Kentucky Summative Assessments

Our Children,

Our Commonwealth

Kentucky Department of Education

Grade 3 Mathematics
Released Items
2025

1

MA0320089_4

Which rectangle is shaded to represent a unit fraction of the whole?

A

B

C

D

GO ON▶

Item: MA0320089

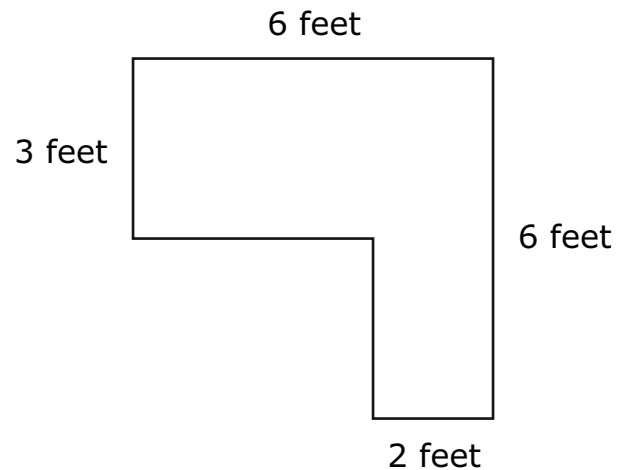**Book Question Number:** 1

Standard: KY.3.G.2

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	23,537	40%	0.40	10%	3%	47%	40%
Gender							
Female	11,592	41%	0.41	10%	3%	46%	41%
Male	11,945	39%	0.39	11%	3%	47%	39%
Ethnicity							
African American	2,282	32%	0.32	18%	6%	44%	32%
American Indian or Alaska Native	30	33%	0.33	27%	3%	37%	33%
Asian	501	51%	0.51	7%	1%	41%	51%
Hispanic or Latino	2,128	36%	0.36	12%	3%	49%	36%
Native Hawaiian or Pacific Islander	54	41%	0.41	7%	4%	48%	41%
White (non-Hispanic)	17,135	42%	0.42	9%	2%	47%	42%
Two or more races	1,407	36%	0.36	13%	4%	47%	36%
Migrant	111	35%	0.35	10%	2%	53%	35%
English Learner	1,841	34%	0.34	12%	4%	50%	34%
Economically Disadvantaged	14,912	36%	0.36	13%	3%	48%	36%
Students with Disabilities	3,728	32%	0.32	17%	5%	47%	32%

2

MA0320078_4

Bella builds an L-shaped desktop. The desktop is made of two rectangles. Some of the side lengths of each rectangle are shown in the picture.

6 feet

3 feet

6 feet

2 feet

What is the total area, in square feet, of the desktop?

A 36

B 30

C 26

D 24

GO ON▶

Item: MA0320078

Book Question Number: 2

Standard: KY.3.MD.7.d

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	**37,729**	37%	0.37	23%	28%	13%	37%
Gender							
Female	**18,333**	35%	0.35	24%	28%	13%	35%
Male	**19,396**	40%	0.40	21%	27%	13%	40%
Ethnicity							
African American	**3,861**	27%	0.27	29%	29%	15%	27%
American Indian or Alaska Native	**51**	29%	0.29	22%	37%	12%	29%
Asian	**822**	42%	0.42	18%	28%	12%	42%
Hispanic or Latino	**3,979**	32%	0.32	24%	30%	14%	32%
Native Hawaiian or Pacific Islander	**90**	18%	0.18	33%	30%	19%	18%
White (non-Hispanic)	**26,692**	40%	0.40	21%	27%	12%	40%
Two or more races	**2,234**	34%	0.34	24%	28%	15%	34%
Migrant	**242**	32%	0.32	31%	27%	10%	32%
English Learner	**3,887**	31%	0.31	25%	29%	15%	31%
Economically Disadvantaged	**24,338**	34%	0.34	24%	28%	14%	34%
Students with Disabilities	**7,142**	35%	0.35	25%	25%	16%	35%

3

MA0320030_4

A student describes a multiplication problem by saying, "There are 7 groups of 5 tens." Which multiplication problem is the student describing?

A 7×5

B 7×10

C 7×15

D 7×50

GO ON▶

Item: MA0320030
Book Question Number: 3
Standard: KY.3.NBT.3
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	**25,792**	39%	0.39	50%	8%	4%	39%
Gender							
Female	**12,480**	35%	0.35	54%	7%	4%	35%
Male	**13,312**	42%	0.42	46%	8%	4%	42%
Ethnicity							
African American	**2,758**	27%	0.27	57%	10%	6%	27%
American Indian or Alaska Native	**33**	36%	0.36	48%	15%	0%	36%
Asian	**560**	46%	0.46	47%	4%	2%	46%
Hispanic or Latino	**2,870**	31%	0.31	54%	10%	5%	31%
Native Hawaiian or Pacific Islander	**59**	31%	0.31	51%	12%	7%	31%
White (non-Hispanic)	**17,980**	42%	0.42	48%	7%	3%	42%
Two or more races	**1,532**	37%	0.37	49%	9%	4%	37%
Migrant	**188**	26%	0.26	59%	9%	7%	26%
English Learner	**2,913**	25%	0.25	59%	10%	6%	25%
Economically Disadvantaged	**16,760**	34%	0.34	53%	9%	4%	34%
Students with Disabilities	**5,287**	32%	0.32	50%	12%	7%	32%

4

MA0320037_1

Which strategy can be used to find the value of 4×30?

