

Kentucky Summative Assessments

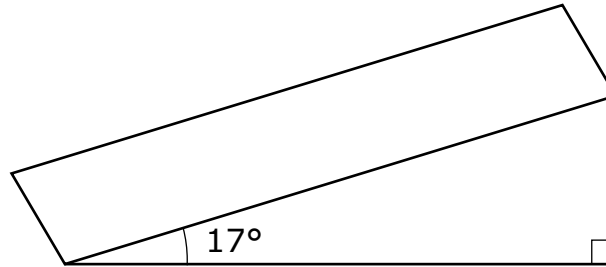


Grade 4 Mathematics Released Items 2026

**1**

MA0421149_1

Elena is building a skate ramp. The angle at the bottom of the ramp is 17° , as shown.



She wants to increase the 17° angle to a 30° angle. How many degrees does she need to increase the ramp to equal 30° ?

- A** 13
- B** 47
- C** 60
- D** 73



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0421149

Book Question Number: 1

Standard: KY.4.MD.7

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	26,296	80%	0.80	80%	12%	5%	3%
Gender							
Female	12,816	77%	0.77	77%	14%	5%	3%
Male	13,480	82%	0.82	82%	11%	4%	3%
Ethnicity							
African American	2,895	64%	0.64	64%	21%	10%	6%
American Indian or Alaska Native	35	71%	0.71	71%	9%	14%	6%
Asian	594	88%	0.88	88%	7%	3%	2%
Hispanic or Latino	3,030	72%	0.72	72%	18%	6%	4%
Native Hawaiian or Pacific Islander	63	68%	0.68	68%	17%	13%	2%
White (non-Hispanic)	18,139	83%	0.83	83%	10%	4%	2%
Two or more races	1,540	78%	0.78	78%	13%	5%	4%
Migrant							
Migrant	153	68%	0.68	68%	17%	9%	6%
English Learner							
English Learner	2,912	65%	0.65	65%	21%	8%	5%
Economically Disadvantaged							
Economically Disadvantaged	16,750	75%	0.75	75%	15%	6%	4%
Students with Disabilities							
Students with Disabilities	5,411	64%	0.64	64%	21%	9%	6%

**2**

MA0420044_1

Which expression can be used to explain how to find a fraction that is equivalent to the value of $\frac{3}{4}$?

A $\frac{3}{4} \times \frac{2}{2}$

B $\frac{3}{4} + \frac{2}{2}$

C $\frac{3}{4} \times \frac{4}{3}$

D $\frac{3}{4} + \frac{4}{3}$



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0420044

Book Question Number: 2

Standard: KY.4.NF.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	49,369	46%	0.46	46%	21%	19%	13%
Gender							
Female	24,222	46%	0.46	46%	21%	20%	13%
Male	25,146	47%	0.47	47%	21%	18%	14%
Ethnicity							
African American	5,124	42%	0.42	42%	23%	21%	14%
American Indian or Alaska Native	68	56%	0.56	56%	16%	13%	15%
Asian	1,096	62%	0.62	62%	13%	16%	10%
Hispanic or Latino	5,203	41%	0.41	41%	24%	21%	15%
Native Hawaiian or Pacific Islander	118	40%	0.40	40%	22%	26%	12%
White (non-Hispanic)	34,830	47%	0.47	47%	21%	19%	13%
Two or more races	2,929	46%	0.46	46%	21%	20%	13%
Migrant							
Migrant	272	34%	0.34	34%	25%	21%	19%
English Learner							
English Learner	4,581	38%	0.38	38%	24%	22%	16%
Economically Disadvantaged							
Economically Disadvantaged	31,033	43%	0.43	43%	23%	20%	14%
Students with Disabilities							
Students with Disabilities	8,707	36%	0.36	36%	24%	22%	17%

**3**

MA0421259_:

Enrique makes lemonade tea and cupcakes for a party.

