

Kentucky Summative Assessments



Grade 6 Reading Released Items 2026



Directions: Read the excerpt from “Cool Jobs: Finding Foods for the Future.” Then answer the questions.

from “Cool Jobs: Finding Foods for the Future”

by Stephen Ornes

Originally published on www.sciencenewsforstudents.org, September 25, 2015

- 1 Meet dulse, a seaweed with a secret.
- 2 This translucent red alga grows along northern, rocky coastlines of the Atlantic and Pacific oceans. And its colorful, leathery fronds hide a remarkable flavor. When tossed with oil and fried in a pan, they taste like bacon.
- 3 “I think it is a food of the future,” says Chris Langdon. This marine scientist has been studying dulse for more than a decade at Oregon State University in Portland. During that time, he has found new ways to grow it faster. The alga not only grows cheaply and easily, he notes, but also is rich in protein. Those qualities haven’t been lost on creative chefs who are searching for new ways to incorporate this unlikely treat into their recipes. . . .
- 4 People need to seek out new foods because the world has so many mouths to feed. As of 2015, there are more than seven billion people on Earth, according to the United Nations. And by 2100 that number may double, according to some predictions. Feeding all of these people means not only improving the way food is grown, but also finding new sources of nutrition.
- 5 And that quest is becoming ever more urgent. If nothing changes, within 35 years, the world’s appetite will be greater than the amount of food produced. That’s according to a report released last year. It was prepared by the Global Harvest Initiative, a private agriculture group based in Washington, D.C. . . .
- 6 The commercial farming potential for dulse makes it even more appealing. Crops like wheat, corn and soybeans need fresh water to grow. Dulse doesn’t. In addition, people can eat every part of dulse. Contrast that with cereal grains such as wheat and corn. People only eat the seeds, throwing away the leaves, stems and roots. And dulse is rich in protein. When dry it has about as much as a hard-boiled egg. (Protein, which the body needs for building muscle, is an essential part of a healthy diet.)
- 7 In the future, dulse may be suited for dinner plates far away from home, too. Langdon thinks it would make an ideal food for long-term trips to outer space. “If you’re going to Mars or setting up a station on the moon,” he says, “you may want to have dulse as one of your food items. All you



have to do is reach into a tank and pull it out with your hand.” As an added bonus, he says, it’s a food source that would help to clean the air.

From “Cool Jobs: Finding Foods for the Future” by Stephen Ornes, from *Science News for Students*, Sept. 25, 2015. © 2015 Society for Science & the Public.

1

RE922752978_1

How does the phrase “seaweed with a secret” from paragraph 1 affect the tone of the passage?

- A** It creates a mysterious tone.
- B** It creates a confusing tone.
- C** It creates a doubtful tone.
- D** It creates an angry tone.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922752978

Book Question Number: 1

Standard: RI.6, RI.6.4

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,950	87%	0.87	87%	8%	4%	1%
Gender							
Female	22,797	89%	0.89	89%	7%	4%	1%
Male	24,152	84%	0.84	84%	10%	4%	1%
Ethnicity							
African American	4,950	77%	0.77	77%	14%	8%	2%
American Indian or Alaska Native	77	84%	0.84	84%	9%	4%	3%
Asian	1,045	90%	0.90	90%	6%	3%	1%
Hispanic or Latino	4,895	80%	0.80	80%	10%	7%	2%
Native Hawaiian or Pacific Islander	94	88%	0.88	88%	5%	5%	1%
White (non-Hispanic)	33,228	89%	0.89	89%	7%	3%	1%
Two or more races	2,657	86%	0.86	86%	8%	5%	1%
Migrant							
Migrant	201	73%	0.73	73%	12%	9%	6%
English Learner							
English Learner	2,659	63%	0.63	63%	18%	14%	5%
Economically Disadvantaged							
Economically Disadvantaged	28,261	84%	0.84	84%	10%	5%	1%
Students with Disabilities							
Students with Disabilities	7,166	72%	0.72	72%	15%	10%	3%



2

RE922754063_4

What is the author's main purpose for the passage?

