

Kentucky Summative Assessments



Grade 6 Reading Released Items 2025



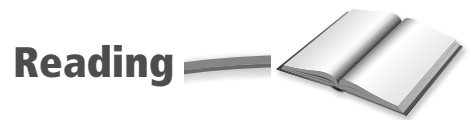
Directions: Read the passage from “Lace Round the Sky.” Then answer the questions.

from “Lace Round the Sky”

by Cecilia Aragon

In this short story excerpt, Catalina dreams of becoming an astronomer, but is hurt because no one thinks she will be able to become one.

- 1 Catalina stood on the doorstep of their Cerro Tololo observatory staff housing, drinking in deep lungfuls of the clear night air under the blazing Southern Hemisphere starshine. The Milky Way sprawled across the sky, a swath of pure white lace shadowed by dark blotches. . . .
- 2 She loved helping to service the grand telescopes, the eyes that peered out into the universe—even if it was annoying how she was always told not to disturb the astronomers who directed the telescopes through the night, searching the sky in elaborate patterns. Catalina wanted more than anything to confess her secret dream to these great and revered scientists, whose love of astronomy had brought them from all over the world to an isolated mountaintop.
- 3 Instead, Señor Alfonso, the accountant, told her that if she bothered the scientists she would be banned from the telescopes. Señora Carmen, the head administrator, frowned and scolded her. “Little girls have no place interfering with important work.” . . .
- 4 But Catalina was curious. The sky did not merely consist of white dots of stars against a black background, like her schoolbooks said. The sky she saw every night was knotted with patterns, from fuzzy balls of fluff to filaments braided and twirling overhead. What were the bright threads that looped in twisting arcs around dark eyelets? And what secret commands did the astronomers type on their computers to persuade the telescopes to rotate and capture the distant, hidden galaxies?
- 5 One day last summer, she had been curled up on a dingy green vinyl sofa in the small library. Magazine pages flapped on battered wooden side tables as fans swung back and forth. Flipping through the pages of a botany journal, she had stopped at the picture of an intricate white flower.
- 6 “It’s called wild carrot, or Queen Anne’s Lace.” One of the foreign astronomers, pallid and tall in an expensive suit, stood behind her. . . . She stared up at him, panicked. “Pretty, isn’t it? I’ve always liked that flower, because I think it looks like a galaxy. Nature repeats itself.”
- 7 She looked down at the page. It did look familiar. “A flocculent spiral galaxy,” she whispered.
- 8 Blond eyebrows climbed his reddened forehead. “Indeed. And what is your name, young lady?” he asked, his light blue eyes focusing on her with disconcerting intensity.



- 9 "I'm Catalina Solis."
- 10 "Eduardo Solis's daughter? The mechanic?"
- 11 "Yes." She slanted a look at him. "I want to be an astronomer when I grow up."
- 12 He laughed genially, no longer meeting her eyes, and patted her on the shoulder. "Yes, of course, my dear. Work hard in school, and it could happen."
- 13 No one believed she would be a scientist one day. But why? She knew she could be a good scientist. She knew it!
- 14 She danced along the dirt road, bare feet soundless against the gravel, a practiced eye scanning the half-dozen domes at the mountaintop's summit. Then she stopped suddenly. The one-meter telescope's dome slit was open, but its angle was unusual. Cautiously, she wandered nearer. The telescope was pointed down, almost at the ground, lower than she had ever seen it.
- 15 She bit her lip, shifting from foot to foot. The red light over the entrance door indicated that it was forbidden to enter and disturb the scientists at work.
- 16 She looked back along the darkened road. No adults were around. Quickly making up her mind, she ran to the dining hall. Dim yellow light framed blackout curtains behind narrow, wired-glass windows. The cooks must still be cleaning up after dinner.
- 17 Bursting through the door, she cried, "Señora Silvia, I need your help. I think there's a problem with one of the telescopes."
- 18 Inside, dishes clattered loudly against the cast-iron sinks. The head cook put one soapy hand on her apron and glared. "Girl, what does someone like you know about telescopes?"
- 19 Catalina explained, but Silvia only shook her head. "Nonsense. I'm sure they're just doing something different tonight. It's not our place to interrupt. Now shoo!" She flapped her apron at the girl.
- 20 Back out under the starlight, Catalina stared at the offending dome. A strand of unease twisted in her gut. Something was wrong, she was sure of it. But what could she do?

From "Lace Round the Sky" by Cecilia Aragon, from *Cricket*, Sept. 2014. © 2014 Cricket Media.



1

RE920341490_1

Read this sentence from paragraph 1.

The Milky Way sprawled across the sky, a swath of pure white lace shadowed by dark blotches.

How does personifying “The Milky Way” impact the tone of paragraph 1?