Part A

Enrique wants to put $1\frac{3}{5}$ quarts of lemonade and $1\frac{2}{5}$ quarts of tea into the same container.

He has a container that can hold $3\frac{1}{5}$ quarts of liquid.

- Is the container large enough to hold all the lemonade and tea? Explain how you got your answer.
- Include the total amount of liquid that Enrique has in your explanation.

Enter your answer and your explanation in the space provided.

Part B

Enrique uses $\frac{5}{8}$ cup of milk in each batch of cupcakes that he makes. He used a total of $2\frac{4}{8}$ cups of milk to make the cupcakes.

- How many batches of cupcakes did Enrique make?
- Show your work or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0421259

Book Question Number: 3

Standard: KY.4.NF.3.d

Item Type: ER

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages				
				Score 0 (%)	Score 1 (%)	Score 2 (%)	Score 3 (%)	Score 4 (%)
All Students	22,642	44.6%	1.78	27%	16%	28%	8%	20%
Gender								
Female	11,257	42.8%	1.71	28%	16%	31%	7%	18%
Male	11,384	46.3%	1.85	27%	15%	26%	9%	22%
Ethnicity								
African American	2,123	28.0%	1.12	46%	17%	24%	5%	8%
American Indian or Alaska Native	31	34.7%	1.39	29%	35%	19%	0%	16%
Asian	498	62.5%	2.50	14%	13%	23%	10%	40%
Hispanic or Latino	2,136	37.3%	1.49	35%	17%	27%	7%	14%
Native Hawaiian or Pacific Islander	54	37.0%	1.48	31%	19%	33%	4%	13%
White (non-Hispanic)	16,432	47.4%	1.90	24%	15%	29%	9%	22%
Two or more races	1,367	41.4%	1.66	30%	17%	29%	6%	19%
Migrant								
Migrant	116	28.2%	1.13	43%	22%	21%	6%	8%
English Learner								
English Learner	1,644	29.9%	1.20	42%	20%	25%	5%	9%
Economically Disadvantaged								
Economically Disadvantaged	13,953	37.9%	1.52	34%	17%	28%	7%	15%
Students with Disabilities								
Students with Disabilities	3,171	32.3%	1.29	43%	17%	21%	5%	14%

Rubric

Rubric	
Score Point 4	Student scores 4 points.
Score Point 3	Student scores 3 or 3.5 points.
Score Point 2	Student scores 2 or 2.5 points.
Score Point 1	Student scores 0.5, 1, or 1.5 points. OR Student demonstrates a minimal understanding of solving word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
Score Point 0	Student response is insufficient to demonstrate a grade-appropriate, relevant understanding of the task.
Score Points	Part A • Score 2 points: ○ Correct answer, 3 quarts, and valid explanation that the container is large enough • Score 1.5 points: ○ Correct answer, 3 quarts, and minimal explanation that the container is large enough • Score 1 point: ○ Correct answer of 3 quarts with no explanation OR ○ Valid explanation based on an incorrect sum • Score 0.5 point: ○ Partial explanation or work that demonstrates a minimal understanding of the task. Part B • Score 2 points: ○ Correct answer, 4 batches, with valid work or explanation • Score 1.5 points: ○ Correct answer, 4 batches, with minimal work or explanation • Score 1 point: ○ Correct answer with no work or explanation OR ○ Minor error in work or explanation resulting in an incorrect reasonable answer • Score 0.5 point: ○ Partial explanation or work that demonstrates a minimal understanding of the task

Correct Answers	Part A The container is large enough because $1\frac{2}{5} + 1\frac{3}{5} = 3$ and 3 is less than $3\frac{1}{5}$. Part B $\frac{8}{8} + \frac{8}{8} + \frac{4}{8} = \frac{20}{8}$ $\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} = \frac{20}{8}$ He has enough milk to make 4 batches of cupcakes.
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Anchor Set

A1

Part A

$$1\frac{3}{5} + 1\frac{2}{5} + 3\frac{1}{5} = 6\frac{1}{5}$$

Part B

i got my answer by adding $\left(\frac{5}{8} + 2\frac{4}{8} = 3\frac{1}{8}\right)$ i added my fractions together which equals $3\frac{1}{8}$ so i just added my fractions and this is the fraction i got.