- A** To inform readers of the location of where dulse can be found
- B** To convince readers that the flavor of dulse is similar to bacon
- C** To show readers an easy and affordable way to produce dulse
- D** To convince readers that dulse is a food that could solve challenges



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922754063

Book Question Number: 2

Standard: RI.6, RI.6.6

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,944	67%	0.67	10%	7%	16%	67%
Gender							
Female	22,796	67%	0.67	9%	7%	17%	67%
Male	24,147	66%	0.66	10%	8%	16%	66%
Ethnicity							
African American	4,947	50%	0.50	15%	13%	22%	50%
American Indian or Alaska Native	77	65%	0.65	5%	6%	23%	65%
Asian	1,045	77%	0.77	6%	4%	12%	77%
Hispanic or Latino	4,895	57%	0.57	12%	11%	20%	57%
Native Hawaiian or Pacific Islander	94	60%	0.60	17%	6%	17%	60%
White (non-Hispanic)	33,225	70%	0.70	9%	6%	15%	70%
Two or more races	2,657	65%	0.65	9%	8%	18%	65%
Migrant							
Migrant	202	52%	0.52	11%	15%	21%	52%
English Learner							
English Learner	2,660	39%	0.39	17%	19%	25%	39%
Economically Disadvantaged							
Economically Disadvantaged	28,256	61%	0.61	11%	9%	19%	61%
Students with Disabilities							
Students with Disabilities	7,166	51%	0.51	13%	15%	20%	51%

**3**

RE922749762_5,1

How does the author develop the idea of using dulse in space? Select **two** correct answers.

- A** By describing the ease of storing dulse
- B** By explaining how dulse is rich in protein
- C** By describing how dulse can be appealing
- D** By explaining dulse can be a part of a healthy diet
- E** By explaining that dulse would help clean the air



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922749762

Book Question Number: 3

Standard: RI.6, RI.6.3

Item Type: MS

Key: A,E

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,872	51.1%	1.02	26%	46%	28%
Gender						
Female	22,764	52.1%	1.04	25%	45%	30%
Male	24,107	50.1%	1.00	27%	46%	27%
Ethnicity						
African American	4,935	42.7%	0.85	33%	49%	18%
American Indian or Alaska Native	77	45.5%	0.91	27%	55%	18%
Asian	1,044	59.1%	1.18	21%	40%	39%
Hispanic or Latino	4,874	45.0%	0.90	31%	49%	21%
Native Hawaiian or Pacific Islander	94	48.4%	0.97	23%	56%	20%
White (non-Hispanic)	33,188	53.1%	1.06	24%	45%	31%
Two or more races	2,656	50.6%	1.01	27%	45%	28%
Migrant						
Migrant	200	38.3%	0.77	37%	50%	14%
English Learner						
English Learner	2,637	36.1%	0.72	37%	54%	9%
Economically Disadvantaged						
Economically Disadvantaged	28,202	47.4%	0.95	29%	48%	24%
Students with Disabilities						
Students with Disabilities	7,137	42.7%	0.85	31%	53%	16%



4

RE922753172

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

How does the author support the claim from paragraph 4 that “people need to seek out new foods”? Support your answer with evidence from the text.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922753172

Book Question Number: 4

Standard: RI.6, RI.6.8

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	46,491	63.5%	1.27	13%	46%	40%
Gender						
Female	22,677	69.0%	1.38	10%	42%	48%
Male	23,813	58.2%	1.16	17%	50%	33%
Ethnicity						
African American	4,846	49.5%	0.99	23%	54%	22%
American Indian or Alaska Native	76	61.8%	1.24	16%	45%	39%
Asian	1,041	71.8%	1.44	9%	38%	53%
Hispanic or Latino	4,795	56.3%	1.13	17%	53%	30%
Native Hawaiian or Pacific Islander	94	61.7%	1.23	13%	51%	36%
White (non-Hispanic)	33,000	66.4%	1.33	11%	45%	44%
Two or more races	2,635	62.3%	1.25	15%	45%	40%
Migrant						
Migrant	196	47.4%	0.95	23%	58%	18%
English Learner						
English Learner	2,565	39.3%	0.79	29%	64%	7%
Economically Disadvantaged						
Economically Disadvantaged	27,913	58.2%	1.16	16%	51%	33%
Students with Disabilities						
Students with Disabilities	6,986	42.9%	0.86	28%	58%	14%

