

Kentucky Summative Assessments



Grade 6 Mathematics Released Items 2026



1

MA0620078_1

Kyle and Rosa purchased clothes for school. The lists show the cost, rounded to the nearest dollar, of each piece of clothing purchased.

Kyle: 5, 14, 16, 21, 25, 32, 38

Rosa: 9, 10, 12, 14, 18, 20

Which statement is true about the costs of the clothing purchased?

- A** Kyle's data has a greater measure of center and greater spread of data.
- B** Rosa's data has a greater measure of center and greater spread of data.
- C** Kyle's data has a greater measure of center and lesser spread of data.
- D** Rosa's data has a greater measure of center and lesser spread of data.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0620078

Book Question Number: 1

Standard: KY.6.SP.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	17,184	67%	0.67	67%	10%	11%	12%
Gender							
Female	8,534	67%	0.67	67%	10%	11%	12%
Male	8,650	68%	0.68	68%	9%	10%	13%
Ethnicity							
African American	1,653	57%	0.57	57%	15%	14%	14%
American Indian or Alaska Native	34	59%	0.59	59%	9%	15%	18%
Asian	406	73%	0.73	73%	6%	7%	14%
Hispanic or Latino	1,640	60%	0.60	60%	14%	13%	13%
Native Hawaiian or Pacific Islander	41	63%	0.63	63%	12%	7%	17%
White (non-Hispanic)	12,431	69%	0.69	69%	8%	10%	12%
Two or more races	979	65%	0.65	65%	10%	10%	14%
Migrant							
Migrant	72	57%	0.57	57%	22%	10%	11%
English Learner							
English Learner	633	47%	0.47	47%	22%	18%	13%
Economically Disadvantaged							
Economically Disadvantaged	10,123	63%	0.63	63%	12%	13%	13%
Students with Disabilities							
Students with Disabilities	1,612	58%	0.58	58%	14%	15%	13%

**2**

MA0621021_6.07

Rishi bought 3.27 kilograms of white potatoes. He also bought 2.8 kilograms of red potatoes. How many total kilograms of white and red potatoes did Rishi buy?

Enter your answer in the box.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Mathematics

Item: MA0621021

Book Question Number: 2

Standard: KY.6.NS.3

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	34,178	72.3%	0.72	28%	72%
Gender					
Female	16,832	71.4%	0.71	29%	71%
Male	17,346	73.2%	0.73	27%	73%
Ethnicity					
African American	3,337	60.5%	0.61	39%	61%
American Indian or Alaska Native	64	65.6%	0.66	34%	66%
Asian	762	85.0%	0.85	15%	85%
Hispanic or Latino	3,227	67.2%	0.67	33%	67%
Native Hawaiian or Pacific Islander	77	74.0%	0.74	26%	74%
White (non-Hispanic)	24,783	74.4%	0.74	26%	74%
Two or more races	1,927	69.7%	0.70	30%	70%
Migrant					
Migrant	124	55.6%	0.56	44%	56%
English Learner					
English Learner	1,251	49.9%	0.50	50%	50%
Economically Disadvantaged					
Economically Disadvantaged	20,120	67.6%	0.68	32%	68%
Students with Disabilities					
Students with Disabilities	3,223	63.6%	0.64	36%	64%

Key: 6.07

**3**

MA0621042_:

A city structure consists of an office building and an underground parking garage. Jake, Kim, Leo, and Marion are located on different levels in the structure. Each person's location, in feet, is shown in the table, where the ground level is represented by 0.

**Locations in the
Structure**

Name	Location
Jake	-8
Kim	60
Leo	-16
Marion	0

Part A

Compare the locations of Kim and Jake.

- Explain whose location is closer to ground level in terms of the context.
- Explain how a number line can be used to support your answer.

Enter your explanations in the space provided.

Part B

List Jake, Kim, and Leo in order from least to greatest distance from Marion's location. Explain how you determined your answer.

