

Kentucky Summative Assessments



Grade 5 Reading Released Items 2025



Directions: Read the passage “The Potter’s Wheel.” Then answer the questions.

The Potter’s Wheel

by Alva Moore Joyner

- 1 The very first sound in our morning air is a loud, smushy *thwack!* Then Daddy’s potter’s wheel begins to spin.
- 2 We live at the foot of a great mountain, and our days move along, full of sound. The creek in our yard sings watery sounds, and little animals in the woods talk in their own way all day long.
- 3 In our home, Daddy’s wheel makes a gentle hum, and his hands make soft clucks as they move on and off the clay he has thrown onto his wheel. When Daddy asks, I drip water onto the clay lump as it spins, making it wet. I watch the gooey, wet clay slip around and through his fingers. Cupped in Daddy’s hands, it magically grows and grows.
- 4 Daddy is quiet when he works, but he smiles. He keeps the clay centered on his wheel as it turns, and he chooses a shape. Sometimes a tall, slim flower vase grows from the clay, guided upward by his strong fingers. Sometimes he slowly flattens the lump with the sides of his hand to form a plate.
- 5 Sometimes nothing works, and Daddy says, “The clay isn’t interested in ‘becoming’ today.” Then he laughs and pushes the sludge into a bag and saves it for tomorrow. He cleans his wheel, collects the pieces that became vases, plates, or bowls, and we go off to the shed.
- 6 The shed is cool and quiet. Here, rows and rows of ivory-white bowls, cups, vases, and plates greet us on the shelves above Daddy’s kiln. He adds his new work to the shelf. It looks damp and gray beside the old, but it will soon dry to match the ivory. Then Daddy will paint it with glazes and fire it in his kiln.
- 7 I love the days when a batch of work comes out of the kiln. After being baked at thousands of degrees for hours in the kiln, Daddy’s work is allowed to cool, and then we see its colors for the first time. Blues and greens and sandy reds and vanillas cover cups and vases and platters and bowls that are all different and wonderful.
- 8 The very first sound in our morning air is the loud, smushy *thwack* of clay on the potter’s wheel, but the last sounds of our day are quieter. Daddy and I sit together before bedtime, listening to the mountain animals chattering softly as they bed down for the night. And sometimes we hear the potter’s wheel spin, even when it’s still.

“The Potter’s Wheel” by Alva Moore Joyner, from *Spider*, March 2010. © 2010 Cricket Media.

**1**

RE918434170_4,3

Which details from the story **best** support the idea that making pottery is a process with many steps? Select **two** correct answers.

- A** “Daddy is quiet when he works, but he smiles.” (paragraph 4)
- B** “The shed is cool and quiet.” (paragraph 6)
- C** “It looks damp and gray beside the old, but it will soon dry to match the ivory.” (paragraph 6)
- D** “After being baked at thousands of degrees for hours in the kiln, Daddy’s work is allowed to cool, and then we see its colors for the first time.” (paragraph 7)
- E** “And sometimes we hear the potter’s wheel spin, even when it’s still.” (paragraph 8)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918434170

Book Question Number: 1

Standard: RL.5, RL.5.1

Item Type: MS

Key: C,D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,990	80.6%	1.61	4%	30%	66%
Gender						
Female	22,853	82.7%	1.65	4%	28%	69%
Male	24,137	78.7%	1.57	5%	33%	62%
Ethnicity						
African American	4,942	72.4%	1.45	8%	39%	53%
American Indian or Alaska Native	74	79.7%	1.59	3%	35%	62%
Asian	1,046	84.6%	1.69	3%	25%	72%
Hispanic or Latino	4,738	74.7%	1.49	7%	37%	56%
Native Hawaiian or Pacific Islander	97	75.8%	1.52	5%	38%	57%
White (non-Hispanic)	33,446	82.7%	1.65	3%	28%	69%
Two or more races	2,647	79.8%	1.60	4%	33%	63%
Migrant						
Migrant	229	71.0%	1.42	8%	42%	50%
English Learner						
English Learner	3,269	64.6%	1.29	11%	49%	40%
Economically Disadvantaged						
Economically Disadvantaged	29,162	77.6%	1.55	5%	34%	61%
Students with Disabilities						
Students with Disabilities	7,692	69.6%	1.39	10%	40%	50%



2

RE918442516_1

Which detail **best** supports the idea that the narrator sometimes helps work on the pottery?