Anchor Annotation, Paper 1

Score Point 0

Part A: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The amount of liquid Enrique has is incorrect ($6\frac{1}{5}$)

The explanation to see if the container is large enough to hold all the liquids is incorrect ($1\frac{3}{5} + 1\frac{2}{5} + 3\frac{1}{5}$)

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The number of batches of cupcakes Enrique made is incorrect ($3\frac{1}{8}$)

The explanation/work is incorrect ($\frac{5}{8} + 2\frac{4}{8}$)

Part A

$$3\frac{1}{5} - 1\frac{3}{5} = 2\frac{2}{0}$$

Part B

$$\frac{5}{8} + 2\frac{4}{8} = 2\frac{9}{6}$$

Anchor Annotation, Paper 2**Score Point 0****Part A: Score Point 0**

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The amount of liquid Enrique has is incorrect ($2\frac{2}{0}$)

The explanation to see if the container is large enough to hold all the liquid is incorrect ($3\frac{1}{5} - 1\frac{3}{5}$)

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The number of batches of cupcakes Enrique made is incorrect ($2\frac{9}{6}$)

The explanation/work is incorrect ($\frac{5}{8} + 2\frac{4}{8}$)

Part A

no beacause the number is to large for the container
--

Part B

12 8th

Anchor Annotation, Paper 3**Score Point 0****Part A: Score Point 0**

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required task is given:

The amount of liquid Enrique has is not provided.

The explanation to see if the container is large enough to hold all the liquids is incorrect (*no beacause the number is to large for the container*).

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The amount of liquid Enrique has is incorrect (*12 8th*)

Explanation/work is not shown.

Part A

3

Part B

2 and $\frac{3}{8}$

Anchor Annotation, Paper 4**Score Point 1****Part A: Score Point 1**

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

- The correct amount of liquid Enrique has is provided (3).

The explanation to see if the container is large enough to hold all of the liquids is not provided.

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The number of batches of cupcakes Enrique made is incorrect ($2 \text{ and } \frac{3}{8}$)

Explanation/work is not provided.

Part A

$1\frac{3}{5} + 1\frac{2}{5} = 3\frac{1}{5}$ yes there is the exact amount
--

Part B

$\frac{5}{8} + 2\frac{4}{8} = 3\frac{1}{10}$
--

Anchor Annotation, Paper 5**Score Point 1****Part A: Score Point 1**

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

- Complete explanation to see if container is large enough to hold all the liquids ($1\frac{3}{5} + 1\frac{2}{5} = 3\frac{1}{5}$ *yes there is the exact amount*) based on an incorrect answer.

The amount of liquid Enrique has is incorrect ($3\frac{1}{5}$). Correct answer is 3.

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The number of batches of cupcakes Enrique made is incorrect ($3\frac{1}{10}$)

The explanation/work is incorrect ($\frac{5}{8} + 2\frac{4}{8}$)

Part A

The container is big enough because $1\frac{3}{5} + 1\frac{2}{5} = 3$ and it holds $3\frac{1}{5}$ quarts.

Part B

He made $4\frac{1}{2}$ batches because $\frac{5}{8} \times 5 = 25$. $25 \div 5 = 5$.