Enter your answer and your explanation in the space provided.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0621042

Book Question Number: 3

Standard: KY.6.NS.7

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	46,236	37.3%	1.49	34%	21%	20%	12%	13%
Gender								
Female	22,529	37.7%	1.51	33%	21%	20%	11%	14%
Male	23,706	37.0%	1.48	34%	21%	20%	12%	13%
Ethnicity								
African American	4,794	23.4%	0.94	49%	24%	16%	6%	5%
American Indian or Alaska Native	76	38.5%	1.54	29%	25%	22%	11%	13%
Asian	1,040	49.4%	1.98	24%	16%	21%	15%	24%
Hispanic or Latino	4,757	28.0%	1.12	44%	24%	17%	8%	8%
Native Hawaiian or Pacific Islander	94	33.0%	1.32	38%	21%	21%	9%	11%
White (non-Hispanic)	32,858	40.5%	1.62	30%	20%	21%	13%	15%
Two or more races	2,613	35.0%	1.40	36%	22%	20%	11%	11%
Migrant								
Migrant	194	21.0%	0.84	50%	29%	11%	7%	3%
English Learner								
English Learner	2,540	13.5%	0.54	64%	24%	9%	3%	1%
Economically Disadvantaged								
Economically Disadvantaged	27,701	31.2%	1.25	40%	23%	19%	10%	9%
Students with Disabilities								
Students with Disabilities	6,937	23.1%	0.93	52%	22%	14%	7%	6%

Rubric

Rubric	
Score Point 4	Student scores 4 points. Student demonstrates a complete understanding of the ordering of rational numbers, interpreting statements of inequality as statements about the relative position of two numbers on a number line diagram, and explaining statements of order for rational numbers in real-world contexts.
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 the ordering of rational numbers, interpreting statements of inequality as statements about the relative position of two numbers on a number line diagram, and explaining statements of order for rational numbers in real-world contexts.
Score Point 0	Student response is insufficient to demonstrate a grade-appropriate, relevant understanding.

(see next page)

Score Points	Part A • Score 2 points: ○ Correct explanation in terms of the context and correct explanation in terms of the number line. • Score 1.5 points: ○ Correct explanation in terms of the context and partially correct explanation in terms of the number line OR ○ Partially correct explanation in terms of the context and correct explanation in terms of the number line. • Score 1 point: ○ Correct explanation in terms of the context OR ○ Correct explanation in terms of the number line. • Score 0.5 point: ○ Partially correct explanation in terms of the context OR ○ Partially correct explanation in terms of the number line OR ○ Partial explanation that demonstrates a minimal understanding of the task Part B • Score 2 points: ○ Correct order of names AND ○ Valid explanation using absolute value. • Score 1.5 points: ○ Correct order of names and partially valid explanation OR ○ Order of names with minor errors and valid explanation • Score 1 point: ○ Correct order of names OR ○ Valid explanation • Score 0.5 point: ○ Partial explanation that demonstrates a minimal understanding of the task.
Correct Answers	Part A Jake is closer to ground level than Kim because on a number line, 60 is located 60 units above [or to the right] of 0 and -8 is located 8 units below [or to the left] of 0; $-8 < 60$ Part B Jake, Leo, Kim Jake is closest to Marion because $-8 < -16$. Leo is next closest because $-16 < 60$. This means that Kim is the farthest away from Marion. Note: Student response is not required to reference absolute value.

Anchor Set

A1

Part A

marion because is at 0 which ground level is 0 so marion and a number line explain this because they futher to the left of it and negitve numbers

Part B

least to greatest distance from marion's location is kim,Leo,jake because they are futher to the left

Anchor Annotation, Paper 1

Score Point 0

Part A: Score Point 0

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

Incorrect explanation is provided in terms of whose location is closer to ground level (*marion because is at 0 which ground level is 0 so marion*).

Incorrect explanation is provided in terms of the number line (*a number line explain this because they futher to the left of it and negitve numbers*).

Part B: Score Point 0

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

Incorrect order of names is provided (*kim, Leo, jake*).

Incorrect explanation is provided (*because they are futher to the left*).

Part A

jake has -8 and kim has 60 kim has more becaues jake has -8

Part B

leo has -16 jake has -8 marion has 0 kim has 60

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

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

Insufficient explanation is provided in terms of whose location is closer to ground level (*kim has more because jake has -8*).

No explanation is provided in terms of the number line.

Part B: Score Point 0

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

Incorrect order of names is provided (*leo, jake, kim*).

No explanation is provided.

