

# Kentucky Summative Assessments



## Grade 5 Reading Released Items 2026



Directions: Read the passage “What is 3-D Printing?” Then answer the questions.

## What Is 3-D Printing?

by Stephen Ornes

Originally published on [www.sciencenewsforstudents.org](http://www.sciencenewsforstudents.org), September 30, 2014

- 1 Imagine that the printer hooked up to your home computer could make anything. Lost your toothbrush? No problem. Print it. Need new shoes, a new dress, new cleats? Just instruct your computer to tell that machine what style and size you want. Then print, print and print some more.
- 2 Already, some companies are figuring out how to print cells as the first step in creating a new organ for transplanting into people. One company has just printed most of a working electric car.
- 3 In a few years, 3-D printing could drastically change the world of manufacturing. Already, creative people—they call themselves makers—have formed communities to share computer files that give the directions for making their novel creations.
- 4 According to legend, the French sculptor Auguste Rodin once explained: “I choose a block of marble and chop off whatever I don’t need.” This means he used subtraction to sculpt his creations. 3-D printing does the opposite: It adds layers, one at a time, to build something from the bottom up. That’s why some engineers refer to 3-D printing as *additive manufacturing*.
- 5 For 3-D printing, someone must create a computer file that describes a desired object in three dimensions. This blueprint includes the size, shape and color of the thing to be printed. Then someone tells the computer to digitally “slice” that object into virtual slivers. The printer then builds each slice, one thin layer at a time.
- 6 Some printers spit out metal. Others spray a liquid that will harden into plastic. Some manufacturers are using special printers to spray out chocolate, cheese or other foods to make custom products. In 2013, one biomedical research company used plastic to 3-D print 75 percent of a man’s skull, which was then surgically implanted into the patient.
- 7 The European Space Agency has begun research to see if it can “print” a moon base using lunar soil. NASA, the American space agency, is investigating the idea of using 3-D printing to create food for astronauts on deep-space missions.

“What is 3-D Printing?” by Stephen Ornes, from *Science News for Students*, Sept. 30, 2014. © 2014 Society for Science & the Public.

**1**

RE919935293\_1

In paragraph 7, what does the word “investigating” suggest about using 3-D printed food for astronauts?

- A** NASA is still exploring the idea of 3-D printed food.
- B** NASA believes creating the food will be challenging.
- C** Using 3-D printed food will be easier than using regular food.
- D** Astronauts will need to search for materials to create the food.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919935293

Book Question Number: 1

Standard: RI.5, RI.5.4

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                        | 46,683             | 71%             | 0.71               | 71%                                              | 8%    | 11%   | 10%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 22,873             | 71%             | 0.71               | 71%                                              | 8%    | 11%   | 11%   |
| Male                                | 23,808             | 70%             | 0.70               | 70%                                              | 9%    | 11%   | 10%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 4,991              | 59%             | 0.59               | 59%                                              | 12%   | 14%   | 14%   |
| American Indian or Alaska Native    | 46                 | 70%             | 0.70               | 70%                                              | 4%    | 11%   | 15%   |
| Asian                               | 1,083              | 74%             | 0.74               | 74%                                              | 6%    | 10%   | 11%   |
| Hispanic or Latino                  | 4,858              | 64%             | 0.64               | 64%                                              | 10%   | 13%   | 13%   |
| Native Hawaiian or Pacific Islander | 74                 | 58%             | 0.58               | 58%                                              | 12%   | 11%   | 19%   |
| White (non-Hispanic)                | 32,885             | 73%             | 0.73               | 73%                                              | 7%    | 10%   | 9%    |
| Two or more races                   | 2,742              | 71%             | 0.71               | 71%                                              | 7%    | 11%   | 11%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 228                | 52%             | 0.52               | 52%                                              | 14%   | 18%   | 16%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 3,167              | 50%             | 0.50               | 50%                                              | 14%   | 19%   | 17%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 28,633             | 66%             | 0.66               | 66%                                              | 10%   | 13%   | 12%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 7,759              | 56%             | 0.56               | 56%                                              | 13%   | 16%   | 15%   |



2

RE919937868\_1

Which detail **best** supports the claim that “3-D printing could drastically change the world of manufacturing”?

- A** “One company has just printed most of a working electric car.” (paragraph 2)
- B** “This means he used subtraction to sculpt his creations.” (paragraph 4)
- C** “For 3-D printing, someone must create a computer file that describes a desired object in three dimensions.” (paragraph 5)
- D** “This blueprint includes the size, shape and color of the thing to be printed.” (paragraph 5)



