

Kentucky Summative Assessments



Grade 4 Reading Released Items 2025



Directions: Read the excerpt from *Max & Maddy and the Chocolate Money Mystery*. Then answer the questions.

from Max & Maddy and the Chocolate Money Mystery

by Alexander McCall Smith

- 1 On the very edge of the town where Max and Maddy Twist lived, there was an ice-cream parlor. It was not a large ice-cream parlor—in fact it was pretty small—but it was very popular with people who liked really good ice cream in lots of different flavors (there were thirty-seven, to be exact).
- 2 Behind the parlor there was a house, and this is where Max and Maddy lived with their parents. Mr. and Mrs. Twist had not been making ice cream for long. They used to be private detectives and had been the owners of the best private detective agency in the country. They had even won prizes for their detective work—the *Best Disguise Award* (which they won two years running) and the *Most Difficult Clue Solved Award*. Then, without any warning, something terrible happened, and they had been forced out of business.
- 3 What happened was not their fault, but the work of an extremely cunning man named Professor Claude Sardine. This man had been wicked since birth. When he was a baby, he had hidden other babies' rattles and made them cry. Then, when he was a little bit older and was at school, he had cheated in the egg-and-spoon relay race, secretly sticking the egg to his spoon so that it would not fall off. A little later, he had soaked all the school chalk in water so that it would not write when the teacher tried to use it. . . .
- 4 Mr. and Mrs. Twist had once managed to thwart one of Professor Sardine's evil schemes, and he had never forgiven them for it. The professor had gotten ahold of two thousand pairs of underwear and had treated them all with . . . itching powder! He was at the point of selling them at bargain prices to the public when Mr. and Mrs. Twist stepped in and put a stop to it.
- 5 They had just been investigating the strange loss of two thousand pairs of underwear from a factory on the edge of town. The only lead they had was a sardine, left at the scene of the crime.
- 6 For a while, Mr. and Mrs. Twist were stumped. But not for long. Because soon after that there was another burglary—this time at a joke store. Two thousand bags of itching powder had been stolen, and once again a mysterious sardine was left behind. But here the professor had made his fatal mistake. Little did he know that he was dealing with two real professionals.
- 7 The Twists, with the sardines as evidence, questioned the town's fish seller, deducing—correctly—that anyone dastardly enough to steal two thousand pairs of underwear and two thousand bags of itching powder would never pay honest money for a couple of sardines. And sure enough, the fish



seller was able to give a very good description of a man who had entered his shop, stolen the sardines, and run off, laughing in a chilling manner.

From MAX & MADDY AND THE CHOCOLATE MONEY MYSTERY by Alexander McCall Smith, Bloomsbury Children's Books. © 1997 Alexander McCall Smith.

1

RE923241347_4

Why does the author use the phrase “one of Professor Sardine’s evil schemes” in paragraph 4?

- A** To state that Professor Sardine often failed to set goals
- B** To suggest that Professor Sardine was smarter than the Twists
- C** To describe the length of time Professor Sardine spent on his ideas
- D** To show that Professor Sardine often made plans to get what he wanted



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923241347

Book Question Number: 1

Standard: RL.4, RL.4.4

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	46,378	56%	0.56	14%	15%	15%	56%
Gender							
Female	22,751	57%	0.57	14%	15%	14%	57%
Male	23,626	56%	0.56	14%	15%	15%	56%
Ethnicity							
African American	4,933	46%	0.46	16%	20%	17%	46%
American Indian or Alaska Native	43	63%	0.63	12%	21%	5%	63%
Asian	1,027	62%	0.62	12%	12%	14%	62%
Hispanic or Latino	4,692	48%	0.48	15%	19%	18%	48%
Native Hawaiian or Pacific Islander	77	56%	0.56	10%	16%	18%	56%
White (non-Hispanic)	32,924	59%	0.59	13%	14%	14%	59%
Two or more races	2,679	55%	0.55	14%	16%	14%	55%
Migrant							
Migrant	250	48%	0.48	15%	21%	17%	48%
English Learner							
English Learner	4,157	43%	0.43	17%	21%	20%	43%
Economically Disadvantaged							
Economically Disadvantaged	28,996	52%	0.52	15%	17%	16%	52%
Students with Disabilities							
Students with Disabilities	8,301	51%	0.51	15%	17%	17%	51%



2

RE923238917_4

Which detail **best** supports the idea that Mr. and Mrs. Twist must adapt to changes in their life?