Part A

the location of kim and jake is jake got negative and kim just got a regular number. jake location is closer to the ground because its a negative number. i think a number willl be best for this because it actually help when it got negative numbers.

Part B

leo,jake,kim

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

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

Insufficient explanation is provided in terms of whose location is closer to ground level (*jake location is closer to the ground because it's a negative number*).

No explanation is provided in terms of the number line.

Part B: Score Point 0

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

Incorrect order of names is provided (*leo, jake, kim*).

No explanation is provided.

Part A

Marion is closer to ground level because he this location is at 0.

Part B

Jake,Leo,Kim how I determined my answer Ilooked at the table to put them in order from least to greatest.

Anchor Annotation, Paper 4**Score Point 1****Part A: Score Point 0**

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

No correct explanation is provided in terms of whose location is closer to ground level.

No explanation is provided in terms of the number line.

Part B: Score Point 1

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

- Correct order of names is shown (*Jake,Leo,Kim*).

No valid explanation is provided.

Part A

jake is on the other side of the 0 the left side while kim is on the right side of the 0

Part B

jake becaus ehe has -8 then leo because he has -16 then kim because she has 60

Anchor Annotation, Paper 5**Score Point 1****Part A: Score Point 0**

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

No correct explanation is provided in terms of whose location is closer to ground level.

No explanation is provided in terms of the number line.

Part B: Score Point 1

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

- Correct order of names is shown (*jake, leo, kim*).

No valid explanation is provided. Locations provided does not explain from Marion's location (0).

Part A

Kim is at the top highest of them but jake is way closer to the ground level then kim.

Part B

Leo, Jake, marion, kim because if you look at the chart above you can see that leo is the fartherst and kim is the highest.

Anchor Annotation, Paper 6**Score Point 1****Part A: Score Point 1**

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

- Correct explanation in terms of the context is shown (*jake is way closer to the ground level then kim*).

No explanation is provided in terms of the number line.

Part B: Score Point 0

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

Incorrect list of order of names is provided (*Leo, Jake, marion, kim*).

Incorrect explanation is provided (*if you look at the chart above you can see that leo is the fartherst and kim is the highest*).

Part A

$60 - -8 = 53$ floors apart

You can visualize the numbers, and make jumps to find the answer

Part B

Jake, Leo, then Kim because -8 is closer to 0 on a number line, -16 is closer to 0 than 60 on a number line, and sixty is last

Anchor Annotation, Paper 7**Score Point 2****Part A: Score Point 0**

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

No correct explanation is provided in terms of whose location is closer to ground level.

No explanation is provided in terms of the number line.

Part B: Score Point 2

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

- Correct order of names is shown (*Jake, Leo, then Kim*).
- Valid explanation is included (*because -8 is closer to 0 on a number line, -16 is closer to 0 than 60 on a number line, and sixty is last*).

Part A

jakes location is closer to the ground because kims location is 60 and jake's location is -8. A number line can be used to support my answer by taking -8 to 60 and see which one takes moree steps to get from there to 0.

Part B

-8, -16, 60

I constructed by answer by knowing what a number line looks like, negative numbers go the oppisite way from postitve numbers so -8 would be furthest from Marion's location.

Anchor Annotation, Paper 8
Score Point 2

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 provided:

- Correct explanation in terms of the context is shown (*jakes location is closer to the ground because kims location is 60 and jake's location is -8*).
- Correct explanation in terms of the number line (*A number line can be used to support my answer by taking -8 to 60 and see which one takes moree steps to get from there to 0*).

Part B: Score Point 0

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

No correct order of names is provided.

Incorrect explanation (I constructed by answer by knowing what a number line looks like, negative numbers go the oppisite way from positive numbers so -8 would be furthest from Marion's location).

Part A

Jake is closer to the ground because he is 8 floors away and kim is 60 floors away from the ground.

Part B

jake, leo, kim

Anchor Annotation, Paper 9**Score Point 2****Part A: Score Point 1**

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

- Correct explanation in terms of the context is shown (*Jake is closer to the ground because he is 8 floors away and kim is 60 floors away from the ground*).

No explanation is provided in terms of the number line.

Part B: Score Point 1

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

- Correct order of names is shown (*jake, leo, kim*).

No explanation is provided.