Rubric

Rubric	
Score Point 2	• Completes all components of the question and communicate ideas clearly • Demonstrates an understanding of the concepts and/or processes • Provides a correct answer using an accurate explanation as support
Score Point 1	• Provides a partially correct answer to the question and/or addresses only a portion of the question • Demonstrates a partial understanding of the concepts and/or process
Score Point 0	• Answer is totally incorrect or irrelevant
Blank	• Did not give any answer at all

Anchor Set

A1

The author supports the claim in paragraph 4 by saying: "The world has so much more mouths to feed because other people don't have food like some other people in the world do."

Anchor Annotation, Paper 1

Score Point 0

The response does not adequately establish the topic. While it focuses on a piece of text evidence ("*the world has so much more mouths to feed*"), the idea becomes distorted and reveals the writer's confusion about the topic (...*because other people don't have food like some other people in the world do*). The author focuses on the urgency to cultivate new foods to meet increasing demand, but the concept of food equity (or unequal food access) is not part of the discussion. Additionally, the inclusion of text about the world having "*so much more mouths to feed*" on its own does not explain why the author says we need to find *new* foods, so the effort does not address the task.

A2

Because by the year 2100 the numbers may double from humans.

Anchor Annotation, Paper 2

Score Point 0

The response does not establish the topic and only provides isolated text information without context (*Because by the year 2100 the numbers may double from humans*), which on its own does not clearly demonstrate a reason to seek out new foods. Without connecting this detail about growing population to a reason we need to seek out new food, the text-based fact is irrelevant and does not show how the author supports the claim.

the authre suppot the clame from paragraph people need to seekout new foods ecause you can't eat the same foods ove and ove agan because you can get sick if you it ove and ove agane.

Anchor Annotation, Paper 3

Score Point 0

This response offers a reason that is not text based for why we need to find new foods (...*ecause you can't eat the same foods ove and ove agan because you can get sick if you it ove and ove agane*). This observation is too broad and reveals a lack of understanding of both the passages and the task.

The author means us humans are eating entirely too much food and we need to find something else that is healthier and has more protein and nutrition. So what the author is trying to convey is that scientists proved that it had a lot of protein. we also need to find new food because if we keep on eating the same stuff forever eventually it will run out unless we have unlimited supply of that food source. Also there is too many mouths to feed."People need to seek out new foods because the world has so many mouths to feed. As of 2015, there are more than seven billion people on Earth, according to the United Nations."

Anchor Annotation, Paper 4

Score Point 1

The response provides relevant details about the number of mouths to feed which is relevant to answering the prompt ("*...because the world has too many mouths to feed. As of 2015, there are more than seven billion people on Earth, according to the United Nations*"). The attempt to explain what the author "is trying to convey" demonstrates some misunderstandings about what is stated in the text ("*...scientist proved that it had a lot of protein. we also need to find new food because if we keep on eating the same stuff forever eventually it will run out unless we have an unlimited supply of that food source*"). This response demonstrates a partial understanding.

The author supports the claim from paragraph 4 by explaining that "As 2015, there are more than seven billion people on earth, according to the United Nations. And by 2100 that number may double, according to some predictions. Feeding all of these people means not only improving the way food is grown, but also finding new sources of nutrition."

Anchor Annotation, Paper 5

Score Point 1

The response does not establish the topic or explore how the author supports the claim that “*people need to seek out new foods*”. However, the text-evidence details are relevant and show a limited understanding of the task (...*"As 2015, there are more than seven billion people on earth, according to the United Nations. And by 2100 that number may double, according to some predictions. Feeding all of these people means not only improving the way food is grown, but also finding new sources of nutrition."*). This response addresses a portion of the question and demonstrates a partial understanding.

It said that if people don't seek out new foods than if nothing changes within 35 years the world's appetite will be greater than the food produced.

Anchor Annotation, Paper 6

Score Point 1

This response addresses a portion of the question and demonstrates a partial understanding. Although it does not indicate how the author supports the claim, it provides a relevant detail (*It said that if people don't seek out new foods than if nothing changes within 35 years the world's appetite will be greater than the food produced*).