- A** “When Daddy asks, I drip water onto the clay lump as it spins, making it wet.” (paragraph 3)
- B** “I watch the gooey, wet clay slip around and through his fingers.” (paragraph 3)
- C** “Sometimes he slowly flattens the lump with the sides of his hand to form a plate.” (paragraph 4)
- D** “Then Daddy will paint it with glazes and fire it in his kiln.” (paragraph 6)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918442516

Book Question Number: 2

Standard: RL.5, RL.5.3

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	47,077	75%	0.75	75%	9%	11%	5%
Gender							
Female	22,907	77%	0.77	77%	9%	10%	4%
Male	24,170	73%	0.73	73%	10%	11%	5%
Ethnicity							
African American	4,957	63%	0.63	63%	13%	16%	8%
American Indian or Alaska Native	74	66%	0.66	66%	16%	9%	8%
Asian	1,047	79%	0.79	79%	7%	10%	4%
Hispanic or Latino	4,746	63%	0.63	63%	13%	16%	8%
Native Hawaiian or Pacific Islander	97	70%	0.70	70%	10%	16%	3%
White (non-Hispanic)	33,501	79%	0.79	79%	8%	9%	4%
Two or more races	2,655	74%	0.74	74%	9%	11%	5%
Migrant							
Migrant	229	57%	0.57	57%	16%	19%	9%
English Learner							
English Learner	3,280	47%	0.47	47%	18%	23%	13%
Economically Disadvantaged							
Economically Disadvantaged	29,224	71%	0.71	71%	11%	13%	6%
Students with Disabilities							
Students with Disabilities	7,714	60%	0.60	60%	14%	16%	10%



3

RE918437218_2

Which detail **best** reflects the theme that making art is enjoyable?

- A** “Here, rows and rows of ivory-white bowls, cups, vases, and plates greet us on the shelves above Daddy’s kiln.” (paragraph 6)
- B** “I love the days when a batch of work comes out of the kiln.” (paragraph 7)
- C** “Blues and greens and sandy reds and vanillas cover cups and vases and platters and bowls that are all different. . . .” (paragraph 7)
- D** “. . . the last sounds of our day are quieter.” (paragraph 8)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918437218

Book Question Number: 3

Standard: RL.5, RL.5.2

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	47,076	58%	0.58	15%	58%	24%	3%
Gender							
Female	22,904	59%	0.59	14%	59%	24%	3%
Male	24,172	57%	0.57	15%	57%	25%	3%
Ethnicity							
African American	4,955	51%	0.51	18%	51%	28%	4%
American Indian or Alaska Native	73	55%	0.55	19%	55%	26%	0%
Asian	1,047	60%	0.60	11%	60%	26%	3%
Hispanic or Latino	4,747	47%	0.47	17%	47%	31%	5%
Native Hawaiian or Pacific Islander	97	42%	0.42	16%	42%	36%	5%
White (non-Hispanic)	33,501	60%	0.60	14%	60%	23%	3%
Two or more races	2,656	57%	0.57	14%	57%	26%	2%
Migrant							
Migrant	229	41%	0.41	24%	41%	30%	5%
English Learner							
English Learner	3,280	38%	0.38	21%	38%	34%	7%
Economically Disadvantaged							
Economically Disadvantaged	29,223	54%	0.54	16%	54%	27%	4%
Students with Disabilities							
Students with Disabilities	7,715	45%	0.45	20%	45%	29%	7%



Directions: Read the excerpt from *A Single Shard*. Then answer the questions.