Anchor Annotation, Paper 6**Score Point 2****Part A: Score Point 2**

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

- The correct amount of liquid Enrique has is provided (3)
- Complete explanation if container is large enough to hold all the liquids is provided (*The container it is big enough because $1\frac{3}{5} + 1\frac{2}{5} = 3$ and it holds $3\frac{1}{5}$*)

Part B: Score Point 0

The response receives no credit. The student demonstrates no understanding of the task. Neither of the two required elements is given:

The number of batches of cupcakes Enrique made is incorrect ($4\frac{1}{2}$ batches)

Explanation/work shown is incorrect ($\frac{5}{8} \times 5 = 25$. $25 \div 5 = 5$)

Part A

$$1\frac{3}{5} + 1\frac{2}{5} = 3$$

Part B

$$\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} = 2\frac{4}{8}$$

Anchor Annotation, Paper 7**Score Point 2****Part A: Score Point 1.5**

The response receives partial credit. The student demonstrates a partial understanding of the task:

- The correct amount of liquid Enrique has is provided (3).
- Minimal explanation the container is large enough to hold all the liquids ($1\frac{3}{5} + 1\frac{2}{5} = 3$)

No comparison to $3\frac{1}{5}$ or confirmation the container is large enough to hold all of the liquids.

Part B: Score Point 1

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

- Complete explanation/work is shown ($\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} = 2\frac{4}{8}$)

The number of batches of cupcake Enrique made is not provided (4). Student shows four ($\frac{5}{8}$) in work but does not provide the answer separately to receive credit.

According to the rubric, a response is Score Point 2 if it receives 2.5 total points.

Part A

$1\frac{3}{5} + 1\frac{2}{5} = 2\frac{5}{5}$ because $3 + 2 = 5$ and $1 + 1 = 2$ so yes it can because it can hold $3\frac{1}{5}$ of liquid and you are putting in $2\frac{5}{5}$

Part B

he made 3 batches of cupcakes because $\frac{5}{8} \times 3 = 2\frac{4}{8}$

Anchor Annotation, Paper 8**Score Point 2****Part A: Score Point 2**

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

- The correct amount of liquid Enrique has is provided ($2\frac{5}{5}$).
- Complete explanation if container is large enough to hold all the liquids is provided (...so yes it can because it can hold $3\frac{1}{5}$ of liquid and you are putting in $2\frac{5}{5}$)

Part B: Score Point 0.5

The response receives partial credit. The student demonstrates a minimal understanding of the task.

- The explanation/work demonstrates minimal understanding. The student understands that it is necessary to multiply $\frac{5}{8}$ by a number of batches to get $2\frac{4}{8}$

The number of batches of cupcakes Enrique made is incorrect (3).

According to the rubric, a response is Score Point 2 if it receives 2.5 total points.

Part A

yes becuae $1 \frac{3}{5} + 1 \frac{2}{5} = 3$ which is $\frac{1}{5}$ less
--

Part B

4

Anchor Annotation, Paper 9**Score Point 3****Part A: Score Point 2**

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

- The correct amount of liquid Enrique has is provided (3)
- Complete explanation if container is large enough to hold all the liquids is provided (*yes becuae $1 \frac{3}{5} + 1 \frac{2}{5} = 3$ which is $\frac{1}{5}$ less*)

Part B: Score Point 1

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

- The correct number of batches of cupcakes Enrique make is provided (4).

No work/explanation shown.

Part A

Enrique has enough room in the container cause the text says " He has a container that can hold $3\frac{1}{5}$ quarts of liquid." And I added $1\frac{3}{5} + 1\frac{2}{5} = 2$ and $3\frac{1}{5} > 2$ so this means that Enrique has enough space in the container.

Part B

Enrique made 4 batches of cupcakes I got my answer because i added $\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} = 2\frac{4}{8}$ and the text says "Enrique uses $\frac{5}{8}$ cups of milk in each batch of cupcakes that he makes." this explains that he made 4 batches.

Anchor Annotation, Paper 10
Score Point 3

Part A: Score Point 1

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

- Complete explanation if container is large enough to hold all the liquids is provided ($3\frac{1}{5} > 2$ so this means that Enrique has enough space in the container) based on an incorrect answer (2).