Part A

the closet person to the ground out of Kim and Jake is Jake beucase -8 is only 8 away from 0 but 60 is 60 away from 0 so therefore Jake is closet to the ground

Part B

In the order from least to greatest from Marion's location which is 0 goes Jake,Leo,and Kim becuase Jake is only 8 away and Leo is only 16 away and then Kim is 60 away so thereofre the closets to Marion's location is Jake .

Anchor Annotation, Paper 10**Score Point 3****Part A: Score Point 1**

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

- Correct explanation in terms of the context is shown (*Jake beucase -8 is only 8 away from 0 but 60 is 60 away*).

No explanation is provided in terms of the number line.

Part B: Score Point 2

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

- Correct order of names is shown (*Jake, Leo,and Kim*).
- Valid explanation is included (*becuase Jake is only 8 away and Leo is only 16 away and then Kim is 60 away*).

Part A

jake is closer because he is only 8 bellow ground level and kim is 60 above it the number line can be used to show this by starting at zero and counting backwards or forward.

Part B

jake, leo, kim i determind this answer by using a number line to draw out where there distances would be from marion.

Anchor Annotation, Paper 11**Score Point 3****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 provided:

- Correct explanation in terms of the context is shown (*jake is closer because he is only 8 bellow ground level and kim is 60 above it*).
- Correct explanation in terms of the number line is included (*the number line can be used to show this by starting at zero and counting backwards or forward*).

Part B: Score Point 1

This response receives partial credit. The student demonstrates a general understanding of the task. One of the required elements is provided:

- Correct order of names is shown (*jake, leo, kim*).

No valid explanation is provided.

Part A

Jake is closer to the ground because he is in the negatives so he is only 8 ft below the ground. A number line could be used for measuring negatives and positives and they could see jake is closer to the ground level.

Part B

Jake, Leo, Kim. I got this answer by knowing jake is closest to 0 leo is second closest to zero and kim is third. you can prove this by looking at a number line.

Anchor Annotation, Paper 12**Score Point 3****Part A: Score Point 1.5**

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

- Correct explanation in terms of the context is shown (*Jake is closer to the ground because he is in the negatives so he is only 8 ft below the ground*).
- A partially correct explanation in terms of the number line is included (*A number line could be used for measuring negatives and positives and they could see jake is closer to the ground level*). This response does not reference using the number line to measure the distance from 0.

Part B: Score Point 2

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

- Correct order of names is shown (*Jake, Leo, Kim*).
- Valid explanation is included (*I got this answer by knowing jake is closest to 0 leo is second closest to zero and kim is third*).

Part A

Jake is closer to ground than Kim because -8 is closer to zero than 60 is. A number line could support my answer by showing that -8 is closer to 0 than 60 is.

Part B

Jake -8, Leo -16, Kim 60.

Jake has the least amount of numbers in between his number and 0.

Leo has more than Jake but less than Kim.

Kim is the farthest away from 0.

Anchor Annotation, Paper 13
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 provided:

- Correct explanation in terms of the context is shown (*Jake is closer to ground than Kim because -8 is closer to zero than 60 is*).
- Correct explanation in terms of the number line is included (*A number line could support my answer by showing that -8 is closer to 0 than 60 is*).

Part B: Score Point 2

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

- Correct order of names is shown (*Jake -8, Leo -16, Kim 60*).
- Valid explanation is included (*Jake has the least amount of numbers in between his number and 0. Leo has more than Jake but less than Kim. Kim is the farthest away from 0*).

Part A

I believe that Jake is closer to ground level than Kim because if you were to plot the numbers on a number line, the closet number to zero would be the closest to ground level. And Jake is closer than Kim to zero, so he is closer to ground level.

Part B

Kim is the farthest from Marion's location, Leo is closer, and Jake is closest. I believe this because the number closest to Marlon's number (zero) would be the closest to him. And Jake's number is the closest to zero, and Leo's is close to, but Kim is the farthest from Marion.

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 provided:

- Correct explanation in terms of the context is shown (*And Jake is closer than Kim to zero, so he is closer to ground level*).
- Correct explanation in terms of the number line is included (*I believe that Jake is closer to ground level than Kim because if you were to plot the numbers on a number line, the closet number to zero would be the closest to ground level*).