- A** They lived in a home at the edge of town.
- B** They were recognized for their detective skills.
- C** They had only one clue to follow when a burglary happened at a factory.
- D** They learned how to make ice cream when their detective agency was shut down.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923238917

Book Question Number: 2

Standard: RL.4, RL.4.1

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	46,381	41%	0.41	13%	22%	24%	41%
Gender							
Female	22,752	41%	0.41	12%	22%	25%	41%
Male	23,628	41%	0.41	14%	22%	23%	41%
Ethnicity							
African American	4,933	31%	0.31	17%	25%	27%	31%
American Indian or Alaska Native	43	44%	0.44	12%	19%	26%	44%
Asian	1,027	41%	0.41	9%	24%	26%	41%
Hispanic or Latino	4,694	34%	0.34	15%	25%	27%	34%
Native Hawaiian or Pacific Islander	77	35%	0.35	14%	19%	31%	35%
White (non-Hispanic)	32,925	43%	0.43	13%	21%	23%	43%
Two or more races	2,679	38%	0.38	14%	21%	27%	38%
Migrant							
Migrant	250	34%	0.34	15%	21%	30%	34%
English Learner							
English Learner	4,158	29%	0.29	14%	27%	29%	29%
Economically Disadvantaged							
Economically Disadvantaged	28,999	37%	0.37	14%	23%	26%	37%
Students with Disabilities							
Students with Disabilities	8,302	40%	0.40	13%	21%	26%	40%



3

RE923241612_1

Which statement **best** describes the structure of the passage?

- A** The author goes back in time to explain why the Twists suspect Professor Sardine of ruining their detective business.
- B** The author begins the story with Professor Sardine as the narrator and switches to Mr. Twist telling the story.
- C** The author tells the story in chronological order to describe the Twist family's successful ice cream store.
- D** The author begins and ends the story at the same point of time as the Twist family's move.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923241612

Book Question Number: 3

Standard: RL.4, RL.4.5

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	46,376	45%	0.45	45%	17%	23%	15%
Gender							
Female	22,749	46%	0.46	46%	17%	23%	14%
Male	23,626	43%	0.43	43%	18%	24%	15%
Ethnicity							
African American	4,932	40%	0.40	40%	24%	23%	13%
American Indian or Alaska Native	42	55%	0.55	55%	7%	14%	24%
Asian	1,027	52%	0.52	52%	13%	20%	15%
Hispanic or Latino	4,694	41%	0.41	41%	20%	24%	15%
Native Hawaiian or Pacific Islander	77	52%	0.52	52%	21%	12%	16%
White (non-Hispanic)	32,922	46%	0.46	46%	16%	24%	15%
Two or more races	2,679	43%	0.43	43%	18%	24%	15%
Migrant							
Migrant	250	38%	0.38	38%	23%	22%	17%
English Learner							
English Learner	4,158	37%	0.37	37%	23%	25%	15%
Economically Disadvantaged							
Economically Disadvantaged	28,996	41%	0.41	41%	19%	24%	15%
Students with Disabilities							
Students with Disabilities	8,301	37%	0.37	37%	21%	25%	17%



4

RE923241931_2,4

Why do Mr. and Mrs. Twist talk to the town's fish seller? Select **two** correct answers.

- A** They want to know the cost of the fish seller's sardines.
- B** They believe the sardines were stolen from the fish seller.
- C** They want to know why the fish seller helped the evil man.
- D** They believe the fish seller's knowledge will help them solve a case.
- E** They believe the fish seller knows something about the stolen underwear.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923241931

Book Question Number: 4

Standard: RL.4, RL.4.3

Item Type: MS

Key: B,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,147	59.2%	1.18	16%	51%	34%
Gender						
Female	22,629	58.6%	1.17	16%	51%	33%
Male	23,517	59.7%	1.19	15%	50%	35%
Ethnicity						
African American	4,885	51.3%	1.03	22%	54%	24%
American Indian or Alaska Native	42	63.1%	1.26	12%	50%	38%
Asian	1,023	60.3%	1.21	13%	53%	34%
Hispanic or Latino	4,662	52.6%	1.05	21%	54%	26%
Native Hawaiian or Pacific Islander	76	53.3%	1.07	18%	57%	25%
White (non-Hispanic)	32,794	61.3%	1.23	14%	49%	37%
Two or more races	2,662	58.0%	1.16	16%	52%	32%
Migrant						
Migrant	249	48.0%	0.96	23%	57%	19%
English Learner						
English Learner	4,118	49.2%	0.98	23%	57%	21%
Economically Disadvantaged						
Economically Disadvantaged	28,830	56.2%	1.12	18%	52%	30%
Students with Disabilities						
Students with Disabilities	8,227	56.5%	1.13	19%	49%	32%



Directions: Read the excerpt from *The Great Shelby Holmes*. Then answer the questions.

from The Great Shelby Holmes

by Elizabeth Eulberg

One of the Lacy family's dogs is missing. Eleven year old Shelby Holmes and her neighbor John Watson use their detective skills to help the family solve the mystery.

