispanic)	33,693	60%	0.60	25%	6%	9%	60%
Two or more races	2,371	55%	0.55	27%	8%	10%	55%
Migrant							
Migrant	213	50%	0.50	23%	14%	14%	50%
English Learner							
English Learner	2,141	40%	0.40	23%	15%	21%	40%
Economically Disadvantaged							
Economically Disadvantaged	27,955	52%	0.52	27%	9%	12%	52%
Students with Disabilities							
Students with Disabilities	6,281	45%	0.45	26%	12%	18%	45%



3

RE921437996_4

What does the author's use of the word "speculate" in paragraph 14 suggest about the researchers?

- A** They are curious about the survival skills of wolves.
- B** They have thoughts about wolves' body chemistry.
- C** They are curious about the food supply of wolves.
- D** They have ideas about how wolves became tame.



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921437996

Book Question Number: 3

Standard: RI.6, RI.6.4

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,239	70%	0.70	13%	11%	6%	70%
Gender							
Female	22,506	70%	0.70	13%	10%	6%	70%
Male	23,733	70%	0.70	13%	11%	6%	70%
Ethnicity							
African American	5,021	54%	0.54	20%	15%	11%	54%
American Indian or Alaska Native	55	64%	0.64	20%	5%	11%	64%
Asian	919	73%	0.73	13%	10%	4%	73%
Hispanic or Latino	4,085	59%	0.59	18%	14%	9%	59%
Native Hawaiian or Pacific Islander	93	61%	0.61	18%	14%	6%	61%
White (non-Hispanic)	33,695	74%	0.74	11%	9%	5%	74%
Two or more races	2,371	68%	0.68	14%	12%	7%	68%
Migrant							
Migrant	213	51%	0.51	15%	15%	19%	51%
English Learner							
English Learner	2,141	40%	0.40	26%	18%	16%	40%
Economically Disadvantaged							
Economically Disadvantaged	27,956	65%	0.65	15%	12%	8%	65%
Students with Disabilities							
Students with Disabilities	6,282	56%	0.56	18%	13%	13%	56%



4

RE921439309

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

How does the author support the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs”? Support your answer with evidence from the text.



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921439309

Book Question Number: 4

Standard: RI.6, RI.6.8

Item Type: SA

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	45,645	55.7%	1.11	21%	46%	33%
Gender						
Female	22,315	60.6%	1.21	16%	46%	37%
Male	23,330	51.0%	1.02	26%	46%	28%
Ethnicity						
African American	4,869	46.1%	0.92	31%	45%	23%
American Indian or Alaska Native	55	53.6%	1.07	24%	45%	31%
Asian	912	67.2%	1.34	11%	44%	45%
Hispanic or Latino	4,016	51.8%	1.04	24%	48%	28%
Native Hawaiian or Pacific Islander	90	55.6%	1.11	28%	33%	39%
White (non-Hispanic)	33,373	57.4%	1.15	20%	46%	34%
Two or more races	2,330	54.0%	1.08	22%	47%	30%
Migrant						
Migrant	205	46.6%	0.93	30%	47%	23%
English Learner						
English Learner	2,069	42.2%	0.84	35%	46%	19%
Economically Disadvantaged						
Economically Disadvantaged	27,478	52.3%	1.05	25%	46%	29%
Students with Disabilities						
Students with Disabilities	6,062	40.6%	0.81	39%	40%	20%

Reading Short Response Rubric	
Score Point 2	<ul style="list-style-type: none"> • The student completes all components of the question and communicates ideas clearly. • The student demonstrates an understanding of the concepts and/or processes. • The student provides a correct answer using an accurate explanation as support.
Score Point 1	<ul style="list-style-type: none"> • The student provides a partially correct answer to the question and/or addresses only a portion of the question. • The student demonstrates a partial understanding of the concepts and/or processes.
Score Point 0	<ul style="list-style-type: none"> • The answer is totally incorrect or irrelevant.

Anchor Set

A1

Dogs can take there hair which is called a coat to some other people from there mom or dad.If the dads hair is darker,curly, and thick and the moms hair is blond,straight,and thin. The dog would take the dads fur/coat because it's thicker.For instance if the moms eyes is blue and the dads eyes is hazel so the dog would get hazel eyes because its darker.

Anchor Annotation, Paper 1

Score Point 0

The student response is irrelevant, as it does not pertain to paragraph 7.

A2

what I think he is saying is the we can leran a lot from the dog genes

Anchor Annotation, Paper 2

Score Point 0

The student response is irrelevant. The student proves a vague statement that adds nothing to the response (he is saying we can leran a lot from the dog genes).

A3

He sead a weath of impormation lies within the genes of dogs.

Anchor Annotation, Paper 3

Score Point 0

The student response is irrelevant. The student simply restates a portion of the prompt.

The wealth of important information lies within the genes of dogs because there is important information about the dog breed, diseases, and what kind of breed it is.