Part B: Score Point 2

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

- Correct order of names is shown (*Kim is the farthest from Marion's location, Leo is closer, and Jake is closest*).
- Valid explanation is included (*I believe this because the number closest to Marlon's number (zero) would be the closest to him. And Jake's number is the closest to zero, and Leo's is close to, but Kim is the farthest from Marion*).

Part A

Jake is closer to ground level because -8 is closer to 0 than 60.

I could use a number line to see that -8 is closer to 0. -8 is only 8 numbers away. While 60 is much farther from 0.

Part B

Marion is at 0 which is ground level, so the people are all different distances from him...from least to greatest would be:

Jake -8

Leo -16

Kim 60

I could use a number line to see that -8 is closer to 0. Jake is on the negative side of the number line and -8 is only 8 numbers away from Marion at point 0. Leo (at -16) is only 8 more spaces to the left of Jake. While Kim is at 60 and that is much farther from 0 in the other (positive) direction.

Anchor Annotation, Paper 15
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 provided:

- Correct explanation in terms of the context is shown (*Jake is closer to ground level because -8 is closer to 0 than 60*).
- Correct explanation in terms of the number line is included (*I could use a number line to see that -8 is closer to 0. -8 is only 8 numbers away. While 60 is much farther from 0*).

Part B: Score Point 2

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

- Correct order of names is shown (Jake -8, Leo -16, Kim 60).
- Valid explanation is included [*I could use a number line to see that -8 is closer to 0. Jake is on the negative side of the number line and -8 is only 8 numbers away from Marion at point 0. Leo (at -16) is only 8 more spaces to the left of Jake. While Kim is at 60 and that is much farther from 0 in the other (positive) direction*].



4

MA0620044_4

Kylie is reading a 360-page book. She reads 12 pages per day. Which expression can be used to find the number of pages that Kylie has left to read after reading for d days?

- A** $360d + 12$
- B** $360d - 12$
- C** $360 + 12d$
- D** $360 - 12d$



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0620044

Book Question Number: 4

Standard: KY.6.EE.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	29,761	59%	0.59	8%	15%	18%	59%
Gender							
Female	14,261	58%	0.58	8%	14%	19%	58%
Male	15,499	59%	0.59	9%	15%	17%	59%
Ethnicity							
African American	3,299	43%	0.43	13%	20%	24%	43%
American Indian or Alaska Native	43	47%	0.47	9%	19%	26%	47%
Asian	639	73%	0.73	4%	9%	13%	73%
Hispanic or Latino	3,257	49%	0.49	11%	17%	23%	49%
Native Hawaiian or Pacific Islander	53	66%	0.66	2%	6%	26%	66%
White (non-Hispanic)	20,786	62%	0.62	8%	14%	17%	62%
Two or more races	1,680	59%	0.59	9%	15%	18%	59%
Migrant							
Migrant	130	39%	0.39	17%	14%	30%	39%
English Learner							
English Learner	2,028	32%	0.32	16%	22%	30%	32%
Economically Disadvantaged							
Economically Disadvantaged	18,136	52%	0.52	10%	17%	21%	52%
Students with Disabilities							
Students with Disabilities	5,551	37%	0.37	17%	21%	25%	37%



5

MA0620005_3

A teacher had a class of 30 students. The ratio of students who rode the bus to students who did not ride the bus was 20:10. Which rate represents this situation?

- A** 1 student rode the bus for every 3 students who did not ride the bus.
- B** 1 student rode the bus for every 2 students who did not ride the bus.
- C** 2 students rode the bus for every 1 student who did not ride the bus.
- D** 3 students rode the bus for every 1 student who did not ride the bus.