from A Single Shard

by Linda Sue Park

- 1 Tree-ear slowed as he neared the mud-and-wood structure. He tilted his head, listening, and grinned when the droning syllables of a song-chant reached his ears. The master potter Min was singing, which meant that it was a “throwing” day.
- 2 Min’s house backed onto the beginnings of the foothills and their brushy growth, which gave way to pine-wooded mountains beyond. Tree-ear swung wide of the house. Under the deep eaves at the back, Min kept his potter’s wheel. He was there now, his gray head bent over the wheel, chanting his wordless song.
- 3 Tree-ear made his way cautiously to his favorite spot, behind a paulownia tree whose low branches kept him hidden from view. He peeped through the leaves and caught his breath in delight. Min was just beginning a new pot.
- 4 Min threw a mass of clay the size of a cabbage onto the center of the wheel. He picked it up and threw it again, threw it several times. After one last throw he sat down and stared at the clay for a moment. Using his foot to spin the base of the wheel, he placed dampened hands on the sluggardly lump, and for the hundredth time Tree-ear watched the miracle.
- 5 In only a few moments the clay rose and fell, grew taller, then rounded down, until it curved into perfect symmetry. The spinning slowed. The chant, too, died out and became a mutter of words that Tree-ear could not hear.
- 6 Min sat up straight. He crossed his arms and leaned back a little, as if to see the vase from a distance. Turning the wheel slowly with his knee, he inspected the graceful shape for invisible faults. Then, “Pah!” He shook his head and in a single motion of disgust scooped up the clay and slapped it back onto the wheel, whereupon it collapsed into an oafish lump again, as if ashamed.
- 7 Tree-ear opened his mouth to let out his breath silently, only then realizing that he had been keeping it back. To his eyes the vase had been perfect; its width half its height, its curves like those of a flower petal. Why, he wondered, had Min found it unworthy? What had he seen that so displeased him?
- 8 Min never failed to reject his first attempt. Then he would repeat the whole process. This day Tree-ear was able to watch the clay rise and fall four times before Min was satisfied. Each of the four efforts had looked identical to Tree-ear, but something about the fourth pleased Min. He



took a length of twine and slipped it deftly under the vase to release it from the wheel, then placed the vase carefully on a tray to dry.

- 9 As Tree-ear crept away, he counted the days on his fingers. He knew the potter's routine well; it would be many days before another throwing day.

From *A SINGLE SHARD* by Linda Sue Park, Houghton Mifflin Harcourt Publishing Company. © 2001 Linda Sue Park.

4

RE918445928_3

In paragraph 3, what does the phrase “made his way cautiously” suggest about Tree-ear?

- A** Tree-ear has not been to this part of the woods before.
- B** Tree-ear feels nervous about walking through the woods.
- C** Tree-ear is trying to walk carefully so Min does not notice him.
- D** Tree-ear is building up the courage to talk to Min for the first time.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918445928

Book Question Number: 4

Standard: RL.5, RL.5.3

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	47,076	72%	0.72	6%	13%	72%	8%
Gender							
Female	22,906	74%	0.74	6%	13%	74%	8%
Male	24,170	71%	0.71	7%	14%	71%	8%
Ethnicity							
African American	4,956	60%	0.60	10%	18%	60%	13%
American Indian or Alaska Native	74	61%	0.61	9%	22%	61%	8%
Asian	1,047	80%	0.80	4%	10%	80%	5%
Hispanic or Latino	4,747	66%	0.66	8%	15%	66%	11%
Native Hawaiian or Pacific Islander	97	73%	0.73	6%	12%	73%	8%
White (non-Hispanic)	33,500	75%	0.75	5%	12%	75%	7%
Two or more races	2,655	71%	0.71	6%	15%	71%	9%
Migrant							
Migrant	229	59%	0.59	12%	13%	59%	16%
English Learner							
English Learner	3,279	51%	0.51	12%	20%	51%	17%
Economically Disadvantaged							
Economically Disadvantaged	29,222	68%	0.68	7%	15%	68%	10%
Students with Disabilities							
Students with Disabilities	7,713	58%	0.58	11%	17%	58%	14%



5

RE918512243_2

How does telling the story from Tree-ear's perspective affect the way events are described?

- A** Because Tree-ear helps Min with his work, the reader learns how to make pottery.
- B** Because Tree-ear is spying on Min, the reader only knows what Tree-ear can observe.
- C** Because Tree-ear and Min know each other, the reader sees Tree-ear's appreciation for his friend.
- D** Because Tree-ear feels confused by Min's actions, the reader learns he has a clear understanding of Min's work.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918512243