- 1 Everybody rushed into the dog room to find . . . everything looking pretty much the same as it had yesterday.
- 2 “What are we looking for?” I asked, eager to see the latest clue.
- 3 Shelby pointed up to the shelf where the dog food was stored. “That!”
- 4 The two containers seemed to be in the same place. But I also only *saw* them yesterday; I hadn’t really *observed*.
- 5 Shelby reached up on her tiptoes and pulled down the container of Daisy’s dog food. She held it up and we all leaned in, trying to decipher whatever clue was in the food.
- 6 “Watson.” Shelby turned the container to the side and urged me to look closer.
- 7 That was when I saw it. It wasn’t something that was easy to spot. On the side there was a tiny piece of tape stuck to the container.
- 8 So I found the clue, but what did it *mean*?
- 9 I pointed at the tape but decided it was best not to even try to make an uneducated guess.
- 10 “Yes, you know who put it there?”
- 11 The room continued to stare at Shelby. She certainly enjoyed dragging things out. It must be nice to always be the smartest person in the room.
- 12 “I did.” She set the container down. “I put it at the level of where the food was yesterday at 4:23 p.m.”
- 13 My head began spinning as I realized what this meant.
- 14 “Watson,” Shelby prodded me.



- 15 “The tape is nearly an inch above the food now,” I exclaimed excitedly.
- 16 See, I could be more than just an assistant. Maybe I really did have it in me to be a detective. It was such a rush figuring out the clue. Granted, I needed Shelby’s help to know where to look and what to look for, but I was still new to this sleuthing stuff.
- 17 “I don’t get it,” Zareen stated.
- 18 “It means . . .” Shelby gestured at me.
- 19 “It means that somebody took Daisy’s dog food after we were in here.”
- 20 Lestrade leaned against the wall, a bored look on her face. “I believe there are two dogs in this household.”
- 21 “But they eat different food.” I pointed to Roxy’s container.
- 22 “So somebody made a simple mistake.”
- 23 Zareen raised her hand timidly. “I was the one who fed Roxy last night, and I can guarantee you that I took the food from her container. We’re very strict about their diets.”
- 24 “I’m sorry.” Mrs. Lacy pinched the bridge of her nose. “Can you please explain what this means? Why would somebody take Daisy’s dog food? She’s not here.”
- 25 “Exactly!” Shelby’s face lit up. “First, this means that Daisy is safe because whoever took her is feeding her. But the biggest clue is this: whoever took her was in this very room at some point after 4:23 yesterday afternoon.”
- 26 Everybody in the room looked around at each other accusingly.
- 27 Now we were really getting somewhere.

From THE GREAT SHELBY HOLMES by Elizabeth Eulberg, Bloomsbury Children’s Books. © 2016 Elizabeth Eulberg.

**5**

RE923246940_2

What can the reader learn about Shelby by the author's choice of the word "prodded" in paragraph 14?

- A** She is disappointed in Watson.
- B** She wants to encourage Watson.
- C** She refuses to accept her mistakes.
- D** She likes to show off for her friends.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923246940

Book Question Number: 5

Standard: RL.4, RL.4.4

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	46,375	51%	0.51	24%	51%	17%	8%
Gender							
Female	22,749	51%	0.51	25%	51%	16%	8%
Male	23,625	52%	0.52	23%	52%	17%	8%
Ethnicity							
African American	4,931	46%	0.46	26%	46%	20%	9%
American Indian or Alaska Native	42	52%	0.52	14%	52%	21%	12%
Asian	1,027	58%	0.58	21%	58%	14%	7%
Hispanic or Latino	4,694	46%	0.46	25%	46%	20%	9%
Native Hawaiian or Pacific Islander	77	52%	0.52	26%	52%	16%	6%
White (non-Hispanic)	32,922	52%	0.52	24%	52%	16%	8%
Two or more races	2,679	50%	0.50	24%	50%	17%	9%
Migrant							
Migrant	250	42%	0.42	26%	42%	21%	11%
English Learner							
English Learner	4,158	43%	0.43	25%	43%	22%	10%
Economically Disadvantaged							
Economically Disadvantaged	28,996	49%	0.49	25%	49%	18%	8%
Students with Disabilities							
Students with Disabilities	8,300	44%	0.44	24%	44%	21%	11%



6

RE923242123_4,1

Which details from the story **best** support the idea that Watson has great respect for Shelby? Select **two** correct answers.