Anchor Annotation, Paper 4
Score Point 1

The student provides a partially correct response to support the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs” by explaining that “there is important information about the dog breed, diseases, and what kind of breed it is.” No further text-relevant support or explanation is given.

The author supports the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs” by explaining how analyses of dog DNA are helping to explain when and how wolves first left the wild and became pets.

Anchor Annotation, Paper 5
Score Point 1

The student provides a partially correct response to support the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs” with information “explaining how analyses of dog DNA are helping to explain when and how wolves first left the wild and became pets. No further text-relevant support or explanation is given.

I know there is important information in dog genes because in paragraph 9 it says “Dogs may be helpful for studying a variety of human diseases.”

Anchor Annotation, Paper 6
Score Point 1

The student provides a partially correct response (in paragraph 9 it says “Dogs may be helpful for studying a variety of human diseases.”) to support the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs”. No further support or explanation is provided.

The author supports the claim in paragraph 7, by saying in paragraph 8 "Dogs and people suffer from about 400 of the same diseases" that information can help find cures for said diseases.

Anchor Annotation, Paper 7

Score Point 2

The student clearly supports the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs” with text relevant information (“Dogs and people suffer from about 400 of the same diseases”). The student explains how this can “help find cures for said diseases.”

The author supports the claim that “a wealth of important information lies within the genes of dogs” by showing the connections between dog and human diseases. In paragraph 8 it says, “Dogs and people suffer from about 400 of the same diseases, including heart disease and epilepsy...” This shows that the author supports the claim that “a wealth of important information lies within the genes of dogs” by including diseases that dogs and humans have so that you, the reader, can see how dog’s genes can help us learn about our health.

Anchor Annotation, Paper 8

Score Point 2

The student clearly supports the claim in paragraph 7 that “a wealth of important information lies within the genes of dogs” by explaining that this is “showing the connections between dog and human diseases.” The student provides text-relevant support from the passage (“Dogs and people suffer from about 400 of the same diseases including heart disease and epilepsy . . .”). The student explains that this shows “how dog’s genes can help us learn about our health.”

The author supports her claim that "a wealth of important information lies within the genes of dogs" by giving us more than one example, of how this DNA is giving us insight to how wolves may have ended up a friend of humans and how this DNA helped us find that dogs suffer from around 400 of the same diseases as we do. One of these examples from the text happens in paragraph 8 where the text states, "The health of people may be at stake, too. Dogs and people suffer from about 400 of the same diseases," and this statement from paragraph 9 when the text says, "Dogs may be helpful for studying a variety of human diseases." These statements prove that from these DNA samples we can begin to find ways to help with human patients through dogs.

Anchor Annotation, Paper 9
Score Point 2

The student clearly supports the claim in paragraph 7 that "a wealth of important information lies within the genes of dogs" with text relevant examples ("The health of people may be at stake, too. Dogs and people suffer from about 400 of the same diseases.") and ("Dogs may be helpful for studying a variety of human diseases."). The student explains how this can benefit humans (from these DNA samples we can begin to find ways to help with human patients through dogs).



5

RE921438778_4,5

Which details **best** support the idea that wolves became the modern dog over time? Select **two** correct answers.

- A** “A different group of scientists analyzed a poodle’s DNA last fall. ” (paragraph 6)
- B** “In the future, pinpointing which genes do what may help breeders create calmer, cuter, or healthier dogs.” (paragraph 7)
- C** “. . .saliva sample is enough for researchers to extract DNA for analysis. . . .” (paragraph 9)
- D** “. . .its pals began to follow human hunters from place to place. . .” (paragraph 12)
- E** “. . .simply by hanging around Stone Age garbage dumps.” (paragraph 14)



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921438778

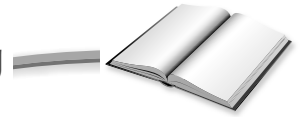
Book Question Number: 5

Standard: RI.6, RI.6.1

Item Type: MS

Key: D,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,055	61.3%	1.23	18%	42%	40%
Gender						
Female	22,420	60.2%	1.20	18%	43%	38%
Male	23,635	62.3%	1.25	17%	41%	42%
Ethnicity						
African American	4,965	48.5%	0.97	27%	49%	24%
American Indian or Alaska Native	55	60.9%	1.22	15%	49%	36%
Asian	918	66.9%	1.34	13%	41%	47%
Hispanic or Latino	4,060	54.6%	1.09	22%	47%	31%
Native Hawaiian or Pacific Islander	92	50.0%	1.00	20%	61%	20%
White (non-Hispanic)	33,603	64.0%	1.28	16%	41%	44%
Two or more races	2,362	58.3%	1.17	20%	43%	37%
Migrant						
Migrant	210	49.5%	0.99	29%	43%	28%
English Learner						
English Learner	2,100	40.2%	0.80	34%	52%	14%
Economically Disadvantaged						
Economically Disadvantaged	27,813	56.7%	1.13	21%	45%	34%
Students with Disabilities						
Students with Disabilities	6,214	49.9%	1.00	27%	46%	27%



6

RE921437682_2

Which detail **best** supports the inference that studying dogs could be beneficial?