Book Question Number: 5

Standard: RL.5, RL.5.6

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	47,074	51%	0.51	13%	51%	12%	24%
Gender							
Female	22,905	51%	0.51	13%	51%	11%	25%
Male	24,169	51%	0.51	14%	51%	12%	23%
Ethnicity							
African American	4,955	41%	0.41	20%	41%	15%	24%
American Indian or Alaska Native	74	49%	0.49	8%	49%	20%	23%
Asian	1,047	55%	0.55	13%	55%	10%	23%
Hispanic or Latino	4,747	42%	0.42	17%	42%	14%	27%
Native Hawaiian or Pacific Islander	97	53%	0.53	13%	53%	8%	26%
White (non-Hispanic)	33,499	54%	0.54	12%	54%	11%	23%
Two or more races	2,655	49%	0.49	14%	49%	12%	25%
Migrant							
Migrant	229	36%	0.36	16%	36%	18%	30%
English Learner							
English Learner	3,279	31%	0.31	22%	31%	19%	27%
Economically Disadvantaged							
Economically Disadvantaged	29,221	47%	0.47	15%	47%	13%	25%
Students with Disabilities							
Students with Disabilities	7,712	41%	0.41	17%	41%	15%	27%



6

RE918511587_4,1

How are the beginnings of “The Potter’s Wheel” and the passage from *A Single Shard* similar? Select **two** correct answers.

- A** Both begin with descriptions of the settings.
- B** Both begin with a lump of clay being slapped on a pottery wheel.
- C** Both begin with showing the steps of the pottery-making process.
- D** Both begin with sounds that mean a potter is at work at the wheel.
- E** Both begin with explaining the relationships between the characters.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918511587

Book Question Number: 6

Standard: RL.5, RL.5.5

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	46,965	55.4%	1.11	17%	56%	28%
Gender						
Female	22,847	55.4%	1.11	17%	56%	27%
Male	24,118	55.3%	1.11	17%	55%	28%
Ethnicity						
African American	4,940	48.7%	0.97	22%	58%	20%
American Indian or Alaska Native	73	55.5%	1.11	15%	59%	26%
Asian	1,046	56.6%	1.13	16%	54%	30%
Hispanic or Latino	4,731	50.2%	1.00	21%	58%	21%
Native Hawaiian or Pacific Islander	97	51.5%	1.03	23%	52%	26%
White (non-Hispanic)	33,426	57.1%	1.14	15%	55%	30%
Two or more races	2,652	55.3%	1.11	17%	54%	28%
Migrant						
Migrant	228	48.2%	0.96	24%	56%	20%
English Learner						
English Learner	3,263	42.4%	0.85	28%	59%	13%
Economically Disadvantaged						
Economically Disadvantaged	29,135	52.3%	1.05	19%	57%	24%
Students with Disabilities						
Students with Disabilities	7,683	45.5%	0.91	26%	57%	17%



7

RE918511088_3

Which statement **best** compares the overall structures of “The Potter’s Wheel” and the passage from *A Single Shard*?

- A** Both passages use circular structures to tell the stories.
- B** Both passages use nonlinear structures to tell the stories.
- C** “The Potter’s Wheel” uses a circular structure, and the passage from *A Single Shard* uses a linear structure.
- D** “The Potter’s Wheel” uses a linear structure, and the passage from *A Single Shard* uses a nonlinear structure.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 5

Reading

Item: RE918511088

Book Question Number: 7

Standard: RL.5, RL.5.5

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	47,066	42%	0.42	21%	13%	42%	24%
Gender							
Female	22,904	42%	0.42	21%	13%	42%	24%
Male	24,162	42%	0.42	21%	14%	42%	24%
Ethnicity							
African American	4,952	41%	0.41	22%	15%	41%	23%
American Indian or Alaska Native	74	47%	0.47	20%	7%	47%	26%
Asian	1,047	42%	0.42	23%	12%	42%	23%
Hispanic or Latino	4,746	41%	0.41	20%	15%	41%	24%
Native Hawaiian or Pacific Islander	97	46%	0.46	20%	8%	46%	26%
White (non-Hispanic)	33,495	42%	0.42	21%	13%	42%	24%
Two or more races	2,655	41%	0.41	22%	15%	41%	23%
Migrant							
Migrant	229	41%	0.41	17%	16%	41%	27%
English Learner							
English Learner	3,278	40%	0.40	20%	15%	40%	25%
Economically Disadvantaged							
Economically Disadvantaged	29,217	41%	0.41	21%	14%	41%	24%
Students with Disabilities							
Students with Disabilities	7,710	39%	0.39	20%	16%	39%	25%



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