- A** It creates a tone of wonderment.
- B** It creates a tone of seriousness.
- C** It creates a tone of positivity.
- D** It creates a tone of mystery.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920341490

Book Question Number: 1

Standard: RL.6, RL.6.4

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	47,090	57%	0.57	57%	7%	10%	27%
Gender							
Female	22,858	57%	0.57	57%	6%	9%	27%
Male	24,231	57%	0.57	57%	8%	10%	26%
Ethnicity							
African American	5,006	46%	0.46	46%	11%	13%	30%
American Indian or Alaska Native	65	57%	0.57	57%	9%	8%	26%
Asian	1,057	62%	0.62	62%	3%	7%	28%
Hispanic or Latino	4,677	50%	0.50	50%	10%	12%	29%
Native Hawaiian or Pacific Islander	87	60%	0.60	60%	5%	16%	20%
White (non-Hispanic)	33,609	59%	0.59	59%	6%	9%	26%
Two or more races	2,588	57%	0.57	57%	7%	9%	26%
Migrant							
Migrant	262	40%	0.40	40%	16%	11%	32%
English Learner							
English Learner	2,642	34%	0.34	34%	17%	17%	32%
Economically Disadvantaged							
Economically Disadvantaged	28,771	51%	0.51	51%	8%	11%	29%
Students with Disabilities							
Students with Disabilities	6,885	40%	0.40	40%	13%	15%	32%

**2**

RE920342335_1

How do paragraphs 5 through 7 help to advance the plot?

- A** By describing Catalina's talk with an astronomer
- B** By explaining Catalina's interest in being alone
- C** By explaining Catalina's strengths as a reader
- D** By describing Catalina's interest in dreams



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920342335

Book Question Number: 2

Standard: RL.6, RL.6.3

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	47,085	53%	0.53	53%	5%	11%	31%
Gender							
Female	22,858	53%	0.53	53%	4%	10%	33%
Male	24,226	53%	0.53	53%	6%	12%	29%
Ethnicity							
African American	5,004	46%	0.46	46%	8%	16%	31%
American Indian or Alaska Native	65	37%	0.37	37%	5%	15%	43%
Asian	1,057	57%	0.57	57%	3%	10%	29%
Hispanic or Latino	4,676	47%	0.47	47%	7%	13%	33%
Native Hawaiian or Pacific Islander	87	40%	0.40	40%	6%	13%	41%
White (non-Hispanic)	33,608	55%	0.55	55%	4%	10%	31%
Two or more races	2,587	51%	0.51	51%	5%	12%	31%
Migrant							
Migrant	262	44%	0.44	44%	9%	16%	31%
English Learner							
English Learner	2,641	38%	0.38	38%	10%	18%	34%
Economically Disadvantaged							
Economically Disadvantaged	28,767	50%	0.50	50%	6%	13%	32%
Students with Disabilities							
Students with Disabilities	6,884	43%	0.43	43%	9%	14%	34%



3

RE920342122_4

How does the author reveal the narrator's perspective about Catalina?

- A** By describing Catalina's surroundings
- B** By describing Catalina's appearance
- C** By describing Catalina's imagination
- D** By describing Catalina's actions



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920342122

Book Question Number: 3

Standard: RL.6, RL.6.6

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	47,082	42%	0.42	14%	7%	37%	42%
Gender							
Female	22,858	43%	0.43	13%	7%	37%	43%
Male	24,223	40%	0.40	14%	8%	38%	40%
Ethnicity							
African American	5,005	35%	0.35	15%	12%	39%	35%
American Indian or Alaska Native	65	38%	0.38	9%	11%	42%	38%
Asian	1,057	47%	0.47	12%	4%	38%	47%
Hispanic or Latino	4,675	40%	0.40	14%	10%	36%	40%
Native Hawaiian or Pacific Islander	87	39%	0.39	16%	5%	40%	39%
White (non-Hispanic)	33,605	43%	0.43	14%	7%	37%	43%
Two or more races	2,587	40%	0.40	14%	7%	39%	40%
Migrant							
Migrant	262	39%	0.39	14%	12%	35%	39%
English Learner							
English Learner	2,640	32%	0.32	14%	14%	40%	32%
Economically Disadvantaged							
Economically Disadvantaged	28,764	40%	0.40	14%	9%	37%	40%
Students with Disabilities							
Students with Disabilities	6,885	36%	0.36	16%	13%	36%	36%



4

RE920342503_2

How do paragraphs 15–16 fit into the overall structure of the passage?

- A** It explains Catalina’s need for people to believe in her dream of becoming an astronomer.
- B** It shows how Catalina struggles between her curious nature and rules.
- C** It explains why Catalina wants to become an astronomer.
- D** It describes Catalina’s passion for observing telescopes.