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919937868

Book Question Number: 2

Standard: RI.5, RI.5.8

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                        | 46,685             | 52%             | 0.52               | 52%                                              | 8%    | 26%   | 14%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 22,874             | 50%             | 0.50               | 50%                                              | 9%    | 28%   | 14%   |
| Male                                | 23,809             | 54%             | 0.54               | 54%                                              | 8%    | 24%   | 14%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 4,992              | 37%             | 0.37               | 37%                                              | 13%   | 35%   | 15%   |
| American Indian or Alaska Native    | 46                 | 43%             | 0.43               | 43%                                              | 9%    | 39%   | 9%    |
| Asian                               | 1,083              | 55%             | 0.55               | 55%                                              | 6%    | 26%   | 14%   |
| Hispanic or Latino                  | 4,857              | 41%             | 0.41               | 41%                                              | 11%   | 32%   | 16%   |
| Native Hawaiian or Pacific Islander | 74                 | 39%             | 0.39               | 39%                                              | 9%    | 27%   | 24%   |
| White (non-Hispanic)                | 32,885             | 55%             | 0.55               | 55%                                              | 7%    | 24%   | 13%   |
| Two or more races                   | 2,744              | 50%             | 0.50               | 50%                                              | 9%    | 28%   | 13%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 228                | 33%             | 0.33               | 33%                                              | 15%   | 29%   | 23%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 3,165              | 26%             | 0.26               | 26%                                              | 16%   | 39%   | 19%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 28,633             | 45%             | 0.45               | 45%                                              | 10%   | 30%   | 15%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 7,759              | 39%             | 0.39               | 39%                                              | 13%   | 31%   | 17%   |



3

RE919859791\_2

Which evidence from the text **best** supports the central idea?

- A** “Already, some companies are figuring out how to print cells as the first step in creating a new organ for transplanting into people.” (paragraph 2)
- B** “3-D printing does the opposite: It adds layers, one at a time, to build something from the bottom up.” (paragraph 4)
- C** “Some printers spit out metal.” (paragraph 6)
- D** “In 2013, one biomedical research company used plastic to 3-D print 75 percent of a man’s skull, which was then surgically implanted into the patient.” (paragraph 6)



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919859791

Book Question Number: 3

Standard: RI.5, RI.5.2

Item Type: MC

Key: B

| Student Group                       | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Answer Choice Options |       |       |       |
|-------------------------------------|--------------------|-----------------|--------------------|--------------------------------------------------|-------|-------|-------|
|                                     |                    |                 |                    | A (%)                                            | B (%) | C (%) | D (%) |
| All Students                        | 46,685             | 31%             | 0.31               | 37%                                              | 31%   | 3%    | 30%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 22,871             | 30%             | 0.30               | 37%                                              | 30%   | 2%    | 30%   |
| Male                                | 23,812             | 31%             | 0.31               | 37%                                              | 31%   | 3%    | 29%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 4,993              | 30%             | 0.30               | 33%                                              | 30%   | 4%    | 33%   |
| American Indian or Alaska Native    | 46                 | 28%             | 0.28               | 48%                                              | 28%   | 0%    | 24%   |
| Asian                               | 1,083              | 32%             | 0.32               | 39%                                              | 32%   | 2%    | 27%   |
| Hispanic or Latino                  | 4,857              | 29%             | 0.29               | 35%                                              | 29%   | 3%    | 32%   |
| Native Hawaiian or Pacific Islander | 74                 | 38%             | 0.38               | 36%                                              | 38%   | 1%    | 24%   |
| White (non-Hispanic)                | 32,884             | 31%             | 0.31               | 38%                                              | 31%   | 2%    | 29%   |
| Two or more races                   | 2,744              | 29%             | 0.29               | 38%                                              | 29%   | 2%    | 31%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 228                | 26%             | 0.26               | 32%                                              | 26%   | 6%    | 36%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 3,165              | 29%             | 0.29               | 29%                                              | 29%   | 5%    | 36%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 28,634             | 30%             | 0.30               | 35%                                              | 30%   | 3%    | 32%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 7,760              | 30%             | 0.30               | 29%                                              | 30%   | 5%    | 36%   |



RE910982640

Directions: Read the passage “A 3-D Printer Prints a Better Life.” Then answer the questions.

## A 3-D Printer Prints a Better Life

by Bethany Brookshire

Originally published on [www.sciencenewsforstudents.org](http://www.sciencenewsforstudents.org), March 6, 2014



Bethany Brookshire/Eureka! Lab

- 1 At first glance Nick Parker, 18, appears to be holding a weird pink plastic toy. About six inches high, the object has a square base and five prongs coming off at angles. The whole thing looks like it's connected with a pile of string. But this is far more than pink plastic and wiring. This senior at Westmont High School in Campbell, Calif., is holding a handmade mechanical hand.
- 2 While Nick has no problem with pink, the hand is not for him. A 5-year-old girl in his community was born without a hand and Nick decided to offer his help. He is part of E-nable, a group using 3-D printers to fashion mechanical hands and fingers for those in need.
- 3 Nick has always been interested in making things. He started with home videos in middle school. “They were terrible,” he admits, “but then I got into the idea of special effects.” Nick played around with two-dimensional effects and computer generated imagery. Eventually, he says, “I realized I’d rather make things in real life.”