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0620005

Book Question Number: 5

Standard: KY.6.RP.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	29,758	67%	0.67	9%	16%	67%	8%
Gender							
Female	14,260	65%	0.65	9%	16%	65%	10%
Male	15,497	68%	0.68	8%	16%	68%	7%
Ethnicity							
African American	3,298	51%	0.51	15%	22%	51%	12%
American Indian or Alaska Native	43	60%	0.60	12%	21%	60%	7%
Asian	639	75%	0.75	8%	12%	75%	5%
Hispanic or Latino	3,257	56%	0.56	12%	21%	56%	11%
Native Hawaiian or Pacific Islander	53	74%	0.74	8%	13%	74%	6%
White (non-Hispanic)	20,784	71%	0.71	7%	14%	71%	7%
Two or more races	1,680	64%	0.64	8%	19%	64%	9%
Migrant							
Migrant	130	52%	0.52	15%	19%	52%	14%
English Learner							
English Learner	2,027	40%	0.40	20%	26%	40%	14%
Economically Disadvantaged							
Economically Disadvantaged	18,134	60%	0.60	11%	19%	60%	10%
Students with Disabilities							
Students with Disabilities	5,549	45%	0.45	16%	24%	45%	15%

**6**

MA0621011

The cost of 2 pounds of almonds at a store is \$11.52. A customer knows that there are 16 ounces in 1 pound and determines the unit price, in dollars per ounce, of almonds.

- Determine the unit price, in dollars per ounce, of the almonds.
- Show your work or explain how you determined your answer.

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



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0621011

Book Question Number: 6

Standard: KY.6.RP.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 (%)
All Students	28,903	21.7%	0.43	76%	4%	20%
Gender						
Female	13,925	18.5%	0.37	80%	4%	17%
Male	14,977	24.7%	0.49	73%	5%	22%
Ethnicity						
African American	3,143	7.7%	0.15	91%	2%	6%
American Indian or Alaska Native	41	18.3%	0.37	78%	7%	15%
Asian	633	37.0%	0.74	61%	4%	35%
Hispanic or Latino	3,117	13.7%	0.27	85%	3%	12%
Native Hawaiian or Pacific Islander	52	20.2%	0.40	79%	2%	19%
White (non-Hispanic)	20,288	24.9%	0.50	73%	5%	22%
Two or more races	1,625	18.5%	0.37	79%	4%	16%
Migrant						
Migrant	121	7.9%	0.16	92%	1%	7%
English Learner						
English Learner	1,911	3.6%	0.07	96%	1%	3%
Economically Disadvantaged						
Economically Disadvantaged	17,484	15.5%	0.31	83%	4%	14%
Students with Disabilities						
Students with Disabilities	5,296	10.7%	0.21	88%	3%	9%

Rubric

Rubric	
Score Point 2	Student demonstrates a complete understanding of transforming units when converting measurements.
Score Point 1	Student demonstrates a partial understanding of transforming units when converting measurements.
Score Point 0	Student response is insufficient to demonstrate a grade-appropriate, relevant understanding of the task.
Score Points	• Score 2 points: ○ Correct unit price, \$0.36 per ounce, of the almonds with valid work or explanation • Score 1 point: ○ Correct price per ounce of the almonds with partial or no explanation or work shown ○ Valid work or explanation with a minor computation error leading to an incorrect reasonable price per ounce
Correct Answers	16 ounces in 1 pound, so the price of 32 ounces of almonds is 11.52 $11.52 \div 32 = 0.36$ The unit price is \$0.36 per ounce.

Anchor Set

A1

First I added 11.52 two times and 16 two times and I got 55.04. So the unit price is 55.04. And that is how I determind my answer.

Anchor Annotation, Paper 1

Score Point 0

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

The correct unit price is not provided.

Valid work or explanation to find the unit price per ounce is not shown.

A2

one ounce cost's 0.72\$ what I did was $11.52 \div 2 = 5.76$ then did $5.76 \div 8 = 0.72$

8 = 8ounces 16 = 16ounces

Anchor Annotation, Paper 2

Score Point 0

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

The correct unit price is not provided.

Valid work or explanation to find the unit price per ounce is not shown.

A3

The way i got my answer was i divided by 2 to get \$5.76 for 1lb and that is how i got my answer.

Anchor Annotation, Paper 3

Score Point 0

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

The correct unit price is not provided.

Valid work or explanation to find the unit price per ounce is not shown.

A4

half of 11.52 is 5.76 so one pound is 5.76, and if there are 16 ounces in one pound, $5.76 \div 16$ is the answer for how much dollars there are per ounce

Anchor Annotation, Paper 4

Score Point 1

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

- Valid work or explanation to find the unit price per ounce is shown (*half of 11.52 is 5.76; $5.76 \div 16$ is the answer*).

The correct unit price is not provided.