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920342503

Book Question Number: 4

Standard: RL.6, RL.6.5

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	47,086	58%	0.58	19%	58%	7%	15%
Gender							
Female	22,857	60%	0.60	19%	60%	6%	15%
Male	24,228	57%	0.57	20%	57%	9%	14%
Ethnicity							
African American	5,006	49%	0.49	24%	49%	11%	15%
American Indian or Alaska Native	65	51%	0.51	20%	51%	9%	20%
Asian	1,057	63%	0.63	17%	63%	3%	17%
Hispanic or Latino	4,676	52%	0.52	23%	52%	9%	16%
Native Hawaiian or Pacific Islander	87	49%	0.49	24%	49%	9%	17%
White (non-Hispanic)	33,606	61%	0.61	18%	61%	7%	14%
Two or more races	2,588	58%	0.58	20%	58%	7%	14%
Migrant							
Migrant	262	45%	0.45	26%	45%	12%	17%
English Learner							
English Learner	2,641	38%	0.38	30%	38%	14%	19%
Economically Disadvantaged							
Economically Disadvantaged	28,769	55%	0.55	21%	55%	9%	15%
Students with Disabilities							
Students with Disabilities	6,884	42%	0.42	24%	42%	16%	18%



5

RE920341845_3

Which detail **best** conveys the theme of the passage?

- A** “She loved helping to service the grand telescopes. . . .” (paragraph 2)
- B** “Magazine pages flapped on battered wooden side tables. . . .” (paragraph 5)
- C** ““I want to be an astronomer when I grow up.”” (paragraph 11)
- D** “The red light over the entrance door indicated that it was forbidden to enter. . . .” (paragraph 15)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920341845

Book Question Number: 5

Standard: RL.6, RL.6.2

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	47,081	76%	0.76	12%	4%	76%	8%
Gender							
Female	22,856	78%	0.78	12%	3%	78%	7%
Male	24,224	74%	0.74	13%	5%	74%	8%
Ethnicity							
African American	5,005	66%	0.66	15%	8%	66%	11%
American Indian or Alaska Native	65	77%	0.77	9%	6%	77%	8%
Asian	1,057	78%	0.78	12%	2%	78%	7%
Hispanic or Latino	4,674	68%	0.68	15%	6%	68%	11%
Native Hawaiian or Pacific Islander	87	77%	0.77	10%	5%	77%	8%
White (non-Hispanic)	33,604	78%	0.78	12%	3%	78%	7%
Two or more races	2,588	76%	0.76	13%	4%	76%	7%
Migrant							
Migrant	262	53%	0.53	23%	8%	53%	16%
English Learner							
English Learner	2,637	53%	0.53	19%	11%	53%	17%
Economically Disadvantaged							
Economically Disadvantaged	28,764	73%	0.73	13%	5%	73%	9%
Students with Disabilities							
Students with Disabilities	6,882	60%	0.60	16%	10%	60%	13%



6

RE920342773_2

Which detail **best** supports the inference that adults did not believe in Catalina's dream?

- A** "It's called wild carrot, or Queen Anne's Lace." (paragraph 6)
- B** "He laughed genially, no longer meeting her eyes, and patted her on the shoulder." (paragraph 12)
- C** "The head cook put one soapy hand on her apron and glared." (paragraph 18)
- D** "It's not our place to interrupt." (paragraph 19)



Released Item Performance

Kentucky Summative Assessments

Spring 2025

Grade 6

Reading

Item: RE920342773

Book Question Number: 6

Standard: RL.6, RL.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	25,401	72%	0.72	5%	72%	11%	12%
Gender							
Female	12,181	73%	0.73	4%	73%	11%	12%
Male	13,219	72%	0.72	6%	72%	11%	11%
Ethnicity							
African American	2,797	67%	0.67	9%	67%	13%	11%
American Indian or Alaska Native	33	55%	0.55	9%	55%	24%	12%
Asian	547	70%	0.70	3%	70%	12%	15%
Hispanic or Latino	2,782	66%	0.66	7%	66%	13%	14%
Native Hawaiian or Pacific Islander	48	65%	0.65	4%	65%	17%	15%
White (non-Hispanic)	17,819	74%	0.74	4%	74%	11%	11%
Two or more races	1,374	73%	0.73	5%	73%	11%	11%
Migrant							
Migrant	170	56%	0.56	7%	56%	18%	18%
English Learner							
English Learner	1,866	55%	0.55	11%	55%	18%	15%
Economically Disadvantaged							
Economically Disadvantaged	15,787	69%	0.69	6%	69%	12%	12%
Students with Disabilities							
Students with Disabilities	4,914	59%	0.59	10%	59%	16%	16%



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