A There are 4 groups of 3 tens, which means that there are 12 groups of 10.

B There are 4 groups of 30 tens, which means that there are 120 groups of 10.

C There are 4 groups of 30 hundreds, which means that there are 120 groups of 10.

D There are 4 groups of 300 hundreds, which means that there are 1200 groups of 10.

GO ON▶

Item: MA0320037

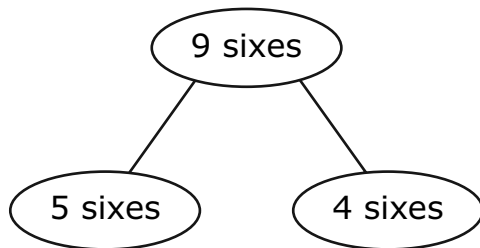**Book Question Number:** 4

Standard: KY.3.NBT.3

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	**11,599**	54%	0.54	54%	38%	7%	1%
Gender							
Female	**5,737**	50%	0.50	50%	41%	7%	1%
Male	**5,862**	57%	0.57	57%	35%	6%	1%
Ethnicity							
African American	**1,182**	47%	0.47	47%	41%	10%	2%
American Indian or Alaska Native	**12**	83%	0.83	83%	17%	0%	0%
Asian	**240**	59%	0.59	59%	37%	4%	0%
Hispanic or Latino	**1,019**	48%	0.48	48%	42%	8%	2%
Native Hawaiian or Pacific Islander	**23**	43%	0.43	43%	52%	4%	0%
White (non-Hispanic)	**8,418**	55%	0.55	55%	38%	6%	1%
Two or more races	**705**	56%	0.56	56%	36%	7%	1%
Migrant	**57**	28%	0.28	28%	61%	7%	4%
English Learner	**867**	45%	0.45	45%	46%	8%	2%
Economically Disadvantaged	**7,332**	51%	0.51	51%	40%	8%	2%
Students with Disabilities	**1,870**	49%	0.49	49%	36%	12%	3%

5

MA0320123_4

The model represents a multiplication problem.

```
          ┌─────────────┐
          │   9 sixes   │
          └─────────────┘
           ╱           ╲
  ┌─────────────┐   ┌─────────────┐
  │   5 sixes   │   │   4 sixes   │
  └─────────────┘   └─────────────┘
```

Which equation does the model represent?

A $9 \times 6 = 6 \times 5 + 4$

B $9 \times 6 = 6 \times 5 \times 4$

C $9 \times 6 = (5 \times 3) + (4 \times 3)$

D $9 \times 6 = (5 \times 6) + (4 \times 6)$

GO ON▶

Item: MA0320123

Book Question Number: 5

Standard: KY.3.OA.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	**35,119**	37%	0.37	23%	22%	19%	37%
Gender							
Female	**17,322**	36%	0.36	23%	22%	19%	36%
Male	**17,797**	37%	0.37	23%	22%	18%	37%
Ethnicity							
African American	**3,464**	30%	0.30	26%	24%	21%	30%
American Indian or Alaska Native	**42**	43%	0.43	19%	21%	17%	43%
Asian	**740**	57%	0.57	14%	16%	13%	57%
Hispanic or Latino	**3,143**	33%	0.33	23%	23%	21%	33%
Native Hawaiian or Pacific Islander	**77**	47%	0.47	18%	18%	17%	47%
White (non-Hispanic)	**25,545**	38%	0.38	23%	22%	18%	38%
Two or more races	**2,108**	33%	0.33	25%	23%	19%	33%
Migrant	**168**	30%	0.30	23%	24%	23%	30%
English Learner	**2,704**	34%	0.34	22%	23%	21%	34%
Economically Disadvantaged	**22,234**	33%	0.33	24%	23%	20%	33%
Students with Disabilities	**5,595**	31%	0.31	26%	24%	20%	31%

6

MA0321040_3

Which list of numbers makes a
pattern when the number 8 is the
missing number?