The amount of liquid Enrique has is incorrect (2)

Note: See bullet point of rubric. Valid explanation based on incorrect sum.

Part B: Score Point 2

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

- The correct number of batches of cupcakes Enrique made is provided (4 batches).
- Complete explanation/ work is shown ($\frac{5}{8} + \frac{5}{8} + \frac{5}{8} + \frac{5}{8} = 2\frac{4}{8}$)

Part A

Yes, the container is large enough to hold all of liquid i know this cause i added $1\frac{3}{5} + 1\frac{2}{5}$ which was $2\frac{5}{5}$ so i just rounded it up into 3 and sence the container can fit $3\frac{1}{5}$ it can all fit.

Part B

Enrique made 4 batches of cupcakes i know cause i divided both of the numbers and got 4.

Anchor Annotation, Paper 11**Score Point 3****Part A: Score Point 2**

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

- The correct amount of liquid Enrique has is provided (3)
- Complete explanation if container is large enough to hold all the liquids is provided (*Yes, the container is large enough...so i just rounded it up into 3 and sence the container can fit $3\frac{1}{5}$ it can all fit*)

Part B: Score Point 1.5

The response receives partial credit. The student demonstrates a partial understanding of the task.

- The correct number of batches of cupcakes Enrique made is provided (*4 batches*)
- Partial but incomplete explanation (*I divided both of the numbers*)

According to the rubric, a response is Score Point 3 if it receives 3.5 total points.

Part A

The container is large enough to hold the lemonade and tea because $1\frac{3}{5} + 1\frac{2}{5} = 3$.

$$3 < 3\frac{1}{5}$$

Part B

Enrique baked 4 batches of cupcakes because $\frac{5}{8} \times 4 = 2\frac{4}{8}$

Anchor Annotation, Paper 12**Score Point 4****Part A: Score Point 2**

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

- The correct amount of liquid Enrique has is provided (3)
- Complete explanation if container is large enough to hold all the liquids is provided (*The container is large enough to hold the lemonade and tea because $1\frac{3}{5} + 1\frac{2}{5} = 3$. $3 < 3\frac{1}{5}$*)

Part B: Score Point 2

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

- The correct number of batches of cupcakes Enrique made is provided (4 batches)
- Complete explanation/work is shown ($\frac{5}{8} \times 4 = 2\frac{4}{8}$)

Part A

yes because if you had $1\frac{3}{5}$ and $1\frac{2}{5}$ it equals only 3 there would be $\frac{1}{5}$ left over

Part B

4 batches of cupcakes $\frac{5}{8}$ divided by $2\frac{4}{8}$ is 4

Anchor Annotation, Paper 13

Score Point 4

Part A: Score Point 2

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

- The correct amount of liquid Enrique has is provided (3).
- Complete explanation if container is large enough to hold all the liquids is provided (*yes because...it equals only 3 there would be $\frac{1}{5}$ left over*).

Part B: Score Point 2

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

- The correct number of batches of cupcakes Enrique made is provided (*4 batches*).
- Complete explanation/work is shown ($\frac{5}{8}$ divided by $2\frac{4}{8}$ is 4)

Note: Backwards division is acceptable for fourth graders.

Part A

yes because $1\frac{3}{5} + 1\frac{2}{5} = 2\frac{5}{5}$ which is 3 wholes and the container can hold $3\frac{1}{5}$ and if he pours in the lemonade and tea the remaining space would be $\frac{1}{5}$

Part B

if each batch contains $\frac{5}{8}$ of a cup of milk so he used $2\frac{4}{8}$ for the total so $\frac{5}{8} \times 4 = 2\frac{4}{8}$

Anchor Annotation, Paper 14**Score Point 4****Part A: 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 amount of liquid Enrique has is provided (*3 wholes*)
- Complete explanation if container is large enough to hold all the liquids is provided (*yes because...which is 3 wholes and the container can hold $3\frac{1}{5}$ and if he pours in the lemonade and tea the remaining space would be $\frac{1}{5}$*)

Part B: Score Point 2

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

- The correct number of batches of cupcakes Enrique made is provided (*4*)
- Complete explanation/work is shown ($\frac{5}{8} \times 4 = 2\frac{4}{8}$)



4

MA0420173_RE

The expression represents a number.

$$60,000 + 4,000 + 300 + 5$$

Which number name can be used to represent the expression?