He supports it by putting evidence that scientists say it has one simple fact at the beginning that we have to many mouths to feed. 'As if 2015, there are more than seven billion people on earth, according to the United Nations. This means he is stating facts about how there is so many people on earth that we need to feed because if not they will die of hunger.' and by 2100 that number may double, according to some predictions. The author is saying that we need to seek new foods in order for us to not starve to death. If not we will die of starvation. "Feeding all of these people means not only improving the way food is grown but also finding new sources of nutrition. This fact is stating that it would be good if we find new food with other nutrients so there could be food that last longer and there could be more of so that we could have food for a longer period of time.

Anchor Annotation, Paper 7

Score Point 2

The response effectively explains how the author supports the claim that “people need to seek out new foods” (“...by putting evidence that scientists say it has one simple fact at the beginning that we have to many mouths to feed”). The response then draws well-chosen text evidence about relevant scientific predictions and proposed changes to support the answer (‘As if 2015, there are more than seven billion people on earth, according to the United Nations . . . and by 2100 that number may double, according to some predictions’ [and] “there could be food that last longer and there could be more of so that we could have food for a longer period of time”). This response completes all components of the question, demonstrates an understanding of the concepts.

The author supports its claim in paragraph 4 which says, "people need to seek out new foods," by telling us how many people are in the world and how many are estimated for the future. In the text, "Cool Jobs: Finding Foods for the Future," says, "As of 2015, there are more than seven billion people on earth, according to the United Nations." It also states, "And by 2100 that number may double, according to some predictions. Feeding all of these people means not only improving the way food is grown, but also finding new sources of nutrition." This indicates that if we don't start finding ways to get food, we might one day not have enough for everyone on the planet and our environment will start to die quickly.

Anchor Annotation, Paper 8

Score Point 2

The response effectively explains how the author supports the claim that "people need to seek out new foods" (...by telling us how many people are in the world and how many are estimated for the future) and supports this idea with relevant details from the text ("As of 2015, there are more than seven billion people on earth, according to the United Nations." It also states, "And by 2100 that number may double, according to some predictions. Feeding all of these people means not only improving the way food is grown, but also finding new sources of nutrition"). The ideas are further clarified with text evidence about the future impact (This indicates that if we don't start finding ways to get food, we might one day not have enough for everyone on the planet and our environment will start to die quickly). This response completes all components of the question and demonstrates an understanding of the concepts.

The author supports the claim by giving reasons why we need to seek out new foods. One reason the author states we need to seek new food is because the world has a lot of people to feed. The text states "because the world has so many mouths to feed." The author also states we need to seek new food is because if nothing changes soon the worlds appetite will be greater then the amount of food we have. The text states "if nothing changes within 35 years the worlds appetite will be greater than the amount of food produced." As you can see the authors claims that people need to seek out new foods is right.

Anchor Annotation, Paper 9

Score Point 2

The response effectively explains how the author supports the claim that "people need to seek out new foods" with two stated reasons (...*because the world has a lot of people to feed...* [and because] *if nothing changes soon the worlds appetite will be greater then the amount of food we have*). Both reasons are supported with appropriately chosen quotes from the text (*The text states "because the world has so many mouths to feed" [and] "if nothing changes within 35 years the worlds appetite will be greater than the amount of food produced"*). This response completes all components of the question and communicates ideas clearly and demonstrates an understanding of the concepts.



Directions: Read the excerpt from “Yummy Bugs.” Then answer the questions.

from “Yummy Bugs”

by Janet Raloff

Originally published on www.sciencenewsforstudents.org, September 3, 2008

- 1 This summer, the Audubon Nature Institute is opening another museum in New Orleans. Its restaurant will offer everything from soup and main courses to desserts. But the foods will contain ingredients U.S. diners would usually complain about finding on their plates: bugs. . . .
- 2 Although unusual as food items, bugs do make sense here because this is the Insectarium (in sek TAIR’ ee um). As its unusual name implies, the entire museum will be devoted to the world’s six-legged species.
- 3 Want chocolate chip cookies? They’ll come topped with toasted crickets. And yes, they’re the same kind that chirp in yards and parks all summer long. Make no mistake, these bugs are not just there for looks. You’re supposed to eat them, explains Audubon chef Zack Lemann. The crickets, for instance, “taste kind of nutty,” he notes.
- 4 The restaurant will be named Bug Appétit. It’s a play on the French phrase—Bon Appétit (BOHN’ ap pay TEET’)—which means “enjoy your meal.”
- 5 Lemann and his Audubon team realize that “eewww” or “gross” may be the first reactions many people will have at seeing bugs in food. But the Audubon center hopes its visitors will leave the restaurant with a better understanding that much of the rest of the world is not turned off by bugs. Indeed, bugs are eaten by choice. What’s more, many insects are actually quite nutritious.