- 4 Nick hit on 3-D printing during his freshman year of high school. With guidance from a computer program, a 3-D printer lays down thin layers of plastic, paper, powder—even cells—to build a three-dimensional object. The teen describes it as “a hot glue gun waved around by a computer.” With different programs, the printer can produce any shape, depositing layer after layer. The end result could be as simple as a toy car or as elaborate as a designer dress or house.
- 5 Most 3-D printers are still fairly expensive. Many sell for \$2,000 or more. Luckily, websites like RepRap offer patterns so that people can make their own. Nick found one such pattern and begged his parents for the \$700 he would need for its parts. Initially, they refused. “But then, for Christmas, they got me the parts!” he recalls. After three weekends of building it and a few months of working out its kinks, the teen had a working 3-D printer.
- 6 And it wasn’t his last. Nick has since built two more, one for his high school robotics group and one for a local third-grade classroom. He’s used his own printer to make battery-powered helicopters and other objects. Now, he’s on to hands.
- 7 Recently, Nick joined E-nable. Along with its parent organization, Robohand, these groups are dedicated to making mechanical hands for people who may have been born without them, or who lost hands or fingers to accidents. E-nable has a Facebook group and Google+ community that match people who need hands with makers and their 3-D printers. When Nick joined the community, he got a list of people requesting a hand. And it only took a glance over this list to see that one girl in need lived just 20 minutes away from him.
- 8 I met Nick in Raleigh, N.C., at the ScienceOnline Together meeting. He had brought a prototype prosthetic hand with him. Made from pink plastic and string, it has 12 printed parts that fit together with nuts and screws. The finger joints are connected with string. Those strings extend to the elbow, where they wrap around a pulley and attach to a cuff on the upper arm. Bending the elbow will close the hand; straightening the elbow will open it. All the parts together took about eight hours to print. “It’s very simple,” he says. “but it adds a lot of function.” For example, a child can use the hand to brush her hair or tie her shoes.
- 9 Nick says that E-nable is always looking for more people willing to help out. If you have access to a 3-D printer and are looking to make a difference, check out E-nable. You could end up changing someone’s life.

“A 3-D Printer Prints a Better Life” by Bethany Brookshire, from *Science News for Students*, March 14, 2014. © 2014 Society for Science & the Public.



4

RE919935043\_4

Which phrase from paragraph 4 **best** helps the reader understand the meaning of “elaborate”?

- A** “. . . layer after layer.”
- B** “. . . end result . . .”
- C** “. . . toy car . . .”
- D** “. . . designer dress or house.”



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919935043

Book Question Number: 4

Standard: RI.5, RI.5.4

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                        | 24,987             | 36%             | 0.36               | 32%                                              | 28%   | 4%    | 36%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 12,139             | 37%             | 0.37               | 31%                                              | 28%   | 3%    | 37%   |
| Male                                | 12,846             | 35%             | 0.35               | 32%                                              | 28%   | 4%    | 35%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 2,752              | 31%             | 0.31               | 35%                                              | 27%   | 7%    | 31%   |
| American Indian or Alaska Native    | 21                 | 33%             | 0.33               | 43%                                              | 24%   | 0%    | 33%   |
| Asian                               | 592                | 42%             | 0.42               | 26%                                              | 28%   | 3%    | 42%   |
| Hispanic or Latino                  | 2,878              | 32%             | 0.32               | 35%                                              | 28%   | 6%    | 32%   |
| Native Hawaiian or Pacific Islander | 37                 | 43%             | 0.43               | 32%                                              | 16%   | 8%    | 43%   |
| White (non-Hispanic)                | 17,236             | 38%             | 0.38               | 31%                                              | 29%   | 3%    | 38%   |
| Two or more races                   | 1,468              | 33%             | 0.33               | 32%                                              | 31%   | 3%    | 33%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 140                | 36%             | 0.36               | 35%                                              | 23%   | 6%    | 36%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 2,112              | 29%             | 0.29               | 40%                                              | 23%   | 8%    | 29%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 15,650             | 33%             | 0.33               | 34%                                              | 29%   | 5%    | 33%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 5,118              | 30%             | 0.30               | 40%                                              | 22%   | 8%    | 30%   |



5

RE919858315\_2,3

Which details **best** support the inference that Nick Parker has strong mechanical skills? Select **two** correct answers.

- A** “The teen describes it as ‘a hot glue gun waved around by a computer.’” (paragraph 4)
- B** “After three weekends of building it and a few months of working out its kinks, the teen had a working 3-D printer.” (paragraph 5)
- C** “He’s used his own printer to make battery-powered helicopters and other objects.” (paragraph 6)
- D** “When Nick joined the community, he got a list of people requesting a hand.” (paragraph 7)
- E** “And it only took a glance over this list to see that one girl in need lived just 20 minutes away from him.” (paragraph 7)