Select from the drop-down menus to correctly complete the number name.

Choose... thousand Choose... hundred Choose...

RESPONSE_A1	RESPONSE_A2	RESPONSE_A3
six	four	five
sixty	three	fifty
sixty-four	thirty	thirty-five
	forty	

Correct Answer

RESPONSE_A1 = sixty four

RESPONSE_A2 = three

RESPONSE_A3 = five



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0420173

Book Question Number: 4

Standard: KY.4.NBT.2.a

Item Type: TE

Key: see below

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages	
				Score 0 (%)	Score 1 (%)
All Students	38,540	70.8%	0.71	29%	71%
Gender					
Female	19,073	67.2%	0.67	33%	67%
Male	19,466	74.2%	0.74	26%	74%
Ethnicity					
African American	3,771	55.4%	0.55	45%	55%
American Indian or Alaska Native	53	58.5%	0.58	42%	58%
Asian	817	80.2%	0.80	20%	80%
Hispanic or Latino	3,590	63.6%	0.64	36%	64%
Native Hawaiian or Pacific Islander	89	67.4%	0.67	33%	67%
White (non-Hispanic)	27,862	73.7%	0.74	26%	74%
Two or more races	2,357	68.9%	0.69	31%	69%
Migrant					
Migrant	189	52.9%	0.53	47%	53%
English Learner					
English Learner	2,776	55.7%	0.56	44%	56%
Economically Disadvantaged					
Economically Disadvantaged	23,826	65.7%	0.66	34%	66%
Students with Disabilities					
Students with Disabilities	5,541	52.9%	0.53	47%	53%

Key: sixty-four,three,five



5

MA0420007_3

Which list contains all the factor pairs for 28?

A 1 and 28

4 and 7

C 1 and 28

2 and 14

4 and 7

B 2 and 14

4 and 24

D 7 and 4

8 and 20

14 and 14



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0420007

Book Question Number: 5

Standard: KY.4.OA.4.a

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	33,923	69%	0.69	14%	7%	69%	10%
Gender							
Female	16,557	68%	0.68	15%	7%	68%	10%
Male	17,365	70%	0.70	13%	7%	70%	10%
Ethnicity							
African American	3,583	57%	0.57	18%	10%	57%	15%
American Indian or Alaska Native	48	67%	0.67	17%	6%	67%	10%
Asian	782	81%	0.81	10%	4%	81%	5%
Hispanic or Latino	3,788	60%	0.60	16%	10%	60%	14%
Native Hawaiian or Pacific Islander	84	68%	0.68	13%	8%	68%	11%
White (non-Hispanic)	23,672	72%	0.72	13%	6%	72%	9%
Two or more races	1,965	67%	0.67	16%	7%	67%	10%
Migrant							
Migrant	202	53%	0.53	18%	9%	53%	19%
English Learner							
English Learner	3,477	53%	0.53	19%	11%	53%	16%
Economically Disadvantaged							
Economically Disadvantaged	21,508	63%	0.63	16%	8%	63%	12%
Students with Disabilities							
Students with Disabilities	6,461	50%	0.50	22%	11%	50%	18%



6

MA0420100_1

An artist has \$100 to buy some supplies for an art project. The table shows the number of each item that the artist needs to buy and the price of each item. After buying the canvas and paint jars, he wants to buy as many paintbrush sets as possible with the leftover money.

