

Kentucky Summative Assessments



Grade 3 Mathematics Released Items 2026



1

MA0320097_1

Which polygon has 4 sides that must always be the same length?

- A** Rhombus
- B** Trapezoid
- C** Rectangle
- D** Parallelogram



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320097

Book Question Number: 1

Standard: KY.3.G.1.b

Item Type: MC

Key: A

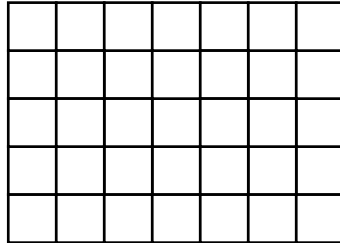
Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	22,382	43%	0.43	43%	9%	25%	23%
Gender							
Female	11,061	41%	0.41	41%	9%	26%	24%
Male	11,319	44%	0.44	44%	9%	23%	23%
Ethnicity							
African American	2,281	32%	0.32	32%	13%	35%	21%
American Indian or Alaska Native	23	30%	0.30	30%	4%	43%	22%
Asian	507	56%	0.56	56%	6%	21%	17%
Hispanic or Latino	2,014	39%	0.39	39%	10%	30%	21%
Native Hawaiian or Pacific Islander	41	51%	0.51	51%	10%	24%	15%
White (non-Hispanic)	16,102	44%	0.44	44%	9%	22%	24%
Two or more races	1,411	44%	0.44	44%	9%	25%	22%
Migrant							
Migrant	97	25%	0.25	25%	11%	34%	30%
English Learner							
English Learner	1,791	36%	0.36	36%	12%	34%	19%
Economically Disadvantaged							
Economically Disadvantaged	13,868	38%	0.38	38%	10%	28%	23%
Students with Disabilities							
Students with Disabilities	3,576	34%	0.34	34%	12%	30%	23%



2

MA0320076_1

A student cuts a piece of paper into equal-sized unit squares. The student places the unit squares, without gaps or overlaps, to find the measure of an attribute of a rectangle as shown.



Key
 = 1 square unit

The student then counts the number of unit squares to find the measure of the attribute. Which attribute is the student most likely measuring?

- A** area
- B** length
- C** weight
- D** perimeter



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320076

Book Question Number: 2

Standard: KY.3.MD.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	17,713	64%	0.64	64%	14%	4%	17%
Gender							
Female	8,670	64%	0.64	64%	14%	4%	18%
Male	9,041	64%	0.64	64%	14%	5%	17%
Ethnicity							
African American	1,928	55%	0.55	55%	18%	8%	19%
American Indian or Alaska Native	27	67%	0.67	67%	15%	4%	15%
Asian	458	69%	0.69	69%	13%	3%	15%
Hispanic or Latino	2,237	59%	0.59	59%	18%	6%	16%
Native Hawaiian or Pacific Islander	35	57%	0.57	57%	6%	9%	29%
White (non-Hispanic)	11,991	67%	0.67	67%	13%	3%	17%
Two or more races	1,034	64%	0.64	64%	14%	4%	17%
Migrant							
Migrant	121	52%	0.52	52%	16%	7%	25%
English Learner							
English Learner	2,447	55%	0.55	55%	20%	7%	17%
Economically Disadvantaged							
Economically Disadvantaged	11,472	61%	0.61	61%	16%	5%	17%
Students with Disabilities							
Students with Disabilities	4,029	53%	0.53	53%	19%	8%	20%



3

MA0320173

A group of 5 bakers makes muffins for an event. Each baker makes 8 boxes of muffins. Each box holds 10 muffins.

- What is the total number of muffins that the group of bakers makes for the event?
- Explain how you got your answer.