- A** "...dogs can differ in so many ways . . ." (paragraph 4)
- B** "Dogs and people suffer from about 400 of the same diseases. . . ." (paragraph 8)
- C** "It's not even necessary to keep dogs in the lab. . . ." (paragraph 9)
- D** "... tameness itself goes together with changes in body chemistry. . . ." (paragraph 15)



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921437682

Book Question Number: 6

Standard: RI.6, RI.6.1

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,229	53%	0.53	19%	53%	6%	22%
Gender							
Female	22,502	53%	0.53	20%	53%	6%	22%
Male	23,727	53%	0.53	19%	53%	6%	23%
Ethnicity							
African American	5,018	42%	0.42	24%	42%	9%	24%
American Indian or Alaska Native	55	64%	0.64	20%	64%	7%	9%
Asian	919	57%	0.57	16%	57%	4%	23%
Hispanic or Latino	4,086	46%	0.46	21%	46%	8%	25%
Native Hawaiian or Pacific Islander	93	46%	0.46	29%	46%	3%	22%
White (non-Hispanic)	33,692	55%	0.55	18%	55%	5%	22%
Two or more races	2,366	52%	0.52	20%	52%	6%	22%
Migrant							
Migrant	213	41%	0.41	23%	41%	11%	25%
English Learner							
English Learner	2,141	36%	0.36	25%	36%	13%	27%
Economically Disadvantaged							
Economically Disadvantaged	27,950	48%	0.48	22%	48%	7%	24%
Students with Disabilities							
Students with Disabilities	6,278	44%	0.44	22%	44%	9%	25%



7

RE921437890_1

What is the author's main purpose for comparing types of dogs in the text?

- A** To suggest the variety of information that dog DNA research could provide
- B** To explain how wolves changed over time into the modern dog
- C** To emphasize similarities between dogs and other species
- D** To describe the process of analyzing the dog DNA



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921437890

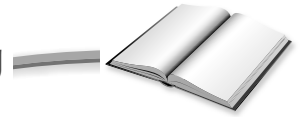
Book Question Number: 7

Standard: RI.6, RI.6.6

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,230	47%	0.47	47%	25%	17%	10%
Gender							
Female	22,500	48%	0.48	48%	24%	18%	10%
Male	23,730	47%	0.47	47%	27%	17%	10%
Ethnicity							
African American	5,016	38%	0.38	38%	28%	20%	14%
American Indian or Alaska Native	55	42%	0.42	42%	29%	20%	9%
Asian	919	60%	0.60	60%	18%	16%	7%
Hispanic or Latino	4,084	42%	0.42	42%	28%	18%	13%
Native Hawaiian or Pacific Islander	93	38%	0.38	38%	31%	23%	9%
White (non-Hispanic)	33,694	49%	0.49	49%	25%	17%	9%
Two or more races	2,369	46%	0.46	46%	25%	18%	11%
Migrant							
Migrant	213	31%	0.31	31%	30%	18%	20%
English Learner							
English Learner	2,141	31%	0.31	31%	31%	19%	18%
Economically Disadvantaged							
Economically Disadvantaged	27,948	43%	0.43	43%	27%	19%	11%
Students with Disabilities							
Students with Disabilities	6,278	35%	0.35	35%	29%	18%	18%



8

RE921438491_2

Which claim is unsupported in the passage?

- A** Body chemistry and other traits in dogs are reflected in their genes.
- B** There is a dog to match the preferences of every individual.
- C** DNA could explain how wolves initially left the wilderness.
- D** The genes of dogs help scientists research diseases.



Released Item Performance

Kentucky Summative Assessments

Spring 2023

Grade 6

Reading

Item: RE921438491

Book Question Number: 8

Standard: RI.6, RI.6.8

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,229	40%	0.40	20%	40%	22%	17%
Gender							
Female	22,502	41%	0.41	21%	41%	22%	17%
Male	23,727	40%	0.40	20%	40%	22%	18%
Ethnicity							
African American	5,018	39%	0.39	19%	39%	25%	17%
American Indian or Alaska Native	55	29%	0.29	25%	29%	22%	24%
Asian	919	46%	0.46	20%	46%	19%	15%
Hispanic or Latino	4,086	39%	0.39	20%	39%	22%	19%
Native Hawaiian or Pacific Islander	93	43%	0.43	16%	43%	24%	17%
White (non-Hispanic)	33,688	41%	0.41	21%	41%	22%	17%
Two or more races	2,370	38%	0.38	22%	38%	23%	17%
Migrant							
Migrant	213	32%	0.32	22%	32%	25%	21%
English Learner							
English Learner	2,141	37%	0.37	19%	37%	25%	19%
Economically Disadvantaged							
Economically Disadvantaged	27,949	39%	0.39	20%	39%	23%	18%
Students with Disabilities							
Students with Disabilities	6,280	32%	0.32	20%	32%	27%	22%



Investing in Kentucky's Future, One Student at a Time