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919858315

Book Question Number: 5

Standard: RI.5, RI.5.1

Item Type: MS

Key: B,C

| Student Group                       | Number of Students | Percent Correct | Average Item Score | Item Breakout Statistics - Score Percentages |             |             |
|-------------------------------------|--------------------|-----------------|--------------------|----------------------------------------------|-------------|-------------|
|                                     |                    |                 |                    | Score 0 (%)                                  | Score 1 (%) | Score 2 (%) |
| All Students                        | 46,579             | 71.6%           | 1.43               | 8%                                           | 40%         | 51%         |
| Gender                              |                    |                 |                    |                                              |             |             |
| Female                              | 22,823             | 71.6%           | 1.43               | 8%                                           | 41%         | 51%         |
| Male                                | 23,754             | 71.5%           | 1.43               | 9%                                           | 40%         | 52%         |
| Ethnicity                           |                    |                 |                    |                                              |             |             |
| African American                    | 4,974              | 63.9%           | 1.28               | 11%                                          | 51%         | 39%         |
| American Indian or Alaska Native    | 46                 | 64.1%           | 1.28               | 15%                                          | 41%         | 43%         |
| Asian                               | 1,082              | 78.4%           | 1.57               | 4%                                           | 35%         | 61%         |
| Hispanic or Latino                  | 4,838              | 66.2%           | 1.32               | 10%                                          | 48%         | 42%         |
| Native Hawaiian or Pacific Islander | 74                 | 72.3%           | 1.45               | 3%                                           | 50%         | 47%         |
| White (non-Hispanic)                | 32,823             | 73.4%           | 1.47               | 8%                                           | 38%         | 55%         |
| Two or more races                   | 2,738              | 71.0%           | 1.42               | 9%                                           | 41%         | 51%         |
| Migrant                             |                    |                 |                    |                                              |             |             |
| Migrant                             | 228                | 54.4%           | 1.09               | 18%                                          | 54%         | 27%         |
| English Learner                     |                    |                 |                    |                                              |             |             |
| English Learner                     | 3,148              | 55.8%           | 1.12               | 14%                                          | 60%         | 26%         |
| Economically Disadvantaged          |                    |                 |                    |                                              |             |             |
| Economically Disadvantaged          | 28,555             | 67.6%           | 1.35               | 10%                                          | 45%         | 45%         |
| Students with Disabilities          |                    |                 |                    |                                              |             |             |
| Students with Disabilities          | 7,733              | 58.9%           | 1.18               | 16%                                          | 50%         | 34%         |



6

RE919936205\_3

How do the two passages present similar perspectives on 3-D printing?

- A** Both passages suggest 3-D printing has become particularly interesting to young people.
- B** Both passages present 3-D printing as a technology created to help people with medical problems.
- C** Both passages present 3-D printing as requiring human creativity in addition to computer technology.
- D** Both passages suggest 3-D printing is most useful for manufacturing businesses rather than individuals.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919936205

Book Question Number: 6

Standard: RI.5, RI.5.6

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                        | 46,679             | 40%             | 0.40               | 13%                                              | 34%   | 40%   | 13%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 22,868             | 41%             | 0.41               | 13%                                              | 33%   | 41%   | 14%   |
| Male                                | 23,809             | 39%             | 0.39               | 13%                                              | 36%   | 39%   | 13%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 4,993              | 39%             | 0.39               | 16%                                              | 31%   | 39%   | 14%   |
| American Indian or Alaska Native    | 46                 | 30%             | 0.30               | 9%                                               | 35%   | 30%   | 26%   |
| Asian                               | 1,083              | 45%             | 0.45               | 8%                                               | 36%   | 45%   | 12%   |
| Hispanic or Latino                  | 4,855              | 38%             | 0.38               | 14%                                              | 34%   | 38%   | 14%   |
| Native Hawaiian or Pacific Islander | 74                 | 46%             | 0.46               | 7%                                               | 31%   | 46%   | 16%   |
| White (non-Hispanic)                | 32,880             | 41%             | 0.41               | 12%                                              | 34%   | 41%   | 13%   |
| Two or more races                   | 2,744              | 38%             | 0.38               | 14%                                              | 34%   | 38%   | 14%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 228                | 34%             | 0.34               | 13%                                              | 38%   | 34%   | 15%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 3,164              | 37%             | 0.37               | 17%                                              | 30%   | 37%   | 16%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 28,630             | 39%             | 0.39               | 14%                                              | 33%   | 39%   | 15%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 7,760              | 35%             | 0.35               | 17%                                              | 34%   | 35%   | 14%   |



7

RE919938465

**Extended Response Directions:** Read the question carefully. Then enter your response in the space provided.

Explain the differences in the authors' ideas about the future possibilities of 3-D printing. Support your response with evidence from **both** texts.