Enter your answer and your explanation in the space provided.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320173

Book Question Number: 3

Standard: KY.3.NBT.3

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 (%)
<i>All Students</i>	24,707	46.8%	0.94	29%	48%	23%
<i>Gender</i>						
Female	12,171	44.3%	0.89	31%	49%	20%
Male	12,535	49.3%	0.99	27%	47%	26%
<i>Ethnicity</i>						
African American	2,611	33.1%	0.66	44%	46%	10%
American Indian or Alaska Native	27	44.4%	0.89	30%	52%	19%
Asian	593	56.4%	1.13	20%	47%	33%
Hispanic or Latino	2,889	38.9%	0.78	37%	48%	15%
Native Hawaiian or Pacific Islander	55	50.0%	1.00	27%	45%	27%
White (non-Hispanic)	17,035	50.2%	1.00	25%	49%	26%
Two or more races	1,494	43.2%	0.86	33%	48%	19%
Migrant	157	39.8%	0.80	34%	53%	13%
English Learner	3,006	35.3%	0.71	41%	47%	12%
Economically Disadvantaged	15,797	41.6%	0.83	34%	48%	18%
Students with Disabilities	5,183	36.0%	0.72	45%	38%	17%

Rubric

Rubric	
Score Point 2	Student demonstrates a complete understanding of multiplying a one-digit whole number by a multiple of 10 in the range of 10-90 using strategies based on place value and properties of operations.
Score Point 1	Student demonstrates a partial understanding of multiplying a one-digit whole number by a multiple of 10 in the range of 10-90 using strategies based on place value and properties of operations.
Score Point 0	Student response is insufficient to demonstrate grade-appropriate, relevant understanding of the task.
Blank	No student response.
Score Points	Score 2 points: • Correct answer and complete explanation Score 1 point: • Correct answer and a partial explanation or no explanation given OR • Incorrect but reasonable answer that demonstrates a partial understanding of the task
Correct Answers	The bakers made 400 muffins. There are 5 bakers and 8 boxes of muffins. I multiplied 10×8, so each baker baked 80 muffins, then multiplied 80×5 to get 400 muffins.

Anchor Set

A1

all to gether thay mack 150 muffins

Anchor Annotation, Paper 1

Score Point 0

This response receives no credit. It includes neither of the required elements:

The total number of muffins is incorrect (*150*).

No explanation for how to find the total number of muffins is provided.

A2

the answer is 23 I know because I added

Anchor Annotation, Paper 2

Score Point 0

This response receives no credit. It includes neither of the required elements:

The total number of muffins is incorrect (*23*).

The explanation to find the total number of muffins is incorrect, adding the values is not acceptable for credit.

A3

$$8 \times 10 = 18$$

Anchor Annotation, Paper 3

Score Point 0

This response receives no credit. It includes neither of the two required elements:

The total number of muffins is incorrect (*18*).

The explanation to find the total number of muffins is insufficient. Providing the sum, rather than the product, is not acceptable for credit.

A4

$$8 \times 10 = 80$$

Anchor Annotation, Paper 4

Score Point 1

This response receives partial credit. It includes one of the required elements:

- A partial explanation that is carried out correctly for how to find the total number of muffins is provided ($8 \times 10 = 80$).

The total number of muffins is incorrect (*80*).

the bakers each have maded 90 muffins I know this because I first multiplied $5 \times 8 \times 10$ to get the sum of 90. that is how I now that they each have 90 for the contest.

Anchor Annotation, Paper 5**Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- A complete explanation for how to find the total number of muffins is provided ($5 \times 8 \times 10$).

The total number of muffins is incorrect (*90*).

the answer is 320. I got this by doing 80×5 .

Anchor Annotation, Paper 6**Score Point 1**

This response receives partial credit. It includes one of the two required elements:

- A complete explanation to find the total number of muffins is provided (80×5).

The total number of muffins is incorrect (*320*).

A7

I did $10 \times 5 = 50$. I counted by 5s 8 times and got 400.

Anchor Annotation, Paper 7

Score Point 2

This response receives full credit. It includes both of the required elements:

- The correct total number of muffins is provided (*400*).
- A complete explanation for how to find the total number of muffins is provided (*I did $10 \times 5 = 50$. I counted by 5s 8 times and got 400*).

A8

$5 \times 8 \times 10 = 400$

Anchor Annotation, Paper 8

Score Point 2

This response receives full credit. It includes both of the required elements:

- The correct total number of muffins is provided (*400*).
- A complete explanation for how to find the total number of muffins is provided ($5 \times 8 \times 10 = 400$).