Why Not Eat Bugs?

- 6 . . . [David] Gracer’s primary job is teaching writing to college students. However, in his off hours, he holds workshops on edible insects. He also performs cooking demonstrations to introduce Americans to bug-based recipes. . . .
- 7 Besides pointing out that insects are good food, Gracer also argues that insects can be “a better choice” than most meats—at least ecologically.

Good for the Body

- 8 The muscle tissue in conventional livestock—such as cattle, hogs, chicken, and fish—is what we think of as meat. It’s made primarily of protein. By eating protein, we give our bodies a nutrient needed to build structural materials, including muscle.



- 9 Insects are tiny animals. And studies have shown that their protein typically has higher quantities of minerals and vitamins than occur in many conventional meats that people eat. That finding was a surprise to Sandra G.F. Bukkens, an independent nutrition scientist based in Barcelona, Spain. While she was working in Italy, several years back, she was asked to survey what scientists around the world had published on the nutritional value of bugs.
- 10 “I was pleasantly surprised,” she reports. “Insects were far more healthy than I expected.”
- 11 Gene R. DeFoliart isn’t surprised by Bukkens’ assessment. His research over the years has shown that the protein in insects tends to be at least as nutritious as that in conventional livestock meats. Sometimes, the insect protein is even better, he says.

From “Yummy Bugs” by Janet Raloff, from *Science News for Students*, Sept. 3, 2008. © 2008 Society for Science & the Public.

5

RE922745116_2

What does the phrase “toasted crickets” imply about the meaning of paragraph 3?

- A** Bugs are only a decoration on cookies.
- B** Bugs can be cooked like familiar foods.
- C** Bugs have a flavor similar to chocolate.
- D** Bugs improve traditional cookie recipes.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922745116

Book Question Number: 5

Standard: RI.6, RI.6.4

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,942	67%	0.67	6%	67%	13%	14%
Gender							
Female	22,796	69%	0.69	6%	69%	12%	14%
Male	24,145	66%	0.66	6%	66%	13%	15%
Ethnicity							
African American	4,949	58%	0.58	11%	58%	17%	15%
American Indian or Alaska Native	77	57%	0.57	9%	57%	17%	17%
Asian	1,045	70%	0.70	6%	70%	12%	12%
Hispanic or Latino	4,895	57%	0.57	9%	57%	18%	16%
Native Hawaiian or Pacific Islander	94	57%	0.57	9%	57%	14%	20%
White (non-Hispanic)	33,221	70%	0.70	5%	70%	11%	14%
Two or more races	2,657	67%	0.67	6%	67%	13%	14%
Migrant							
Migrant	202	48%	0.48	9%	48%	25%	17%
English Learner							
English Learner	2,659	40%	0.40	16%	40%	25%	19%
Economically Disadvantaged							
Economically Disadvantaged	28,257	64%	0.64	7%	64%	15%	15%
Students with Disabilities							
Students with Disabilities	7,161	56%	0.56	10%	56%	17%	17%

**6**

RE922745452_3

What is the author's main purpose for introducing the role of David Gracer in paragraph 6?