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919938465

Book Question Number: 7

Standard: RI.5, RI.5.9

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                        | 46,210             | 48.0%           | 1.92               | 25%                                          | 18%         | 18%         | 18%         | 21%         |
| Gender                              |                    |                 |                    |                                              |             |             |             |             |
| Female                              | 22,707             | 52.2%           | 2.09               | 21%                                          | 17%         | 19%         | 20%         | 24%         |
| Male                                | 23,501             | 44.0%           | 1.76               | 29%                                          | 19%         | 18%         | 16%         | 18%         |
| Ethnicity                           |                    |                 |                    |                                              |             |             |             |             |
| African American                    | 4,878              | 33.8%           | 1.35               | 41%                                          | 19%         | 16%         | 12%         | 12%         |
| American Indian or Alaska Native    | 46                 | 47.3%           | 1.89               | 24%                                          | 24%         | 13%         | 17%         | 22%         |
| Asian                               | 1,079              | 62.6%           | 2.51               | 16%                                          | 12%         | 14%         | 21%         | 37%         |
| Hispanic or Latino                  | 4,796              | 40.9%           | 1.64               | 32%                                          | 19%         | 17%         | 15%         | 16%         |
| Native Hawaiian or Pacific Islander | 74                 | 47.6%           | 1.91               | 28%                                          | 16%         | 15%         | 18%         | 23%         |
| White (non-Hispanic)                | 32,625             | 50.8%           | 2.03               | 22%                                          | 17%         | 19%         | 19%         | 23%         |
| Two or more races                   | 2,708              | 46.6%           | 1.86               | 26%                                          | 18%         | 19%         | 17%         | 20%         |
| Migrant                             |                    |                 |                    |                                              |             |             |             |             |
| Migrant                             | 220                | 28.6%           | 1.15               | 45%                                          | 24%         | 11%         | 12%         | 8%          |
| English Learner                     |                    |                 |                    |                                              |             |             |             |             |
| English Learner                     | 3,105              | 23.2%           | 0.93               | 51%                                          | 23%         | 14%         | 8%          | 4%          |
| Economically Disadvantaged          |                    |                 |                    |                                              |             |             |             |             |
| Economically Disadvantaged          | 28,276             | 41.6%           | 1.66               | 31%                                          | 20%         | 18%         | 16%         | 16%         |
| Students with Disabilities          |                    |                 |                    |                                              |             |             |             |             |
| Students with Disabilities          | 7,613              | 25.8%           | 1.03               | 49%                                          | 22%         | 14%         | 9%          | 7%          |

# Rubric

| Rubric        |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score Point 4 | <ul style="list-style-type: none"><li>• Completes all important components of the question and communicates ideas clearly.</li><li>• Demonstrates in-depth understanding of the relevant concepts and/or processes.</li><li>• Where appropriate, chooses more efficient and/or sophisticated processes.</li><li>• Where appropriate, offers insightful interpretations or extensions (generalizations, applications, analogies).</li></ul> |
| Score Point 3 | <ul style="list-style-type: none"><li>• Completes most important components of the question and communicates clearly.</li><li>• Demonstrates an understanding of major concepts despite overlooking or misunderstanding some less-important ideas or details.</li></ul>                                                                                                                                                                    |
| Score Point 2 | <ul style="list-style-type: none"><li>• Completes some important components of the question and communicates those components clearly.</li><li>• Demonstrates gaps in conceptual understanding.</li></ul>                                                                                                                                                                                                                                  |
| Score Point 1 | <ul style="list-style-type: none"><li>• Shows minimal understanding of the question.</li><li>• Addresses only a small portion of the question.</li></ul>                                                                                                                                                                                                                                                                                   |
| Score Point 0 | <ul style="list-style-type: none"><li>• Answer is totally incorrect or irrelevant.</li></ul>                                                                                                                                                                                                                                                                                                                                               |
| Blank         | <ul style="list-style-type: none"><li>• Did not give any answer at all.</li></ul>                                                                                                                                                                                                                                                                                                                                                          |

# Anchor Set

A1

|                                          |
|------------------------------------------|
| a 3-D printer cant solve lifes promblems |
|------------------------------------------|

## Anchor Annotation, Paper 1

### Score Point 0

This response offers an unsupported opinion that "*a 3-d printer cant solve lifes problems*". The response does not reflect any understanding of the underlying concepts or the requirements of the prompt.

A2

|                                                                                   |
|-----------------------------------------------------------------------------------|
| The story talks about 3-D printing and tells what it is about and how it is made. |
|-----------------------------------------------------------------------------------|

## Anchor Annotation, Paper 2

### Score Point 0

This response offers a general summary of the subject matter which "*is about what 3-D printing is and how it works*". There is no attempt to explain any difference between the texts, so the response does not answer the prompt. Responses where only one passage is mentioned and no difference is discussed will not earn any credit.

A3

Both of these text talk about 3D printers and somethings it can make. It also both tell how 3D printers are made and how to use them. There also simaler because they show how it can help others.

**Anchor Annotation, Paper 3**

**Score Point 0**

This response incorrectly focuses on some *similarities* between the two texts, explaining that both talk about 3-D printers, how they are used, and how they can help others. As the prompt is asking for an exploration of the *differences* between the texts, this content is off task and does not earn any credit.

A4

the first passeage is telling you that you can almost do anythang with the 3-d printer. the seacent printer tells you that 1 kid helped people that are in need.

**Anchor Annotation, Paper 4**

**Score Point 1**

This response demonstrates a basic understanding of a difference in the authors' ideas about the future of 3-D printing by minimally contrasting a difference between the future focus of the passages (*the first passage is telling you that you can almost do anythang with the 3-d printer. the seacent printer tells you that 1 kid helped people that are in need*). The difference is very minimal and overly general and there are no details to help understand what “*anything*” means or how the kid helped people in need. No evidence is offered to support either side of this difference or to help make this clearer.

The differences between the authors' ideas about the future possibilities of 3-D printing is that one author thinks that 3-D printing can change someones life and the other author thinks that the world could change because of 33-D printing.

