Kentucky Summative Assessments

Grade 4 Mathematics
Released Items
2025

1

MA0420054_3

What is the sum of $\frac{3}{10}$ and $\frac{32}{100}$?

A $\frac{62}{110}$

B $\frac{35}{110}$

C $\frac{62}{100}$

D $\frac{35}{100}$

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420054
Book Question Number: 1

Standard: KY.4.NF.5.b

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	**10,840**	51%	0.51	7%	15%	51%	27%
Gender							
Female	**5,379**	49%	0.49	6%	16%	49%	28%
Male	**5,461**	54%	0.54	7%	14%	54%	25%
Ethnicity							
African American	**1,144**	40%	0.40	8%	22%	40%	30%
American Indian or Alaska Native	**16**	56%	0.56	0%	13%	56%	31%
Asian	**223**	68%	0.68	4%	9%	68%	18%
Hispanic or Latino	**949**	47%	0.47	6%	19%	47%	28%
Native Hawaiian or Pacific Islander	**19**	74%	0.74	5%	11%	74%	11%
White (non-Hispanic)	**7,872**	53%	0.53	6%	14%	53%	26%
Two or more races	**617**	48%	0.48	9%	14%	48%	29%
Migrant	**46**	39%	0.39	4%	22%	39%	35%
English Learner	**770**	43%	0.43	7%	20%	43%	30%
Economically Disadvantaged	**6,624**	46%	0.46	7%	18%	46%	29%
Students with Disabilities	**1,517**	38%	0.38	9%	22%	38%	31%

2

MA0420199_5,1

A comparison is shown.

$$\frac{4}{6} > \square$$

Which fractions make the comparison true?

Select **two** correct answers.

A $\frac{1}{2}$

B $\frac{2}{3}$

C $\frac{3}{4}$

D $\frac{10}{12}$

E $\frac{7}{100}$

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420199
Book Question Number: 2

Standard: KY.4.NF.2

Item Type: MS
Key: A,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	**24,426**	53.2%	1.06	22%	49%	28%
Gender						
Female	**11,922**	50.8%	1.02	23%	53%	24%
Male	**12,503**	55.4%	1.11	22%	46%	32%
Ethnicity						
African American	**2,684**	43.5%	0.87	28%	56%	15%
American Indian or Alaska Native	**27**	51.9%	1.04	22%	52%	26%
Asian	**541**	62.4%	1.25	18%	39%	43%
Hispanic or Latino	**2,709**	46.4%	0.93	27%	54%	20%
Native Hawaiian or Pacific Islander	**47**	56.4%	1.13	17%	53%	30%
White (non-Hispanic)	**17,046**	55.7%	1.11	20%	48%	32%
Two or more races	**1,370**	50.3%	1.01	24%	52%	25%
Migrant	**157**	43.0%	0.86	28%	58%	14%
English Learner	**2,540**	42.1%	0.84	30%	55%	14%
Economically Disadvantaged	**15,432**	48.4%	0.97	25%	53%	22%
Students with Disabilities	**5,063**	44.6%	0.89	27%	57%	16%

3

MA0420031_3

Which expression can be used to find the product of 48 and 23?

A $(3 \times 8) + (3 \times 40) + (2 \times 8) + (2 \times 40)$

B $(8 \times 3) + (8 \times 20) + (4 \times 3) + (4 \times 20)$

C $(8 \times 3) + (8 \times 20) + (40 \times 3) + (40 \times 20)$

D $(3 \times 8) + (3 \times 40) + (20 \times 80) + (20 \times 40)$

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420031
Book Question Number: 3