- A** To persuade the reader that David is a talented cook
- B** To inform the reader about David's job of teaching college students
- C** To provide an example of a cook spreading the message of insect recipes
- D** To describe to the reader how easy it is for people to attend David's workshops



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922745452

Book Question Number: 6

Standard: RI.6, RI.6.6

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	46,941	70%	0.70	7%	17%	70%	6%
Gender							
Female	22,794	70%	0.70	7%	17%	70%	6%
Male	24,146	69%	0.69	8%	17%	69%	7%
Ethnicity							
African American	4,948	57%	0.57	13%	22%	57%	9%
American Indian or Alaska Native	77	68%	0.68	4%	19%	68%	9%
Asian	1,045	77%	0.77	4%	16%	77%	3%
Hispanic or Latino	4,894	62%	0.62	9%	20%	62%	9%
Native Hawaiian or Pacific Islander	94	76%	0.76	11%	9%	76%	5%
White (non-Hispanic)	33,222	72%	0.72	7%	15%	72%	6%
Two or more races	2,657	68%	0.68	8%	17%	68%	7%
Migrant							
Migrant	202	55%	0.55	7%	23%	55%	15%
English Learner							
English Learner	2,659	44%	0.44	12%	29%	44%	15%
Economically Disadvantaged							
Economically Disadvantaged	28,256	65%	0.65	9%	19%	65%	8%
Students with Disabilities							
Students with Disabilities	7,163	55%	0.55	11%	22%	55%	12%



7

RE922745215_1

How do paragraphs 8 and 9 fit into the overall structure of the passage?

- A** They compare and contrast the value of nutrients in meat and insects.
- B** They provide information on the effects of people eating bugs.
- C** They provide background information about bugs as animals.
- D** They explain the reason why people should eat bugs.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE922745215

Book Question Number: 7

Standard: RI.6, RI.6.5

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,941	57%	0.57	57%	16%	9%	19%
Gender							
Female	22,796	57%	0.57	57%	16%	9%	18%
Male	24,144	57%	0.57	57%	15%	9%	19%
Ethnicity							
African American	4,947	49%	0.49	49%	21%	14%	16%
American Indian or Alaska Native	77	61%	0.61	61%	13%	13%	13%
Asian	1,045	67%	0.67	67%	13%	5%	15%
Hispanic or Latino	4,894	53%	0.53	53%	18%	12%	18%
Native Hawaiian or Pacific Islander	94	65%	0.65	65%	11%	11%	14%
White (non-Hispanic)	33,223	59%	0.59	59%	14%	8%	19%
Two or more races	2,657	56%	0.56	56%	16%	9%	19%
Migrant							
Migrant	202	48%	0.48	48%	17%	13%	22%
English Learner							
English Learner	2,659	44%	0.44	44%	22%	17%	18%
Economically Disadvantaged							
Economically Disadvantaged	28,255	55%	0.55	55%	17%	10%	18%
Students with Disabilities							
Students with Disabilities	7,163	45%	0.45	45%	19%	12%	24%



8

RE923348069_4

Which statement **best** describes the central idea of **both** passages?

- A** Chefs enjoy using unusual alternative foods in restaurants.
- B** Alternative foods will be needed to feed the planet's growing population.
- C** Home cooks find alternative foods to be appealing ingredients for recipes.
- D** Alternative foods can provide important nutrients in addition to being interesting.



Released Item Performance

Kentucky Summative Assessments

Spring 2026

Grade 6

Reading

Item: RE923348069

Book Question Number: 8

Standard: RI.6, RI.6.9

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	46,942	58%	0.58	8%	24%	10%	58%
Gender							
Female	22,793	63%	0.63	7%	21%	10%	63%
Male	24,148	53%	0.53	8%	28%	11%	53%
Ethnicity							
African American	4,948	47%	0.47	10%	27%	16%	47%
American Indian or Alaska Native	77	51%	0.51	6%	27%	16%	51%
Asian	1,045	67%	0.67	4%	22%	7%	67%
Hispanic or Latino	4,895	53%	0.53	8%	25%	14%	53%
Native Hawaiian or Pacific Islander	94	72%	0.72	9%	12%	7%	72%
White (non-Hispanic)	33,223	60%	0.60	7%	24%	9%	60%
Two or more races	2,656	58%	0.58	8%	23%	10%	58%
Migrant							
Migrant	202	46%	0.46	9%	25%	21%	46%
English Learner							
English Learner	2,660	40%	0.40	11%	27%	22%	40%
Economically Disadvantaged							
Economically Disadvantaged	28,256	53%	0.53	9%	25%	13%	53%
Students with Disabilities							
Students with Disabilities	7,163	43%	0.43	13%	26%	18%	43%



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