**Anchor Annotation, Paper 5**

**Score Point 1**

This response offers a basic explanation of a difference in the authors' ideas about the future of 3-D printing by offering a general description of what 3-D printers can do as mentioned in the text (*one author thinks 3-D printing can change someones life and the other thinks that the would could change because of 33-D printing*). Both ideas are borrowed from the text; however, neither is clear without more information. There is no indication of how lives or the world might be changed. This minimally addressed the prompt by identifying a difference between a global change of some kind and a personal change of some kind.

differences in the authors' ideas about the future of 3D-printing are one author talks about the prosthetic limbs you can make from 3D-printing meanwhile the other author talk about everything you can do with 3D-printing.

### Anchor Annotation, Paper 6

#### Score Point 1

This response shows a basic explanation of a difference in the authors' ideas about the future of 3-D printing by telling what the authors talk about (*one author talks about the prosthetic limbs you can make... while the other author talks about everything you can do with 3-D printing*). Prosthetic limbs clearly identifies at least one of the texts; however the other side of this contrast is far too general (*...talks about everything you can do*) so is not credited. No evidence is offered to support the first idea or to clarify the second.

Both authors have somewhat future related possibilities. in "What is 3-D Printing?," it describes NASA investigating using 3-D printing to make food or a moon base. In "A 3-D Printer Prints a Better Life," it talks about how you could change someone's life for the better by joining Enable. So while they share similarities, they have drastically different ideas for it.

### Anchor Annotation, Paper 7

#### Score Point 2

This response offers a statement of the difference in the authors' ideas about the future of 3-D printing. The response explains one future idea offered in "What Is 3-D Printing?" (*... it describes NASA investigating using 3-D printing to make food or a moon base*). This idea is specific and clear, but it is not supported. The student also explains the future focus presented in "A 3-D Printer Prints a Better Life" (*... it talks about you could change someone's life for better by joining Enable*). This idea is very general, in that it does not include any information about how joining the group could help, or what Enable does. No support is offered to help make this clear.

The differences in their ideas are in the text what is 3-d printing it talks about how in the future things can be printed when you tell it to print something like shoes or food for astronauts in space it will print them for you .And in the text a 3-d printer prints a better life it talks about things we have right now that we can get like a hand because that person that needed a hand got a hand and so do other people that need one and there are people out there who make hands for people.

**Anchor Annotation, Paper 8****Score Point 2**

This response explains a difference by discussing what both passages talk about (...*the text what is 3-d printing it talks about how in the future things can be printed when you tell it to print something like shoes or food for astronauts in space it will print them for you .And in the text a 3-d printer prints a better life it talks about things... like a hand because that person that needed a hand got a hand and so do other people [because] there are people... who make hands for people*). The explanation has clear details from the text making both sides of the contrast clear; however, neither side is supported, so the score stays at a 2.

One thing that is different about the authors ideas about the future possibilities of 3-D printing is, in "What is 3-D printing" it talks about everybodys life while in "A 3-D printer prints a better life" it talks mainly about Nick parkers life. One more difference about the authors ideas about the future possibilities of 3-D printing is, in "What is 3-D Printing" it talks a whole lot less about the making parts and helping people who have medical conditions. While in the other passage that is the main thing that Bethony Brookshire talks about. This is how the authors ideas about the future possibilities of 3-D printing is different.

**Anchor Annotation, Paper 9**

**Score Point 2**

This response shows a partial explanation of the difference in the authors' ideas about the future of 3-D printing. The student has a basic grasp of the concepts from both texts, but the attempts to cite differences are superficial and not communicated clearly (*"What Is 3-D Printing?" it talks about everybodys life while in "A 3-D Printer Prints a Better Life" it talks mainly about Nick parkers life*). No specific support is offered from either text to support either side of this argument.

The differences in the author's ideas about the future possibilities of 3-D printing is that in the passage titled " What is 3-D Printing" the narrator believes in the future 3-D printing could change the world. I know this because in the text it says,"In a few years, 3-D printing could drastically change the world of manufacturing. But in the passage titled " A 3-D Printer Prints a Better Life" the narrator believes 3-D printing could change someone's life. I know this because in the text it says," If you have access to a 3-D printer and are looking to make a difference, check out E-nable. You could end up changing someone's life."

**Anchor Annotation, Paper 10**  
**Score Point 3**

This response provides an adequate explanation of the difference in the authors' ideas about the future of 3-D printing. The student tries to establish that "*What Is 3-D Printing?*" focuses on how 3-D printing can impact the future on a large scale. While the idea that 3-D printing "*could change the world*" is a broad idea borrowed straight from the text, the supporting evidence narrows the focus to a specific sector ("*In a few years, 3-D printing could drastically change the world of manufacturing*["]). For "*A 3-D Printer Prints a Better Life*" the student also zeroes in on the idea that 3-D printing can change the world, but there is a different emphasis here on the individual level vs a global one ("*3-D printing could change someone's life*"). The evidence offered is the source of the idea (... "*If you have access to a 3-D printer... You could end up changing someone's life*"). Overall, the student demonstrates an understanding of the concepts, but the response lacks specificity and insight.