Standard: KY.4.NBT.5

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	**10,832**	49%	0.49	18%	20%	49%	13%
Gender							
Female	**5,376**	48%	0.48	18%	20%	48%	14%
Male	**5,456**	51%	0.51	17%	21%	51%	11%
Ethnicity							
African American	**1,143**	44%	0.44	20%	23%	44%	13%
American Indian or Alaska Native	**16**	38%	0.38	38%	19%	38%	6%
Asian	**222**	60%	0.60	15%	14%	60%	11%
Hispanic or Latino	**943**	46%	0.46	19%	20%	46%	15%
Native Hawaiian or Pacific Islander	**19**	58%	0.58	5%	32%	58%	5%
White (non-Hispanic)	**7,872**	50%	0.50	17%	20%	50%	12%
Two or more races	**617**	49%	0.49	18%	19%	49%	14%
Migrant	**44**	39%	0.39	27%	23%	39%	11%
English Learner	**764**	39%	0.39	21%	24%	39%	16%
Economically Disadvantaged	**6,621**	45%	0.45	19%	22%	45%	14%
Students with Disabilities	**1,517**	42%	0.42	20%	22%	42%	15%

4

MA0421086

What is the value of the expression 493 ÷ 7? Explain the strategy you used to find your answer.

Enter your answer and your explanation in the space provided.

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0421086
Book Question Number: 4

Standard: KY.4.NBT.6

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	**45,750**	27.0%	0.54	63%	21%	17%
Gender						
Female	**22,531**	26.5%	0.53	64%	20%	17%
Male	**23,218**	27.4%	0.55	62%	22%	16%
Ethnicity						
African American	**4,828**	15.6%	0.31	77%	14%	9%
American Indian or Alaska Native	**42**	27.4%	0.55	60%	26%	14%
Asian	**1,023**	45.2%	0.90	42%	26%	32%
Hispanic or Latino	**4,626**	19.6%	0.39	72%	17%	11%
Native Hawaiian or Pacific Islander	**75**	30.7%	0.61	60%	19%	21%
White (non-Hispanic)	**32,519**	29.3%	0.59	59%	22%	18%
Two or more races	**2,634**	24.5%	0.49	66%	20%	15%
Migrant	**245**	16.7%	0.33	74%	18%	8%
English Learner	**4,094**	15.6%	0.31	77%	15%	8%
Economically Disadvantaged	**28,521**	21.4%	0.43	69%	19%	12%
Students with Disabilities	**8,121**	19.5%	0.39	68%	24%	7%

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Rubric

Rubric	
Score Point 2	Student demonstrates a complete understanding of the division of a three-digit number by a one-digit number.
Score Point 1	Student demonstrates a partial understanding of the division of a three-digit number by a one-digit number.
Score Point 0	Student response is completely incorrect or irrelevant.

Score Points	• Score 2 points:
	  ○ Correct answer and complete explanation
	• Score 1 point:
	  ○ Correct answer only OR
	  ○ Incorrect answer (due to computation error) and complete explanation.

Correct Answers	70 Remainder 3 7 × 70 = 490 493 – 490 = 3 Note: Other valid explanations of strategies are acceptable.

Anchor Set

A1

The expression 493 ÷ 7 my answer is 112 and I know this because i wrok my out on a bar motle, first i see how many times 3 can go into 7 next I see how many times 7 go into 9 finley see how many times 4 go into 7 then therfor I got 112.

Anchor Annotation, Paper 1
Score Point 0

This response receives no credit. The student demonstrates no understanding of the task. Neither of the required elements are given.

The answer given is incorrect (112) and the student gives an incorrect explanation of the bar model.

A2

By doing the box i got 80R3.

Anchor Annotation, Paper 2
Score Point 0

This response receives no credit. The student demonstrates no understanding of the task. Neither of the required elements are given.

The answer given is incorrect (80R3) and the explanation is insufficient. Naming a method without showing steps is not acceptable for credit.

A3

493 ÷ 7 I got my answer by using long division, First I did 7 ÷ 49 and got 49 I subtracted 49 from 49 and got 0 but i brought down the 3 to get 03 ¬0 leaving me to my final answer 170 r3. as a result 493 ÷ 7 is 170 r3.

Anchor Annotation, Paper 3
Score Point 0

This response receives no credit. The student demonstrates no understanding of the task. Neither of the required elements are given.

The answer given is incorrect (170 r3) and the explanation is unclear (I did 7 ÷ 49 and got 49).

A4

70 and remainder of 3.

I used the box method to find my answer.

Anchor Annotation, Paper 4
Score Point 1

This response receives partial credit. The student demonstrates general understanding of the task. One of the two required elements is given.