The total amount of muffins is 400 . I know this because I multiplied 5×8 and it equalled 40 so next I multiplied 40×10 and it was 400

Anchor Annotation, Paper 9

Score Point 2

This response receives full credit. It includes both of the required elements:

- The correct total number of muffins is provided (*400*).
- A complete explanation for how to find the total number of muffins is provided (*I multiplied 5×8 and it equalled 40 so next I multiplied 40×10 and it was 400*).

**4**

MA0320028_2

Which number rounds to 600 when rounded to the nearest hundred?

- A** 501
- B** 572
- C** 658
- D** 679



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320028

Book Question Number: 4

Standard: KY.3.NBT.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	25,018	67%	0.67	13%	67%	11%	9%
Gender							
Female	12,288	62%	0.62	14%	62%	13%	10%
Male	12,729	72%	0.72	12%	72%	9%	7%
Ethnicity							
African American	2,692	54%	0.54	18%	54%	16%	12%
American Indian or Alaska Native	27	52%	0.52	19%	52%	22%	7%
Asian	597	73%	0.73	10%	73%	9%	8%
Hispanic or Latino	2,934	55%	0.55	17%	55%	16%	11%
Native Hawaiian or Pacific Islander	57	56%	0.56	16%	56%	14%	14%
White (non-Hispanic)	17,200	71%	0.71	11%	71%	9%	8%
Two or more races	1,508	67%	0.67	14%	67%	11%	8%
Migrant							
Migrant	161	45%	0.45	20%	45%	21%	14%
English Learner							
English Learner	3,057	50%	0.50	18%	50%	18%	13%
Economically Disadvantaged							
Economically Disadvantaged	16,048	62%	0.62	15%	62%	13%	10%
Students with Disabilities							
Students with Disabilities	5,323	54%	0.54	16%	54%	16%	14%



5

MA0320005_2

Which number can go in the box to make the equation $15 = \square \times 3$ true?

- A** 4
- B** 5
- C** 12
- D** 18



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320005

Book Question Number: 5

Standard: KY.3.OA.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	47,409	90%	0.90	4%	90%	4%	2%
Gender							
Female	23,353	90%	0.90	4%	90%	4%	2%
Male	24,053	89%	0.89	5%	89%	4%	2%
Ethnicity							
African American	4,977	83%	0.83	7%	83%	7%	4%
American Indian or Alaska Native	50	88%	0.88	0%	88%	10%	2%
Asian	1,103	94%	0.94	2%	94%	2%	1%
Hispanic or Latino	4,952	86%	0.86	6%	86%	5%	3%
Native Hawaiian or Pacific Islander	98	91%	0.91	4%	91%	4%	1%
White (non-Hispanic)	33,305	91%	0.91	4%	91%	3%	2%
Two or more races	2,918	89%	0.89	4%	89%	4%	3%
Migrant							
Migrant	258	80%	0.80	7%	80%	9%	5%
English Learner							
English Learner	4,850	84%	0.84	6%	84%	6%	3%
Economically Disadvantaged							
Economically Disadvantaged	29,922	87%	0.87	5%	87%	5%	3%
Students with Disabilities							
Students with Disabilities	8,900	77%	0.77	8%	77%	8%	6%

**6**

MA0320011_1

Billy has a total of 11 stickers. He keeps 3 stickers for himself. He gives an equal amount of the remaining stickers to two other students. Which equation can be used to find the number of stickers, n , Billy gives to each student?

A $2 \times n + 3 = 11$

B $2 \times n - 3 = 11$

C $3 \times 2 + n = 11$

D $3 \times 2 - n = 11$



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0320011

Book Question Number: 6

Standard: KY.3.OA.8

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	37,095	37%	0.37	37%	25%	27%	11%
Gender							
Female	18,380	35%	0.35	35%	25%	28%	11%
Male	18,713	39%	0.39	39%	25%	26%	10%
Ethnicity							
African American	3,778	33%	0.33	33%	25%	30%	12%
American Indian or Alaska Native	35	43%	0.43	43%	29%	14%	14%
Asian	827	43%	0.43	43%	24%	23%	10%
Hispanic or Latino	3,380	34%	0.34	34%	25%	29%	12%
Native Hawaiian or Pacific Islander	72	32%	0.32	32%	22%	38%	8%
White (non-Hispanic)	26,676	38%	0.38	38%	25%	27%	11%
Two or more races	2,323	35%	0.35	35%	27%	28%	10%
Migrant							
Migrant	161	33%	0.33	33%	22%	31%	14%
English Learner							
English Learner	3,005	31%	0.31	31%	25%	30%	13%
Economically Disadvantaged							
Economically Disadvantaged	23,103	35%	0.35	35%	26%	28%	11%
Students with Disabilities							
Students with Disabilities	6,022	35%	0.35	35%	25%	27%	13%