The differences in the authors ideas about future possibilities of 3-D printing are that in the text "What is 3-D printing" it explians mostly about what the scientists are trying to do and how that can help in the future. On the other hand, in the text "a 3-D printer prints a better life" it mostly talks about Nick and how he can use the 3-D printer to change things and help people. For example, in the text "what is 3-D printing", it explians how the scientists are trying to make cellsout of a 3-D printer. In the text "a 3-D printer prints a better life" it explians how Nick is makeing 3-D printe arms for people in need. Those are the diferences in the authors ideas about future possablities of 3-D printing.

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

This response shows a general explanation of the difference in the authors' ideas about the future of 3-D printing. The student explains that "*What Is 3-D Printing?*" future focuses is "*mostly about what the scientist are trying to do*", which is general. Support from the text is offered and helps to make the idea clearer (*it explains how the scientists are trying to make cellsout of a 3-D printer*). The student also explains the "*A 3-D Printer Prints a Better Life*" future focus which "*mostly talks about Nich and how he can use the 3-D printer to change things and help people*". This again is very general. The idea is clarified with text-based evidence (*it explains how Nick is makeing 3-D printe arms for people in need*).

In these two texts there are many differences in the authors' ideas about 3-D printing. One idea is that the author in the text "What is 3-D Printing" he or she talks about how NASA is trying to make food using a 3-D printer for astronauts who are going on space missions. But in the text "A 3-D Printer Prints A Better Life" the author's idea for future 3-D printing is trying to help more people and change someone's life. To start with in the text "What Is 3-D Printing" the author shows the idea that the author shows how NASA is trying to make food out of the 3-D printer for astronauts. I know this because the text states "NASA, the American space agency, is investigating the idea of using 3-D printing to create food for astronauts on deep-space missions." This fits because the author talks about how in the future NASA will probably make food from 3-D printing. Secondly and finally, in the text "A 3-D Printer Prints A Better Life" the author shows how in the future and now that 3-D printers are trying to make people's life easier. I found this information on paragraph 9 of the section "A 3-D Printer Prints A Better Life". These two reasons show how the two sections "What Is 3-D Printing" and "A 3-D Printer Prints A Better Life" authors state two different future possibilities for 3-D printing.

### Anchor Annotation, Paper 12

#### Score Point 3

This response shows a clear explanation of the difference in the authors' ideas about the future of 3-D printing. The student explains one future focus from "*What Is 3-D Printing?*" (he or she talks about how NASA is trying to make food . . . for astronauts who are going on space mission) and supports this with specific evidence from the text about NASA's investigations "*to create food for astronauts on deep-space missions*". The student explains how "*A 3-D Printer Prints a Better Life*" future focus differs by "*trying to help more people and change someone's life... now that 3-D printers are trying to make people's life easier*". The idea is very general and missing any specifics about how people are being helped. A reference to paragraph 9 is made, but the specific evidence is not included in the response.

The difference in the authors' ideas about the future possibilities of 3-D printing is from "What is 3-D printing" is that he wants 3-D printing to have real good future possibilities and hopes people use them more and not just for other people but for themselves he wants people to print stuff like shoes, toothbrushes, and cleats. I know this because in the first paragraph it says "Imagine that printer hooked up to your home computer could do anything. Lost your toothbrush? No problem. Print it. Need new shoes, a new dress, new cleats? Just instruct your computer to tell the machine what style and size you want. Then print, print, and print some more." that tells us that he wants to just print household items but in "A 3-D Printer Prints a Better Life" Nick Parker wants 3-D printers to come to good use for limbs and body parts here's how I know. "While Nick has no problem with print, The hand is not for him. A 5 year-old girl in his community was born without a hand and Nick decided to offer his help." That tells us that he wants to use 3-D printers for better than household items and tells us that he wants a helping future not lazy future.

### Anchor Annotation, Paper 13

#### Score Point 4

This response provides a clear explanation of the difference in the authors' ideas about the future of 3-D printing. The response explains the future focus of *"What Is 3-D Printing?"* (...he hopes people use them more and not just for other people but for themselves... to print stuff like shoes, toothbrushes, and cleats). Specific evidence about the ease of printing these items is offered in support of the idea. The student also explains the contrasting future focus of *"A 3-D Printer Prints a Better Life"* by creating useful body parts (Nick Parker wants 3-D printers to come to good use for limbs [limbs] and body parts) which is supported with relevant evidence about Nick creating a hand for a young child in his community who was born without one.

The author of "What is 3-D Printing" has ideas for the future possibilities of 3-D printing. These ideas are that people at home that own a 3-D printer can just print everyday items instead of going to the store to buy them. The text says, "Lost your toothbrush? No problem. Need new shoes, a new dress, new cleats? Just instruct your computer to tell that machine what style and size you want. Then print, print, and print some more." This shows how the author is telling the reader that they can just print new clothes, shoes, etc. The author of "A 3-D Printer Prints a Better Life" thinks that the future possibilities of 3-D printing are to make mechanical hands and other body parts. The text says, "E-nable is a group dedicated to making mechanical hands for people who are born without them... If you have access to a 3-D printer and are looking to make a difference, check out Enable." This shows how the author is suggesting for people to help E-nable make new hands for people who don't have them.