The correct answer is given (70 and remainder of 3). The explanation is insufficient. Naming a method without showing steps is not acceptable for credit.

A5

i used area model and got the answer 70 with remainder of 3.

Anchor Annotation, Paper 5
Score Point 1

This response receives partial credit. The student demonstrates general understanding of the task. One of the two required elements is given.

The correct answer is given (70 with remainder of 3). The explanation is insufficient. Naming a method without showing steps is not acceptable for credit.

A6

493 ÷ 7 = 70 R3

Anchor Annotation, Paper 6
Score Point 1

This response receives partial credit. The student demonstrates general understanding of the task. One of the two required elements is given.

The correct answer is given (70 R3). No explanation is provided.

A7

The value of the expression 493 ÷ 7 is 70 with a remainder of 3 I know this because I did 493 – 350 = 143, 143 – 140 = 3 and I can't subtract from three so three became the remainder. And then I added 50 from 7 × 50, 20 from 7 × 20, and I added it all togetter making 70.

Anchor Annotation, Paper 7
Score Point 2

This response receives full credit. The student demonstrates a complete understanding of the task. Both of the required elements are given.

The correct answer is given (70 with a remainder of 3) with a complete explanation of the method.

Note: Be aware of alternate acceptable methods.

A8

493 ÷ 7 = 70 $\frac{3}{7}$. I knew to divide because I needed to find the quotient of 493 ÷ 7. I used long division by setting up my digits. 493 inside the cave, 7 outside, and the quotient on the top, when we get to that. I first had to divide 49 ÷ 7 = 7, That 7 went on the top. Then, I multiplied 7 × 7 = 49. I subtracted 49 – 49 = 0, Then I brought down the 3. 7 can't fit in 3, so I wrote 0, and put the 3 as a remainder. ThenI had my final answer, 70,

Anchor Annotation, Paper 8
Score Point 2

This response receives full credit. The student demonstrates a complete understanding of the task. Both of the required elements are given.

The correct answer is given (70 $\frac{3}{7}$) with a complete explanation of the method.

A9

For this problem I used long division.I did
493 ÷ 7.49 ÷ 7 = 7.7 × 7 = 49.49 – 49 = 0. Bring down your 3 7 goes into 3 0 times so put your 0 up top now you have 70 you can not do anything with your 3 so you have a remainder.The answer is 70 R 3

Anchor Annotation, Paper 9
Score Point 2

This response receives full credit. The student demonstrates a complete understanding of the task. Both of the required elements are given.

The correct answer is given (70 R 3) with a complete explanation of the method.

5

MA0420009_3

Which number is a multiple of 4?

A 2

B 30

C 68

D 94

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420009
Book Question Number: 5

Standard: KY.4.OA.4.c

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	**24,693**	37%	0.37	52%	6%	37%	6%
Gender							
Female	**12,054**	35%	0.35	53%	6%	35%	6%
Male	**12,638**	39%	0.39	50%	6%	39%	6%
Ethnicity							
African American	**2,672**	26%	0.26	58%	8%	26%	8%
American Indian or Alaska Native	**19**	42%	0.42	47%	11%	42%	0%
Asian	**571**	47%	0.47	45%	3%	47%	4%
Hispanic or Latino	**2,761**	29%	0.29	57%	7%	29%	6%
Native Hawaiian or Pacific Islander	**43**	40%	0.40	47%	12%	40%	2%
White (non-Hispanic)	**17,211**	40%	0.40	50%	5%	40%	5%
Two or more races	**1,413**	35%	0.35	54%	5%	35%	6%
Migrant	**154**	32%	0.32	55%	8%	32%	6%
English Learner	**2,631**	26%	0.26	60%	8%	26%	6%
Economically Disadvantaged	**15,662**	33%	0.33	54%	7%	33%	6%
Students with Disabilities	**5,206**	27%	0.27	53%	10%	27%	9%

6

MA0420010_3

Which list contains only prime numbers?