The unit price of dollars per ounce is \$0.36. I know this because 2 pounds cost \$11.52 so to find the price for 1 pound you cut it in half which is 7.76 but there are 16 ounces in a pound so you would be divided by 16 which is 0.36.

Anchor Annotation, Paper 5

Score Point 1

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

- The correct unit price is provided (\$0.36).

Invalid work or explanation to find the unit price per ounce is shown. The response includes an incorrect first step in the work which makes the explanation or work incorrect.

Multiply 16 by 2 which is 36 and divide 11.52 by 32 which is 0.36

Anchor Annotation, Paper 6

Score Point 1

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

- The correct unit price is provided (0.36).

Invalid work or explanation to find the unit price per ounce is shown. The response includes an incorrect first step in the work which makes the explanation or work incorrect.

The answer is 0.36 cents per ounce I got this because I multiplied 16×2 and got 32 so then I divided $11.52 \div 32 = \$0.36$.

Anchor Annotation, Paper 7

Score Point 2

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

- The correct unit price is provided ($\$0.36$).
- Valid work or explanation to find the unit price per ounce is shown (*multiplied 16×2 and got 32; divided $11.52 \div 32 = \$0.36$*).

The unit price per ounce is 0.36. I got this by taking $11.52 \div 2$ and it gave me 5.76, so i took $5.76 \div 16$ and it gave me 0.36 which is the unit price.

Anchor Annotation, Paper 8

Score Point 2

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

- The correct unit price is provided (*price per ounce is 0.36*).
- Valid work or explanation to find the unit price per ounce is shown ($11.52 \div 2$; gave me 5.76; $5.76 \div 16$; 0.36 which is the unit price).

So the unit price for 1 ounce of almonds is \$0.36 per ounce because I first divided \$11.52 by 2 to get 1 pound which is equal to 16 ounces which got me \$5.76 and then divided that by 16 and got \$0.36.

Anchor Annotation, Paper 9

Score Point 2

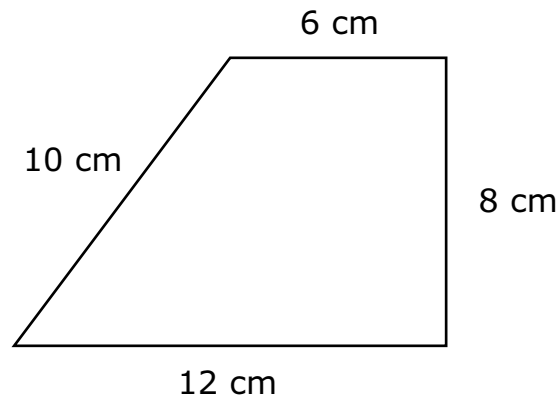
This response receives full credit. It includes both of the required elements:

- The correct unit price is provided (*\$0.36 per ounce*).
- Valid work or explanation to find the unit price per ounce is shown (*divided \$11.52 by 2 to get 1 pound; got me \$5.76; divided that by 16 and got \$0.36*).



MA0620061_stimulus

A student makes the polygon shown.



Formulas_6_G_1_3

Figure	Area
Triangle	$A = \frac{1}{2}bh$
Rectangle	$A = lw$

7

MA0620061_2

What is the area, in square centimeters, of the polygon the student makes?

- A** 36
- B** 72
- C** 90
- D** 144



Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0620061

Book Question Number: 7

Standard: KY.6.G.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	29,936	42%	0.42	31%	42%	12%	15%
Gender							
Female	14,493	41%	0.41	31%	41%	13%	16%
Male	15,442	43%	0.43	31%	43%	12%	14%
Ethnicity							
African American	3,266	29%	0.29	41%	29%	13%	16%
American Indian or Alaska Native	47	43%	0.43	26%	43%	6%	26%
Asian	689	61%	0.61	19%	61%	10%	10%
Hispanic or Latino	3,306	35%	0.35	37%	35%	13%	15%
Native Hawaiian or Pacific Islander	58	31%	0.31	29%	31%	12%	28%
White (non-Hispanic)	20,857	45%	0.45	29%	45%	12%	15%
Two or more races	1,710	40%	0.40	32%	40%	12%	17%
Migrant							
Migrant	148	34%	0.34	37%	34%	14%	14%
English Learner							
English Learner	2,039	26%	0.26	46%	26%	13%	15%
Economically Disadvantaged							
Economically Disadvantaged	18,254	36%	0.36	36%	36%	13%	16%
Students with Disabilities							
Students with Disabilities	5,547	28%	0.28	43%	28%	13%	15%



MA0621083_Stimulus

Marcus wants to build a planter in the shape of a rectangular prism for a vegetable garden. He has 28 cubic feet (cu ft) of planting soil to fill the planter.