#### Anchor Annotation, Paper 14

#### Score Point 4

This response provides a clear explanation of the difference in the authors' ideas about the future of 3-D printing. The student explains that "*What Is 3-D Printing?*" focuses on printing everyday items (*These ideas are that people at home that own a 3-D printer can just print everyday items instead of going to the store to buy them*). Support for this idea is specific and includes some examples of everyday items and goes on to explain that the author "*is telling the reader they can just print new clothes, shoes, etc.*" and other objects. The student goes on to explain how "*A 3-D Printer Prints a Better Life*" has a different future focus of helping people by creating mechanical body parts (*...possibilities... are to make mechanical hands for people who are born without them*) and supports this with relevant evidence about the E-nable group making mechanical hands for people who need them.

The differences in the authors' ideas about future possibilities of 3-D are that the author of *What is 3-D Printing* thinks that in the future 3-D printers could be used for pretty much anything like cars, food, medical equipment, and even human parts, while the author of *A 3-D Printer Prints A Better Life* focuses more on making body parts. I know this because in *What is 3-D printing*, it talks about a variety of things. I know this because in the text it says, "One biomedical research company used a 3-D printer to print 75% of a man's skull; NASA is investigating a way to 3-D print food; One company has just printed most of a working electric car. On the other hand however, the text of *A 3-D Printer Prints a Better Life*, it mostly talks about making robotic hands and fingers. I know this because in the text it says, "These groups are dedicated to making mechanical hands and fingers for those who need them." This proves that the differences between the authors' ideas about the future possibilities of 3-D printers are that the author of *What is 3-D Printing* thinks that 3-D printers can be used for almost anything while the author of *A 3-D Printer Prints a Better Life* focuses more on medical things such as mechanical fingers and hands. I know this because *What is 3-D Printing* shows many, many, possibilities while the author of *A 3-D Printer Prints a Better Life* looks more into mechanical body parts such as fingers and hands.

### Anchor Annotation, Paper 15

#### Score Point 4

The student clearly explains the differences in the authors' ideas about the future possibilities of 3-D printing (...the author of *What is 3-D Printing* thinks that in the future 3-D printers could be used for pretty much anything like cars, food, medical equipment, and even human parts, While the author of *A 3-D Printer Prints A Better Life* focuses more on making body parts). Support is given from both texts ("One biomedical research company used a 3-D printer to print 75% of a man's skull; NASA is investigating a way to 3-D print food; One company has just printed most of a working electric car"; "These groups are dedicated to making mechanical hands and fingers for those who need them").



8

RE919936478\_1

How does the picture support the reader's understanding of the passage?

- A** By showing Nick Parker's pride in his 3-D printed hand
- B** By showing where Nick Parker built his 3-D printed hand
- C** By demonstrating how a user can wear Nick Parker's 3-D printed hand
- D** By demonstrating more uses for the 3-D printed hand Nick Parker designed



# Released Item Performance

## Kentucky Summative Assessments

Spring 2026

Grade 5

Reading

Item: RE919936478

Book Question Number: 8

Standard: RI.5, RI.5.7

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                        | 21,696             | 61%             | 0.61               | 61%                                              | 9%    | 10%   | 20%   |
| Gender                              |                    |                 |                    |                                                  |       |       |       |
| Female                              | 10,731             | 64%             | 0.64               | 64%                                              | 8%    | 9%    | 19%   |
| Male                                | 10,965             | 59%             | 0.59               | 59%                                              | 10%   | 11%   | 20%   |
| Ethnicity                           |                    |                 |                    |                                                  |       |       |       |
| African American                    | 2,241              | 49%             | 0.49               | 49%                                              | 14%   | 13%   | 24%   |
| American Indian or Alaska Native    | 25                 | 56%             | 0.56               | 56%                                              | 0%    | 4%    | 40%   |
| Asian                               | 491                | 67%             | 0.67               | 67%                                              | 7%    | 8%    | 17%   |
| Hispanic or Latino                  | 1,977              | 52%             | 0.52               | 52%                                              | 10%   | 12%   | 26%   |
| Native Hawaiian or Pacific Islander | 37                 | 62%             | 0.62               | 62%                                              | 11%   | 11%   | 16%   |
| White (non-Hispanic)                | 15,648             | 65%             | 0.65               | 65%                                              | 8%    | 9%    | 18%   |
| Two or more races                   | 1,276              | 58%             | 0.58               | 58%                                              | 11%   | 11%   | 21%   |
| Migrant                             |                    |                 |                    |                                                  |       |       |       |
| Migrant                             | 88                 | 43%             | 0.43               | 43%                                              | 17%   | 10%   | 30%   |
| English Learner                     |                    |                 |                    |                                                  |       |       |       |
| English Learner                     | 1,051              | 35%             | 0.35               | 35%                                              | 17%   | 17%   | 31%   |
| Economically Disadvantaged          |                    |                 |                    |                                                  |       |       |       |
| Economically Disadvantaged          | 12,984             | 56%             | 0.56               | 56%                                              | 10%   | 11%   | 23%   |
| Students with Disabilities          |                    |                 |                    |                                                  |       |       |       |
| Students with Disabilities          | 2,643              | 50%             | 0.50               | 50%                                              | 13%   | 12%   | 26%   |



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