- A** He calls her the smartest person in the room.
- B** He asks her who put the tape on the dog food.
- C** He feels nervous when she asks him a question.
- D** He admits he needs her help to find important clues.
- E** He agrees with her though others doubt her explanations.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923242123

Book Question Number: 6

Standard: RL.4, RL.4.1

Item Type: MS

Key: A,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,177	56.1%	1.12	12%	64%	24%
Gender						
Female	22,653	54.8%	1.10	13%	65%	22%
Male	23,523	57.2%	1.14	12%	62%	26%
Ethnicity						
African American	4,899	53.1%	1.06	15%	64%	21%
American Indian or Alaska Native	41	48.8%	0.98	22%	59%	20%
Asian	1,024	56.5%	1.13	11%	65%	24%
Hispanic or Latino	4,665	52.8%	1.06	16%	63%	21%
Native Hawaiian or Pacific Islander	77	53.2%	1.06	14%	65%	21%
White (non-Hispanic)	32,805	57.0%	1.14	11%	64%	25%
Two or more races	2,663	55.4%	1.11	13%	63%	24%
Migrant						
Migrant	249	52.6%	1.05	17%	60%	22%
English Learner						
English Learner	4,123	50.2%	1.00	18%	63%	18%
Economically Disadvantaged						
Economically Disadvantaged	28,845	54.3%	1.09	14%	64%	22%
Students with Disabilities						
Students with Disabilities	8,228	53.1%	1.06	16%	61%	22%



7

RE923242318_4

Which of Watson's thoughts **best** reflects the theme that success leads to confidence?

- A** "But I also only *saw* them yesterday; I hadn't really *observed*." (paragraph 4)
- B** "So I found the clue, but what did it *mean*?" (paragraph 8)
- C** "I pointed at the tape but decided it was best not to even try to make an uneducated guess." (paragraph 9)
- D** "Maybe I really did have it in me to be a detective." (paragraph 16)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE923242318

Book Question Number: 7

Standard: RL.4, RL.4.2

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	46,372	51%	0.51	11%	15%	23%	51%
Gender							
Female	22,749	52%	0.52	10%	15%	23%	52%
Male	23,622	50%	0.50	11%	15%	23%	50%
Ethnicity							
African American	4,933	40%	0.40	15%	18%	27%	40%
American Indian or Alaska Native	42	52%	0.52	19%	10%	19%	52%
Asian	1,027	58%	0.58	7%	13%	22%	58%
Hispanic or Latino	4,694	43%	0.43	12%	16%	28%	43%
Native Hawaiian or Pacific Islander	77	48%	0.48	12%	17%	23%	48%
White (non-Hispanic)	32,918	54%	0.54	10%	14%	22%	54%
Two or more races	2,678	48%	0.48	11%	14%	26%	48%
Migrant							
Migrant	250	35%	0.35	15%	20%	30%	35%
English Learner							
English Learner	4,157	36%	0.36	14%	19%	30%	36%
Economically Disadvantaged							
Economically Disadvantaged	28,992	47%	0.47	12%	16%	25%	47%
Students with Disabilities							
Students with Disabilities	8,298	45%	0.45	14%	16%	24%	45%



8

RE926922663_4

Which statement **best** describes how the events in **both** passages are similar?

- A** People learn from a skillful expert.
- B** People depend on their friends to assist them with their problems.
- C** People prove they can start over with a new career when necessary.
- D** People study what is around them and use reasoning to solve a problem.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 4

Reading

Item: RE926922663

Book Question Number: 8

Standard: RL.4, RL.4.9

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	46,368	56%	0.56	14%	17%	12%	56%
Gender							
Female	22,744	59%	0.59	14%	15%	12%	59%
Male	23,623	54%	0.54	14%	19%	13%	54%
Ethnicity							
African American	4,933	44%	0.44	17%	20%	18%	44%
American Indian or Alaska Native	41	63%	0.63	12%	10%	15%	63%
Asian	1,027	66%	0.66	11%	14%	8%	66%
Hispanic or Latino	4,694	53%	0.53	14%	19%	14%	53%
Native Hawaiian or Pacific Islander	77	56%	0.56	18%	13%	13%	56%
White (non-Hispanic)	32,915	59%	0.59	13%	17%	11%	59%
Two or more races	2,678	53%	0.53	15%	18%	14%	53%
Migrant							
Migrant	250	48%	0.48	15%	23%	14%	48%
English Learner							
English Learner	4,158	48%	0.48	16%	20%	16%	48%
Economically Disadvantaged							
Economically Disadvantaged	28,989	53%	0.53	15%	18%	14%	53%
Students with Disabilities							
Students with Disabilities	8,298	54%	0.54	15%	17%	14%	54%



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