7

MA0321172_2

The models shown are shaded to represent three different fractions.



Which statement is true about the fractions?

- A** None of the fractions are equivalent because each model has a different number of shaded parts.
- B** Fractions $\frac{2}{3}$ and $\frac{4}{6}$ are equivalent because the area of the shaded parts is the same.
- C** Fractions $\frac{2}{3}$ and $\frac{1}{2}$ are equivalent because both models have one part not shaded.
- D** All the fractions are equivalent because all the models are the same size.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0321172*

Book Question Number: 7

Standard: KY.3.NF.3.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	25,018	48%	0.48	14%	48%	16%	22%
Gender							
Female	12,287	46%	0.46	13%	46%	16%	24%
Male	12,730	50%	0.50	14%	50%	16%	20%
Ethnicity							
African American	2,692	44%	0.44	14%	44%	23%	18%
American Indian or Alaska Native	27	44%	0.44	15%	44%	19%	22%
Asian	597	55%	0.55	8%	55%	12%	24%
Hispanic or Latino	2,935	46%	0.46	14%	46%	19%	22%
Native Hawaiian or Pacific Islander	57	40%	0.40	18%	40%	16%	26%
White (non-Hispanic)	17,199	49%	0.49	14%	49%	15%	23%
Two or more races	1,508	47%	0.47	15%	47%	16%	21%
Migrant							
Migrant	161	42%	0.42	14%	42%	22%	21%
English Learner							
English Learner	3,056	46%	0.46	13%	46%	21%	20%
Economically Disadvantaged							
Economically Disadvantaged	16,047	46%	0.46	15%	46%	18%	21%
Students with Disabilities							
Students with Disabilities	5,323	44%	0.44	17%	44%	20%	20%

* Calculator section



8

MA0321081_1,4

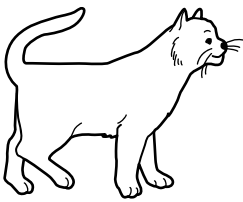
In a real-world setting, which animal or object has a mass of approximately 5 grams?

Select **two** correct answers.

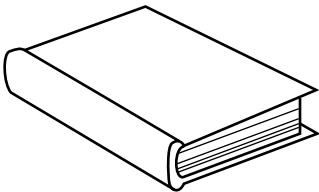
A



B



C



D



E





Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 3
Mathematics

Item: MA0321081*

Book Question Number: 8

Standard: KY.3.MD.2.a

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	25,062	60.7%	1.21	31%	17%	52%
Gender						
Female	12,213	55.4%	1.11	35%	18%	46%
Male	12,847	65.7%	1.31	26%	16%	58%
Ethnicity						
African American	2,706	50.0%	1.00	37%	26%	37%
American Indian or Alaska Native	25	72.0%	1.44	20%	16%	64%
Asian	600	68.7%	1.37	25%	13%	62%
Hispanic or Latino	2,889	54.1%	1.08	35%	21%	44%
Native Hawaiian or Pacific Islander	53	59.4%	1.19	30%	21%	49%
White (non-Hispanic)	17,232	63.2%	1.26	29%	15%	56%
Two or more races	1,553	61.2%	1.22	29%	19%	52%
Migrant						
Migrant	169	43.8%	0.88	43%	26%	31%
English Learner						
English Learner	3,006	51.7%	1.03	37%	23%	40%
Economically Disadvantaged						
Economically Disadvantaged	15,871	57.2%	1.14	33%	19%	48%
Students with Disabilities						
Students with Disabilities	5,229	50.8%	1.02	37%	25%	38%

* Calculator section



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