Formulas_6_G_2

Figure	Volume
Right Rectangular Prism	$V = Bh$ $V = lwh$

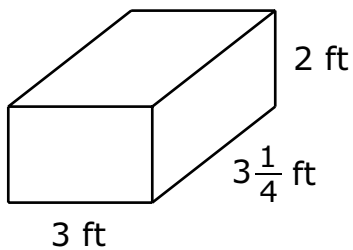
8

MA0621083_2,5

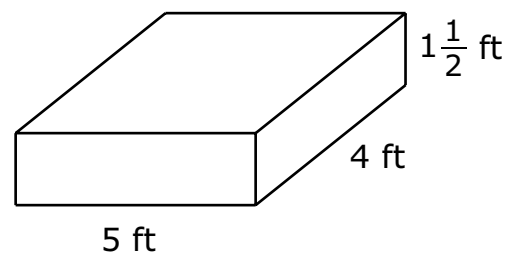
Which planters will hold all the planting soil?

Select **two** correct answers.

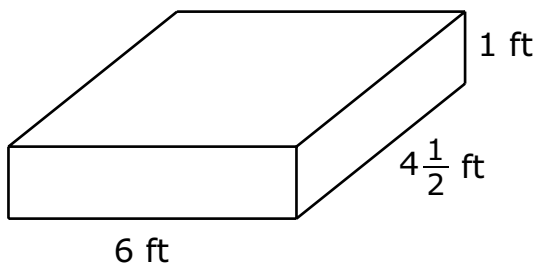
A



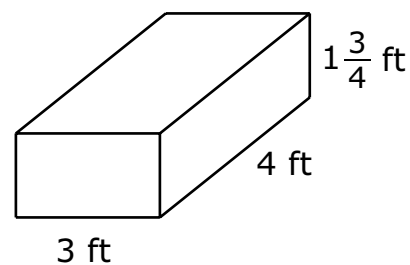
B



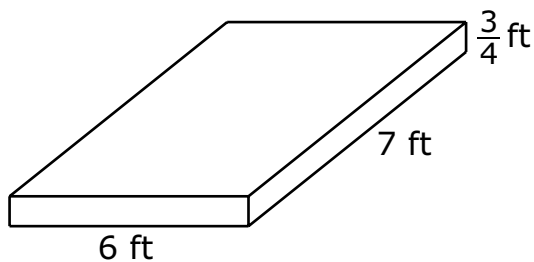
C



D



E





Released Item Performance

Kentucky Summative Assessments

Spring 2026
Grade 6
Mathematics

Item: MA0621083

Book Question Number: 8

Standard: KY.6.G.2

Item Type: MS

Key: B,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	29,766	47.4%	0.95	26%	52%	21%
Gender						
Female	14,416	46.5%	0.93	28%	52%	21%
Male	15,349	48.3%	0.97	25%	53%	22%
Ethnicity						
African American	3,239	42.5%	0.85	27%	60%	12%
American Indian or Alaska Native	46	40.2%	0.80	39%	41%	20%
Asian	687	57.8%	1.16	21%	42%	37%
Hispanic or Latino	3,266	44.6%	0.89	27%	57%	16%
Native Hawaiian or Pacific Islander	57	38.6%	0.77	35%	53%	12%
White (non-Hispanic)	20,770	48.4%	0.97	26%	51%	23%
Two or more races	1,698	46.9%	0.94	26%	55%	20%
Migrant						
Migrant	147	40.1%	0.80	33%	54%	13%
English Learner						
English Learner	1,999	40.6%	0.81	30%	59%	11%
Economically Disadvantaged						
Economically Disadvantaged	18,134	44.4%	0.89	28%	56%	16%
Students with Disabilities						
Students with Disabilities	5,489	42.3%	0.85	28%	59%	13%



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