A 1, ☐, 9, 13, 17

B 6, ☐, 12, 15, 18

C 5, ☐, 11, 14, 17

D 3, ☐, 19, 27, 35

GO ON▶

Item: MA0321040

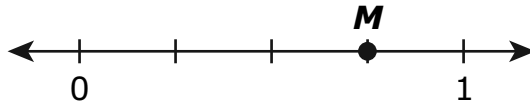**Book Question Number:** 6

Standard: KY.3.OA.9

Item Type: MC
Key: C

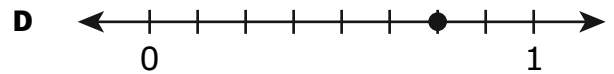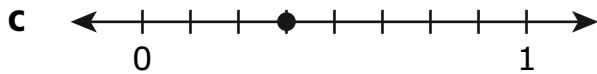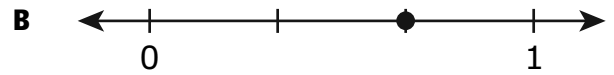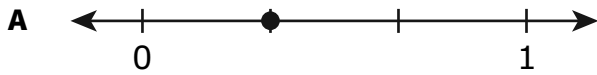| Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**49,329**	36%	0.36	22%	25%	36%	16%
Gender							
Female	**24,073**	34%	0.34	22%	28%	34%	16%
Male	**25,256**	39%	0.39	22%	22%	39%	16%
Ethnicity							
African American	**5,044**	26%	0.26	28%	31%	26%	14%
American Indian or Alaska Native	**63**	38%	0.38	21%	29%	38%	13%
Asian	**1,061**	46%	0.46	19%	21%	46%	14%
Hispanic or Latino	**4,996**	28%	0.28	25%	30%	28%	17%
Native Hawaiian or Pacific Islander	**113**	29%	0.29	21%	29%	29%	20%
White (non-Hispanic)	**35,115**	39%	0.39	21%	24%	39%	16%
Two or more races	**2,937**	35%	0.35	23%	28%	35%	15%
Migrant	**299**	19%	0.19	29%	31%	19%	21%
English Learner	**4,752**	26%	0.26	26%	31%	26%	17%
Economically Disadvantaged	**31,670**	32%	0.32	24%	28%	32%	16%
Students with Disabilities	**9,015**	29%	0.29	27%	28%	29%	16%

7

MA0320054_4

The number line shown is divided into equal parts. Point *M* is plotted to represent the value of a fraction.

$$M$$

Which number line has a point that is plotted to represent a fraction that has the same value as point *M*?

A

B

C

D

GO ON▶

Item: MA0320054*   **Standard:** KY.3.NF.3.a   **Item Type:** MC

Book Question Number: 7   **Key:** D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	**11,811**	33%	0.33	5%	49%	12%	33%
Gender							
Female	**5,796**	32%	0.32	5%	49%	13%	32%
Male	**6,015**	34%	0.34	5%	49%	12%	34%
Ethnicity							
African American	**1,139**	24%	0.24	9%	55%	12%	24%
American Indian or Alaska Native	**17**	35%	0.35	0%	53%	12%	35%
Asian	**257**	50%	0.50	3%	37%	10%	50%
Hispanic or Latino	**1,090**	29%	0.29	6%	53%	12%	29%
Native Hawaiian or Pacific Islander	**25**	40%	0.40	0%	56%	4%	40%
White (non-Hispanic)	**8,576**	35%	0.35	5%	48%	12%	35%
Two or more races	**707**	30%	0.30	6%	50%	15%	30%
Migrant	**61**	21%	0.21	10%	62%	7%	21%
English Learner	**939**	27%	0.27	5%	55%	13%	27%
Economically Disadvantaged	**7,475**	28%	0.28	6%	52%	13%	28%
Students with Disabilities	**1,912**	27%	0.27	8%	54%	11%	27%

* Calculator section

8

MA0321182_1

Tomas is using the fraction models shown to represent two different fractions.

Tomas will shade the same number of parts in each model. He says the fractions will be equivalent because the numerators will be the same. Which statement explains whether or not Tomas is correct?

A Tomas is incorrect, because eighths are less than fourths.

B Tomas is incorrect, because the denominators will be the same.

C Tomas is correct, because the fraction models are the same size.

D Tomas is correct, because the same number of parts will be shaded.

STOP

Item: MA0321182*   **Standard:** KY.3.NF.3.d   **Item Type:** MC
Book Question Number: 8   **Key:** A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	25,791	35%	0.35	35%	15%	31%	18%
Gender							
Female	12,477	34%	0.34	34%	16%	31%	19%
Male	13,314	36%	0.36	36%	15%	31%	18%
Ethnicity							
African American	2,759	29%	0.29	29%	20%	33%	17%
American Indian or Alaska Native	33	42%	0.42	42%	12%	24%	21%
Asian	560	40%	0.40	40%	12%	29%	19%
Hispanic or Latino	2,869	29%	0.29	29%	19%	32%	20%
Native Hawaiian or Pacific Islander	59	36%	0.36	36%	12%	36%	17%
White (non-Hispanic)	17,980	37%	0.37	37%	14%	31%	18%
Two or more races	1,531	34%	0.34	34%	16%	31%	18%
Migrant	188	26%	0.26	26%	19%	35%	20%
English Learner	2,913	26%	0.26	26%	20%	34%	20%
Economically Disadvantaged	16,760	32%	0.32	32%	17%	32%	19%
Students with Disabilities	5,287	33%	0.33	33%	17%	29%	22%

* Calculator section

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