Painting Supplies

Item	Number of Items	Price
Canvas	2	\$12
Paint Jar	10	\$4
Paintbrush Set	?	\$8

How many dollars will the artist have left over after purchasing the paintbrush sets?

- A** 4
- B** 10
- C** 24
- D** 36



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0420100

Book Question Number: 6

Standard: KY.4.OA.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 (%)
<i>All Students</i>	26,203	41%	0.41	41%	12%	25%	22%
<i>Gender</i>							
Female	12,727	39%	0.39	39%	13%	26%	22%
Male	13,475	43%	0.43	43%	12%	23%	22%
<i>Ethnicity</i>							
African American	2,828	29%	0.29	29%	16%	32%	23%
American Indian or Alaska Native	38	39%	0.39	39%	13%	24%	24%
Asian	623	53%	0.53	53%	12%	21%	15%
Hispanic or Latino	3,035	34%	0.34	34%	14%	31%	22%
Native Hawaiian or Pacific Islander	66	47%	0.47	47%	9%	32%	12%
White (non-Hispanic)	18,099	44%	0.44	44%	12%	22%	22%
Two or more races	1,513	40%	0.40	40%	13%	25%	22%
<i>Migrant</i>							
Migrant	173	35%	0.35	35%	13%	31%	21%
<i>English Learner</i>							
English Learner	2,917	30%	0.30	30%	15%	35%	20%
<i>Economically Disadvantaged</i>							
Economically Disadvantaged	16,726	37%	0.37	37%	14%	27%	22%
<i>Students with Disabilities</i>							
Students with Disabilities	5,380	32%	0.32	32%	16%	30%	22%



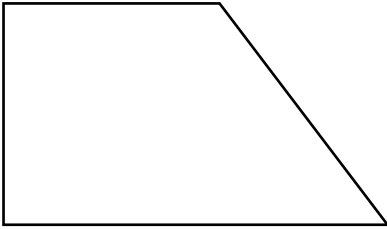
7

MA0420092_3,4

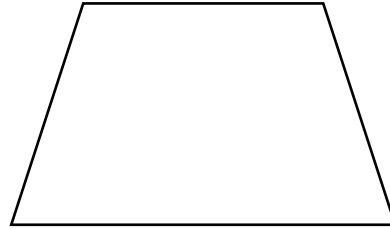
Which figures can be classified as parallelograms?

Select **two** correct answers.