A 2, 3, 17, 21, 61

B 3, 5, 11, 15, 19

C 2, 19, 23, 31, 47

D 3, 17, 33, 41, 52

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420010
Book Question Number: 6

Standard: KY.4.OA.4.d

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	**35,557**	35%	0.35	20%	31%	35%	14%
Gender							
Female	**17,383**	34%	0.34	21%	31%	34%	15%
Male	**18,173**	36%	0.36	19%	31%	36%	14%
Ethnicity							
African American	**3,791**	27%	0.27	24%	34%	27%	14%
American Indian or Alaska Native	**27**	22%	0.22	33%	33%	22%	11%
Asian	**807**	47%	0.47	14%	25%	47%	13%
Hispanic or Latino	**3,750**	29%	0.29	21%	34%	29%	15%
Native Hawaiian or Pacific Islander	**57**	37%	0.37	18%	30%	37%	16%
White (non-Hispanic)	**25,057**	36%	0.36	19%	30%	36%	14%
Two or more races	**2,065**	35%	0.35	20%	31%	35%	14%
Migrant	**206**	22%	0.22	20%	37%	22%	21%
English Learner	**3,395**	26%	0.26	23%	36%	26%	15%
Economically Disadvantaged	**22,382**	31%	0.31	22%	33%	31%	15%
Students with Disabilities	**6,785**	27%	0.27	24%	34%	27%	16%

7

MA0421218_1

Which shape will always have more than two lines of symmetry?

A Circle

B Triangle

C Rectangle

D Pentagon

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0421218*
Book Question Number: 7

Standard: KY.4.G.3.b

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	**21,832**	37%	0.37	37%	9%	32%	23%
Gender							
Female	**10,773**	35%	0.35	35%	9%	31%	24%
Male	**11,059**	38%	0.38	38%	9%	32%	22%
Ethnicity							
African American	**2,222**	22%	0.22	22%	14%	37%	27%
American Indian or Alaska Native	**16**	13%	0.13	13%	19%	38%	31%
Asian	**486**	46%	0.46	46%	8%	31%	15%
Hispanic or Latino	**1,967**	28%	0.28	28%	11%	33%	27%
Native Hawaiian or Pacific Islander	**30**	23%	0.23	23%	7%	30%	40%
White (non-Hispanic)	**15,811**	40%	0.40	40%	8%	31%	22%
Two or more races	**1,299**	35%	0.35	35%	10%	32%	23%
Migrant	**93**	26%	0.26	26%	17%	32%	25%
English Learner	**1,596**	24%	0.24	24%	14%	34%	28%
Economically Disadvantaged	**13,470**	31%	0.31	31%	11%	33%	26%
Students with Disabilities	**3,195**	28%	0.28	28%	14%	30%	27%

* Calculator section

8

MA0420068_2

How many inches are in $3\frac{1}{2}$ feet?

A 38

B 42

C 60

D 72

STOP

Released Item Performance

Kentucky Summative Assessments

Spring 2025
Grade 4
Mathematics

Item: MA0420068*
Book Question Number: 8

Standard: KY.4.MD.1.b

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	**10,832**	51%	0.51	30%	51%	12%	6%
Gender							
Female	**5,376**	46%	0.46	33%	46%	14%	8%
Male	**5,456**	57%	0.57	28%	57%	10%	5%
Ethnicity							
African American	**1,143**	38%	0.38	36%	38%	18%	7%
American Indian or Alaska Native	**16**	31%	0.31	44%	31%	19%	6%
Asian	**222**	62%	0.62	23%	62%	9%	7%
Hispanic or Latino	**944**	47%	0.47	34%	47%	13%	7%
Native Hawaiian or Pacific Islander	**19**	53%	0.53	11%	53%	32%	5%
White (non-Hispanic)	**7,871**	54%	0.54	29%	54%	11%	6%
Two or more races	**617**	47%	0.47	31%	47%	15%	7%
Migrant	**44**	39%	0.39	39%	39%	16%	7%
English Learner	**764**	41%	0.41	37%	41%	15%	6%
Economically Disadvantaged	**6,621**	46%	0.46	33%	46%	14%	7%
Students with Disabilities	**1,517**	44%	0.44	33%	44%	15%	8%

* Calculator section

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