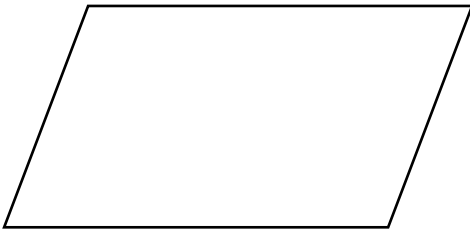
A



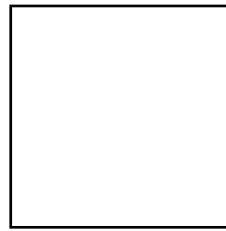
B



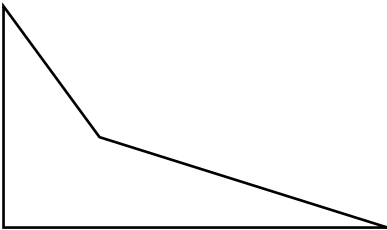
C



D



E





Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 4
Mathematics

Item: MA0420092*

Book Question Number: 7

Standard: KY.4.G.2

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	23,058	68.5%	1.37	13%	38%	50%
Gender						
Female	11,399	68.2%	1.36	13%	38%	49%
Male	11,658	68.9%	1.38	12%	37%	50%
Ethnicity						
African American	2,225	59.9%	1.20	16%	48%	36%
American Indian or Alaska Native	33	63.6%	1.27	9%	55%	36%
Asian	502	77.6%	1.55	7%	31%	62%
Hispanic or Latino	2,169	64.7%	1.29	13%	44%	43%
Native Hawaiian or Pacific Islander	55	79.1%	1.58	7%	27%	65%
White (non-Hispanic)	16,685	70.0%	1.40	12%	35%	52%
Two or more races	1,388	67.2%	1.34	12%	41%	47%
Migrant						
Migrant	119	58.4%	1.17	23%	38%	39%
English Learner						
English Learner	1,665	62.4%	1.25	14%	47%	39%
Economically Disadvantaged						
Economically Disadvantaged	14,275	65.2%	1.30	14%	41%	45%
Students with Disabilities						
Students with Disabilities	3,285	61.2%	1.22	16%	45%	39%

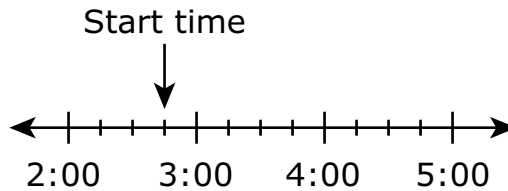
* Calculator section



8

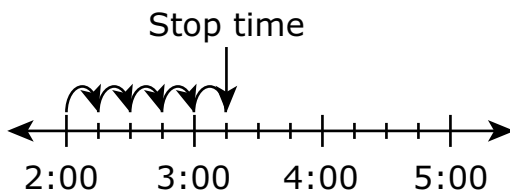
MA0420072_4

The number line shows the time Kayla starts working on an art project.

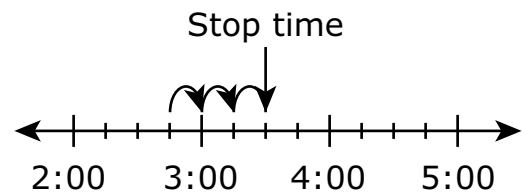


Kayla works on the art project for 45 minutes and then reads a book for 30 minutes. Which number line could represent the time Kayla stops reading a book?

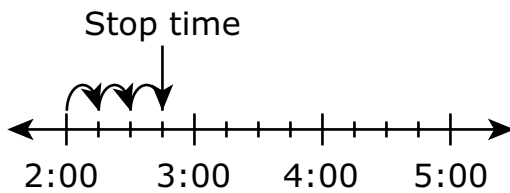
A



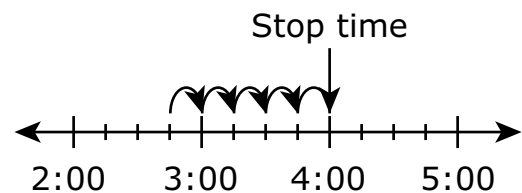
B



C



D





Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 4

Mathematics

Item: MA0420072*

Book Question Number: 8

Standard: KY.4.MD.2.c

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	26,291	50%	0.50	12%	28%	10%	50%
Gender							
Female	12,816	50%	0.50	12%	28%	10%	50%
Male	13,475	50%	0.50	12%	28%	10%	50%
Ethnicity							
African American	2,897	41%	0.41	18%	26%	15%	41%
American Indian or Alaska Native	35	37%	0.37	17%	31%	14%	37%
Asian	593	60%	0.60	8%	26%	7%	60%
Hispanic or Latino	3,027	46%	0.46	13%	28%	14%	46%
Native Hawaiian or Pacific Islander	63	49%	0.49	17%	21%	13%	49%
White (non-Hispanic)	18,137	52%	0.52	11%	28%	8%	52%
Two or more races	1,539	50%	0.50	12%	28%	10%	50%
Migrant							
Migrant	152	36%	0.36	14%	28%	22%	36%
English Learner							
English Learner	2,908	42%	0.42	15%	27%	17%	42%
Economically Disadvantaged							
Economically Disadvantaged	16,748	47%	0.47	14%	28%	12%	47%
Students with Disabilities							
Students with Disabilities	5,414	41%	0.41	18%	25%	16%	41%

* Calculator section



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